SUMMARY

Education is recognized as a mirror of the society and educational institution as Society in miniature. Education enables an individual to understand his responsibilities to society and nation and to become ideal citizen. It is a powerful instrument for change in society. “Education is not limited to the imparting of information or training in skills. It has to give the educator a proper sense of values”, by Dr. Radha Krishnan. According to National policy on Education (1986), ‘No investment is likely to yield better returns than the investment in human resources of which the most important component is education. It is perhaps the reason that “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.” Every society endeavors to make all necessary arrangements for ensuring best possible education for the next generation. Through education the human child who seems to be dependent for its activities at birth becomes the most competent and successful human being by attaining all round development of his personality. Education is the outcome of human environment interaction that one experiences as a child, as an adult and as an old person. As such education is the life long process and each one of us gets opportunities for a variety of experiences. The quest for such experiences is an inborn quality. Every human child is compelled to seek his/her basic needs which in turn take the shape of human environment interaction result of which continues throughout life.

Teachers are vital to education and are key elements for the facilitation of student learning. The success of a teacher depends not only what he is, but what he does. The teacher regarded as the direct and sole source of life and light. According to Sheela Mangla, (2001), “Good teachers show a balance of qualities—continuous growth for excellence, readiness for guidance, set high value standards so that they can equip the children wisely and effectively, they are purposeful whose energies and values are organized and focused on their teaching work; they are thinkers and constructive workers with intellectual bent for achievements;
they warm up the students, appreciate their efforts and encourage them to work harder; they have a hunger for vividness, for wholeness and completeness in their ideas, they are sensitive and responsive, they have a conscience and patient and persistently curious.” The role of the teacher is considered to be important in all stages of education but a teacher has a predominant part to play at the elementary level. Elementary education as its meaning suggests, caters to the most fundamental needs of all the children and is something that man cannot do without. At this level the school students need the constant attention of their teachers. However, teaching has a configuration, which can be analyzed, reasoned out, described, explained and changed in categories called taxonomy. Teaching is undoubtedly an extraordinarily complex task. Teaching is not like inducing a chemical reaction, it is much more like painting a picture or making a piece of music, or on a lower level, like planting a garden or writing a friendly letter.”

An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers becomes imperative to empower the students for facing the emerging challenges of global world. Effective teaching is a par excellence attribute of quality education.

Teacher Effectiveness Course change the overt and covert behavior of the learner, for learning is nothing but a change in the behavior of the pupil suiting the social and cultural expectations and norms of the society of which he is a member. The better a teacher can manifest this change in the students, the more effective he is. According to Southern (1974), an effective teacher an effective teacher is the one who has a sense of humor, ability to explain things clearly so that students can easily understand what is being taught, ability to make any subject interesting to learn, ability to control the class, ability to be ready and willing to help students when they need and ability to be as fair as possible in dealing with students. In the words of Anderson (1991), “An effective teacher is
the one who quite consistently achieves goals, which either directly or indirectly, focus on the learning of their students.”

**Attitude Towards Teaching**

Attitude is such a complex affair that it cannot be completely described. Attitude plays a very important role in the life of a teacher. Children remain under their care in the most impressionable years of their lives and the attitude of teachers is bound to influence them. Attitude is important to understand human behavior. To define what exactly an attitude is, many attempts have been made in literature. Generally it is defined as a complex mental state involving beliefs. Anastasi (1957) defines attitude as a tendency to react in a certain way towards a designed class of stimuli. People’s attitudes towards their profession have an effect on their performance. It is also valid for teaching profession. Teaching is the best profession and attitude towards teaching is a psychological determinant where effective experience brings changes towards teaching. Teacher’s attitude towards teaching may be positive or negative but are of great significance for efficient and profitable functioning of any institution. Teacher who have great satisfaction with their job and positive attitude towards teaching, enjoy their profession and prefer teaching in spite of many economic or social abuses. On the other hand, a teacher who has a negative attitude will not enjoy teaching rather feel like a fish out of water. If a teacher has a positive attitude towards teaching, he can severely satisfy his inner self. Attitude towards teaching profession is an emotionalised tendency, organized through teaching experiences to react positively towards teaching. Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. It is a learned emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of value. The affective quality of attitudes was also accentuated by Krech and Crutchfield (1948), What an individual feels or what an individual believes is his attitudes. Attitudes can be defined the sum total of man’s inclination and feelings prejudice or bias, ideas, evils threads and convictions about any specific topic. The attitude
as a degree of positive or negative effect associated with some psychological objects. The definition of attitude reveals the following facts concerning attitude:

i) Attitude is the mental or neural state of readiness.

ii) Attitude influences the reactions of the individuals.

iii) Attitude changes the reactions of the individuals.

Self-Concept

Man lives in society, he interacts with the environment according to his needs and wants. The inner image of the man is known as ‘self’. It is defined as the perception by the individual of his own inner feelings. Self is the inner image of one’s personality and self disclosure is the capacity of the individual to express his inner feelings ideas, deeds and reactions in the outer world by receiving some inner or outer stimulus. Cooley(1902) regarding the self as a reflection in a looking glass: it was a mirror, as it were, of others. Self-concept is best conceived as a system of attitudes towards oneself. Self-concept consists of all the perceptions feelings, attitudes, aspirations and values of oneself concerning oneself. Purkey,(1988) defines self-concept as "the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence". Self-concept is one of the most dominating factors influencing the individual behavior on the other hand life experience too affect the self-concept. Successes and other pleasurable events in life lead to the enhancement of the self-concept, while failure, frustration and other denigrating experience tend to lower the concept of one. Self-concept which originally was considered to be the keystone in nondirective counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that self-concept has close connections with some personal aspect like learning, motivation, attitudes, perception and performance, which determine the academic and other successes of the individual in and out of the school.
Self-concept consists of all the perceptions feelings, attitudes, aspirations and values of oneself concerning oneself. It is one own image in one’s own eyes, as perceived, felt and thought of by oneself. One perceives others and can perceive oneself also, but this perception of one and others cannot be objective and correct. For an individual his own self is at the core of everything that matters. A person behaves in accordance with the self. Two things are assumed to be vital in the life of an individual the concept of self and perception of the environment. As the child grows, he learn about the world and also about himself. Thus, three inferences may be adduced evidently in respect of self-development from the above explanation. First, the self is a development formation in the psychological process of the individual. Secondly, the self consists of interrelated and acquired aspects of life; and thirdly the individual’s relations to others are defined to be regulated by self in various concrete situations and activities. In the present study an attempt has been made to examine how self-concept and Attitude of teachers may effect their effectiveness in the class rooms. A teacher role involves a triadic function. Firstly, a man making process, which is quite challenging. Secondly, a duty towards the nation, society and children which is reflected in his/her practical job. Thirdly, his/her own role perception which is significant for his/her professional growth. An insightful teacher can correct his/her faulty “Self-concept” through self-discipline and by keeping into his/her own self-images for judicious evaluation. It needs hardly any stating that a realistic ‘self-concept’ helps a teacher to grow professionally and also helps in changing his/her views towards his/her profession. Self-concept in teaching, as a powerful determinant of teacher behavior, is developed by the way in which teacher experiences and interprets things that happen. The quest for understanding oneself plays a vital role in orienting the teacher to the world around him and enabling him to behave with confidence so that he can maximise his pleasure and minimise his pain in his professional area.

**Significance of the study**

The validation of a research project lies in its contribution to society for its welfare. The purpose of present study is to see whether there is relationship
between Teacher Effectiveness of Elementary School Teachers and Attitude Towards Teaching and Self-Concept of Teachers. Education is perceived to be a universal phenomenon. It is adequately organized and regulated through formal institution like schools and colleges. There are different factors which determine the quality of education and its contribution to national development. The quality competence and character of teachers are undoubtedly very significant. Nothing is more important than to secure a sufficient supply of high quality personnel to the teaching profession providing them with the best possible professional preparation and to create satisfactory conditions of work to make their teaching more effective. In this technological society teaching is not a leisure time activity. It has become goal oriented and productive to raise standard of children society at large.

Today the main trust of the whole education system is on “Elementary education” and more so its effectiveness for the allround development of the children. If so, teacher’s effectiveness becomes a very important question in front of the education and researcher. In this technological society, teaching is not a leisure time activity. It has become goal oriented and productive instrument to raise the standards of children and society at large. Today teachers effectiveness becomes a very important question before the educationists and researchers. Only effective to can materialize policies plans of educations in the classroom. A teacher is the symbol of hope for the whole education system of the nation for improving the program and practices at primary level. Teacher effectiveness is essential at the elementary stage and there are the different factors which influence teacher effectiveness. Attitude towards teaching is of great significance for efficient functioning of any teaching learning institution. Positive attitude towards their profession brings self-confidence to the teachers. Self-confident teachers are the chief asset to any institution. Thus no institution can successfully achieve it’s targets unless and until those who working in the institution are self-confident and possess favorable attitude towards the job. To make the teacher goal-oriented and productive, to motivate the students and to remove mass scale failures, it is essential to diagnose teacher effectiveness with various correlates.
In the present study, after reviewing a number of literature of teacher effectiveness the investigator has selected some important correlates of teacher effectiveness like attitude towards teaching and self-concept with some demographic variables like sex, the teaching experience locality and age. Therefore, the present venture has been made to study Teacher Effectiveness in relation to their Attitude Towards Teaching and Self-Concept at elementary level in Haryana. The study is desirable unique and important especially at elementary level where Teacher Effectiveness is urgently needed to make universal primary education a success.

Statement of Problem

“*A Study of Teacher Effectiveness among Elementary School Teachers of Haryana in relation to their Attitude Towards Teaching and Self-Concept.*”

Operational definition of the Terms used

Certain terms with specific meanings have been frequently used in the present study. They are as under:

a) **Teacher Effectiveness**

Teacher Effectiveness means producing the intended or expected results by accomplishing the purpose and producing a deep or vivid impression on the students through his effort. In the present study, its dimensions included are:

i) Knowledge and Expression of subject matter.

ii) Readiness in removing students difficulty.

iii) Knowledge of teaching methodology.

iv) Relationship with students, colleagues and guardians.

v) Personality Dispositions.

b) **Attitude Towards Teaching**

It is favourable or positive feeling towards the teaching profession with a commitment towards teaching, learners, other associated words and factors. In the present study, it will cover the dimensions.
C) **Self –Concept**

Self-concept is not a substance but a process in which a conversation between the ‘I’ and the ‘Me’ takes place. In the present study, it will cover the following dimensions.

i) Social Self-Concept.

ii) Emotional Self-Concept.

iii) Physical Self-Concept.


v) Aesthetic Self-Concept.

vi) Political Self-Concept.

vii) Job related Self-Concept.

viii) Self-Confidence.

ix) Self-Concept related to Beliefs and Traditions.

x) Self-Concept related to Personality Traits.

D) **Elementary Education**

The period of formal education beginning in childhood, usually at the age of 5 or 6 years and ending approximately with the beginning of adolescence including both primary and upper primary education, including grade 1st to 8th, concerned primarily with general education and those skills, knowledge and attitudes which are required by the society and individual himself.
Research Design

As a blueprint of the research design the following components constitute the format of the investigation,

- Methods of the study
- Tools of the study
- Sample of the study
- Data collection
- Techniques used for data analysis

Method of the study

The present study mainly uses the Descriptive method to study the problem of Teacher Effectiveness in relation to their Attitude Towards Teaching and Self-Concept among Elementary School Teachers.

Variables Involved In the Study

- Dependent Variable
  i) Teacher Effectiveness

- Independent Variable
  i) Attitude Towards Teaching
  ii) Self-Concept
  iii) Demographic Variables

Objectives of the study

Briefly stated, the objectives of the study are:

1) To study the level of Teacher Effectiveness of elementary school teachers of Haryana.

1.1) To compare the level of Teacher Effectiveness of male and female elementary school teachers.
1.2) To compare the level of Teacher Effectiveness of elementary school teachers of the age 45 years or more with those of the less than 45 years.

1.3) To compare the level of Teacher Effectiveness of elementary school teachers having teaching experience of 10 years or more with those having teaching experience of less than 10 years.

1.4) To compare the level of Teacher Effectiveness of elementary school teachers belonging to rural and urban areas.

2) To study the level of Attitude Towards Teaching of elementary school teachers of Haryana.

2.1) To compare the level of Attitude Towards Teaching of male and female elementary school teachers.

2.2) To compare the level of Attitude Towards Teaching of elementary school teachers of the age of 45 years or more with those of the age less than 45 years.

2.3) To compare the level of Attitude Towards Teaching of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

2.4) To compare the level of Attitude Towards Teaching of elementary school teachers belonging to rural and urban areas.

3) To study the Self-Concept of elementary school teachers of Haryana.

3.1) To compare the Self-Concept of male and female elementary school teachers.

3.2) To compare the Self-Concept of elementary school teachers of the age 45 years or more with those of the age less than 45 years.
3.3) To compare the Self-Concept of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

3.4) To compare the Self-Concept of elementary school teachers belonging to rural and urban areas.

4) To study the relationship between the level of Teacher Effectiveness and level of Attitude Towards Teaching of elementary school teachers of Haryana.

5) To study the relationship between the level of Teacher Effectiveness and the Self-Concept of elementary school teachers of Haryana.

6) To study the relationship between the level of Attitude Towards Teaching and the Self-Concept of elementary school teachers of Haryana.

**Hypothesis of the study**

a) **Teacher Effectiveness**

1) There is no significant difference between the level of Teacher Effectiveness of male and female elementary school teachers.

2) There is no significant difference between the level of Teacher Effectiveness of elementary school teacher of the age 45 years or more with those of the age less than 45 years.

3) There is no significant difference between the level of Teacher Effectiveness of elementary school teaches having teaching experience of 10 years or more with those having teaching experience less than 10 years.

4) There is no significant difference between the level of Teacher Effectiveness of elementary school teachers belonging to rural and urban areas.
b) **Attitude Towards Teaching**

5) There is no significant difference between the level of Attitude Towards Teaching of male and female elementary school teachers.

6) There is no significant difference between the level of Attitude Towards Teaching of elementary school teacher of the age 45 years or more with those of the age less than 45 years.

7) There is no significant difference between the level of Attitude Towards Teaching of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

8) There is no significant difference between level of Attitude Towards Teaching of elementary school teachers belonging to rural and urban areas.

c) **Self-Concept**

9) There is no significant difference between the Self-Concept of male and female elementary school teachers.

10) There is no significant difference between the Self-Concept of elementary school teachers of the age 45 years or more with those of the age less than 45 years.

11) There is no significant difference between the Self-Concept of elementary school teachers having teaching experience of 10 years or more with those having teaching experience less than 10 years.

12) There is no significant difference between the Self-Concept of elementary school teachers belonging to rural and urban areas.
d) **Teacher Effectiveness vs Attitude Towards Teaching**

13) There is no significant relationship between the level of Teacher Effectiveness and level of Attitude Towards Teaching of elementary school teachers of Haryana.

e) **Teacher Effectiveness vs Self-Concept**

14) There is no significant relationship between the level of Teacher Effectiveness and the Self-Concept of elementary school teachers of Haryana.

f) **Attitude Towards Teaching vs Self-Concept**

15) There is no significant relationship between the level of Attitude Towards Teaching and the Self-Concept of elementary school teachers of Haryana.

**Population and Sample**

In the present study, teachers teaching in the Govt. elementary Schools situated in the state of Haryana formed the population. In the present study, the investigator used the multi-stage random sampling technique to select the subjects from the population. Haryana state was divided into four zones namely North, South, East and West. Out of all the zones, four districts were picked up by using the lottery technique. Thus, all the four districts formed the sample of the study. A list of Govt. elementary Schools was obtained from the concerned D.E.O of the selected districts. Out of the list 68 elementary schools and 400 elementary school teachers were selected randomly, 100 from each district. The responses of only 400 teachers could be taken for analysis. While selecting the sample the other considerations which were taken care of, are that schools were situated both in rural and urban areas.

**Tools Used**

To collect the information for the research, the investigator used certain tools. The selection of a tool for a particular study depends upon certain factors such as the objectives of the study, Variables undertaken for the study,
Dimensions of the variables etc. Taking these factors into considerations, the researcher decided to use the following tools.

i) Teacher Effectiveness Scale (TES) constructed and standardized by Mishra(1999).

ii) Teacher’s Attitude Towards Teaching Scale (TATTs) constructed and standardized by Mishra(1999).

iii) Self-Concept Inventory (SCI) ) constructed and standardized by Beena Shah(1986).

Collection of Data

The research tools were administered to 400 teachers of Govt. elementary Schools. Before administering the tools, the investigator went to the randomly selected 68 different elementary Schools which were situated in Haryana and contacted the principals of govt. schools to obtain permission for collecting data from their teachers. After securing the necessary permission, the teachers were explained the objectives of the study and given the tools. Clear instructions were given on the tools. Investigator herself interacted with the teachers and answered their queries. The teachers were assured that the present questionnaires were meant for the research purposes and would not affect them in any way. After collecting the responses to each tool from all the teachers, scoring was done in accordance with the instructions given in the manual of each tool.

Statistical Techniques Used

In the present study the following statistical techniques were used.

Mean: It is used to describe the average of an entire sample of scores.

S.D.: The Standard Deviation, a measure of variability, is a measure of the extent to which scores in distribution, on an average, deviate from their mean.

Graphical Techniques: Bar diagrams were used wherever required.
Correlation Co-efficient: In the present study, Pearson’s Correlation Co-efficient was used to study the relationship of Teacher Effectiveness, Attitude Towards Teaching and Self-Concept.

_t-test:_ The test of significance between two means is known as ‘t’ test. It involves computation of ratio between observed differences between two sample means and the error variance. To test the different variables in terms of Teacher Effectiveness, Attitude Towards Teaching and Self-Concept of teachers, the ‘t’ test was used in this study.

**Main Findings:**

The statistical Analyses of the study reveal the following finding

1) **Findings based on Teacher Effectiveness**

i) The overall Teacher Effectiveness of Govt. Elementary School teachers of Haryana has been found to be average, which is consistently sustained along all the effectiveness factors chosen for the study i.e. by gender, age, teaching experience as well as by locality.

ii) There exists no significant difference between the level of Teacher Effectiveness of male and female Elementary School Teachers of Haryana.

iii) There exists no significant difference between the level of Teacher Effectiveness of elementary school teachers of the age 45 years and above and more with those of the age less than 45 years.

iv) A significant difference was found between the level of Teacher Effectiveness of teachers having teaching experience of 10 years and more with those having teaching experience less than 10 years. Teachers having teaching experience of 10 years and more show better teacher effectiveness as compared to their counterparts.

v) A significant difference was found between the level of Teacher Effectiveness of elementary school teachers belonging to rural and
urban areas, with significant difference in favour of teachers working in urban areas over their rural counterparts

2) Findings based on Attitude Towards Teaching

i) The overall level of Attitude Towards Teaching of Govt. Elementary School teachers of Haryana has been found to be average, which is consistently sustained along all the Attitude Towards Teaching factors chosen for the study i.e. by gender, age, teaching experience as well as by locality.

ii) A significant difference was found between the level of attitude towards teaching of male and female elementary school teachers of Haryana, indicating significant difference in favour of male elementary school teachers.

iii) There exists no significant difference between the level of attitude towards teaching of elementary school teachers of the age 45 years and above and more with those of the age less than 45 years.

iv) There exists no significant difference between the level of attitude towards teaching of elementary school teachers having teaching experience of 10 years and more with those having teaching experience of less than 10 years.

iv) A significant difference was found between the level of attitude towards teaching of elementary school teachers belonging to rural and urban areas, with significant difference in favour of teachers working in urban areas over their rural counterparts.

3) Findings based on Self-concept

i) The overall Self-Concept of Govt. Elementary School teachers of Haryana has been found to be average, which is consistently sustained along all the Self-concept factors chosen for the study i.e. by gender, age, teaching experience as well as by locality.
ii) There exists significant difference between the self-concept of male and female elementary school teachers of Haryana, indicating significant difference in favour of male elementary school teachers.

iii) There exists no significant difference between the self-concept of elementary school teachers of the age 45 years and above and more with those of the age less than 45 years.

iv) There exists significant difference between the self-concept of elementary school teachers having teaching experience of 10 years and more with those having teaching experience of less than 10 years. Teachers having teaching experience of 10 years and more show high self-concept as compared to their counterparts.

v) There exists significant difference between the self-concept of elementary school teachers belonging to rural and urban areas, with significant difference in favour of teachers working in urban areas over their rural counterparts.

4) A significant relationship was found between the level of teacher effectiveness and level of attitude towards teaching of elementary school teachers of Haryana.

5) A significant relationship was found between the level of teacher effectiveness and the self-concept of elementary school teachers of Haryana.

6) A significant relationship was found between the level of attitude towards teaching and the self-concept of elementary school teachers of Haryana.

**Delimitations of the Study**

Taking into consideration the time and resources available, the present study is delimited to:

1. Govt. elementary school Teachers only.
2. Four Districts of Haryana only.

3. Male and Female teachers from 68 Govt. elementary schools.

4. Find out the effect of independent variables on the development of Teacher Effectiveness.

5. Only two independent variables i.e. Attitude Towards Teaching and Self-Concept. Demographic variables are taken against the background of the study.

**Educational Implications:**

The present study is a preliminary effort on teacher effectiveness among elementary school teachers in relation to their attitude towards teaching and self-concept. After all its confines the findings of the study have many significant educational implications that may be useful for teachers, teacher educators, psychologists, educational planners, policy makers and schools. It is no exaggeration to express that the whole educational process revolved round the teacher. Teacher plays an inevitable role not as a mere transmitter of knowledge and culture but as a change agent also. It is the responsibility of the teacher to guide and inspire students, to inculcate values in consonance with our cultural heritage and our social objectives.

The present study reveals the positive relationship of teacher effectiveness with attitude towards teaching and self-concept. In elementary schools of Haryana teachers are average in teacher effectiveness. Some teachers are much more effective than others. The study’s findings suggest that traditional measures of teacher quality do not forecast classroom effectiveness. Educational expert might wish to reorganize the current knowledge requirement of teachers for their effectiveness rather than for qualifications that are not associated with their ability. Our compensation system might provide too little incentive for the more effective teachers to deliver their best performance. It is also recommended that teachers should have access to technology anywhere, anytime and from any place. Training should be provided to teachers to use latest teaching aids. Effective
orientation program should be built around a well-defined learning curriculum, combining mentoring with high quality professional development to help new teachers reflect on and improve their classroom practice. Better living and working conditions of the teachers not only facilitate them in performing the duties efficiently and effectively but also help in developing interest in the profession. The teachers thus should be provided better salaries, housing facilities, medical facilities, availability of library, learning materials and teaching aids, better works and working conditions and of various teaching skills in the teaching learning settings. This will further improve the schools climate and the pupil’s all round development.

An appropriate use of new information technology should be used as a powerful tool in the educational process, but there is need for the investment in the computer program in schools and in the development of teacher competence. The workload of teachers has increased during recent years. From this perspective serious steps must be taken to review size of the class and working hours. At elementary level, the teachers should be given respect, job security, promotion avenues, opportunities for academic and professional development and use of abilities, better working environment and leave facilities, variety in working situations. This will provide more satisfied, stable, committed and effective teachers to the educational system and help in achieving the goal of Universal elementary education at the earliest. Training in minimum learning level (MLL) is also essential for elementary teachers today as they are the set standards by N.C.E.R.T. All such implications would rightly mould the education system to reach the goal of compulsory elementary education.

The attitude of teachers towards teaching profession is very important for the teacher’s performance and their students. The social and political control existing over teachers and the profession, in addition to the economic problem. The workplace also plays a crucial role in shaping teachers’ attitudes towards teaching, especially behavior of principal, and the nature of the communication in the school. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several
difficulties when they start teaching. They start to feel deprived, alone and isolated in the society. It may cause a negative attitude towards the teaching profession. Attitudes of teachers play a crucial role in the teaching profession. Negative attitude of a teacher may have a negative impact on one’s teaching. The analysis of the data revealed that the majority of the elementary school teachers possess average attitude towards the profession. It is very alarming situation for our education system. Elementary education is an important sub-sector of the entire education system. It provides the foundation workforce for the economy and on the other; it acts as a feeder for the secondary level of education. The steps should be taken by the concerned authorities to develop positive attitude of elementary school teachers towards teaching profession. In present education system, there should be provision of transfers of teachers. If the female teachers are appointed nearby their places it will increase their positive attitude towards teaching. The in-depth qualitative study should be conducted to investigate variables affecting attitude of elementary school teachers in rural areas. If government provide some bonus for rural teachers in terms of salary like conveyance allowance and house loan etc, such steps will definitely effect their attitude towards teaching. Positive attitude increases the self-concept of teachers. Attitude towards teaching increases when teachers find their living and working conditions cordial. If the suggestions made above be followed one can be reasonably hope that the teachers would develop positive attitude towards teaching and positive self-concept. Simple availability of teachers is not an important thing. Younger generations imitate the attitude of their elders. The children remain under the influence of their teachers and the attitude of the teacher is bound to influence them. The need of the hour is that the educational institutions should have teachers who take pride in teaching profession and show positive attitude towards teaching. Good teachers produce good students, So by improving the quality of the teachers, the quality of both the students as well as of the school can be improved.

Self-concept is the cognitive or thinking aspect of self and generally refers to the totality of a complex, organized, and dynamic system of learned beliefs,
attitudes and opinions that each person holds to be true about his or her personal existence. The self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior. The present study reveals that self-concept is correlated with attitude towards teaching and teacher effectiveness. The teacher's experiences related to success is the major influence on one's self-esteem. The novel approaches like Team-teaching, Co-operative learning, Workshops, Seminars, Simulated teaching, Discussions, In-service training programs, Orientation and Refresher courses etc. so that they can improve their self-esteem. Self-concept of teachers can be increased by giving them rewards for their results and performance. Our society is man dominating. In our society females are bounded with more duties of family and society. There should be need of opportunities for females also. If the quality of student increases in rural areas, it will also increase the self-concept of the teachers living in rural areas. They should also be provided library facilities and extra learning material from time to time to get updated in latest knowledge and skills of teaching.

Everyone who possesses a teaching qualification can’t always be considered a good teacher. One should pass in the State Level Eligibility Test containing a series of tests including Teaching Attitude tests and Self-Concept test as the least requirement for the appointment of primary school teachers. Orientation courses for the new teachers and refresher courses for the less experienced teachers are recommended as essential for the promotion of elementary school teacher’s effectiveness. The society should enhance the prestige of the teachers as a corollary to the better role expected from the elementary school teachers.

**Suggestions for further Study**

The present study has been directed towards reviewing Teacher effectiveness among elementary school teachers in relation to Attitude Towards Teaching and Self-concept. It has been conducted under some limitation of time, sample etc. Below are given some suggestions for further research:
(1) The same study can be conducted in other state rather than Haryana.

(2) The present study was conducted on elementary school teachers only. The study could be extended to teachers of other educational levels- senior secondary, secondary and higher education.

(3) The study may be conducted using other methodology, population and setting.

(4) Some other demographic variables like income, types of schools (private and govt.) and streams could also be taken.

(5) Comparative studies can be taken up between private and govt. schools with the same variables for teachers of different levels and grades.

(6) Similar studies may be undertaken by taking other variables like Level of Aspiration, Teaching competency, Emotional Intelligence, Job Satisfaction and Teaching Aptitude etc.

(7) There is an urgent need of conducting a national study on attitude towards teaching and teacher effectiveness of elementary school teachers to improve our education system.