



Review Of Related Literature On Teacher Effectiveness

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ABSTRACT

The review of literature on variables of any study place a vital role in carrying out the quality research. It identifies the road taken by other researchers in using the variables and enlightens the scholars with respect to method, tool, statistical techniques used etc on the particular variable. The author had come up with this article with a view of helping researchers in using teacher effectiveness variable, which otherwise consume lot of time and energy, nevertheless the problem of accessibility for number of researchers. It identifies the studies related to teacher effectiveness in India, at primary, secondary and college level.

Key word : Teacher-effectiveness, Review, Findings, Methodology.

Introduction

Revue of related literature plays a vital role or major step in research. It must precede any well planned research study. One of the early steps in planning a research work is to review the studies done in the relevant area of interest. It gives the researcher an indication of the direction to proceed; it provides an understanding of the status of research in the field.

The review of literature provides the rationale or basis for formulating hypotheses providing explanations and suggesting further researches. It provides dues of methodology and instrumentation. It helps the investigator to proceed on his work in the light of previous work or similar work and minimizes wrong move. In this article the author had collected a exhaustive review on teacher effectiveness with an intent of supporting research scholar for their work.

Studies related to Teacher effectiveness at Primary Level

Anand S. P. (1996). Development of a motivational package to promote teacher effectiveness at primary level. Independent study, Bhubaneshwar. Regional Institute of Education (DPEP Study) (IEA, 5, July 1998).

Anand S. P. (1998). A study of motivation for teacher effectiveness at primary level. IER, vol. 33. (1), January 1998.

Studies related to Teacher effectiveness at Secondary Level

Veeraraghavan, Vimala and Bhattacharya, Rina. 1989. School achievement, student motivation and teacher effectiveness in different types of schools. *Indian Educational Review*, Vol. 24(2): 25-36.

Problem: The present study aims to ascertain whether school achievement varies in terms of types of schools, achievement-motivation of students and effectiveness of teachers.

Objective: To study school achievement as related to type of schools, students' achievement-motivation and teacher effectiveness.

Methodology: (1) School achievement varied significantly in terms of the four types of schools with public and missionary schools having the highest achievement and government

schools showing the lowest achievement. (2) Students' motivation had no relationship with school achievement. (3) Teacher effectiveness was positively correlated with school achievement. [SPr 1429]

Shah, Beena. 1991. Determinants of teacher effectiveness. Independent study. Rohilkhand Univ.

Problem: It attempts to study certain determinants that make teachers effective.

Objective: To predict the effect of aptitude, intelligence, values, self concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among the secondary-level teachers.

Methodology: In the study, 2000 secondary level teachers of the Garhwal region were selected by the multi-stage random sampling technique. Only 1907 teachers filled the teacher efficiency scale completely out of which 936 were identified as effective and 971 as ineffective teachers. The tools used were teacher efficiency scale (TES) of Chauhan and Jain, the teaching aptitude test battery (TATB) of Singh and Sharma, the teachers attitude scale (TAS) of Uniyal, the eight value scale (EVS) of shah, the self-concept scale (SCS) of Deo, The Job satisfaction scale (JSS) of Uniyal, the school organisational climate index questionnaire (SOCIQ) of sharma, the job motivation analysis form (JMAF) of Uniyal and the introversion-extroversion personality inventory (IEPI) of Shah. Mean, SD, 't' test, F-test, correlation, and regressions were computed while treating the data.

Major Findings: (1) Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organisational climate. (2) The variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent. (3) Teachers' satisfaction with the nature of work and working conditions, positive attitudes towards the children and the job, adaptability, mental ability, professional information, intelligence, Knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness. [BS 0955]

Prakasham, D. 1988. A Study of teacher effectiveness as a function of school organisational climate and teaching competency. Ph.D. Edu. Ravishankar Univ.

Problem: It compares the strength of teacher effectiveness in various types of school organisational climates as well as under different levels of teaching competency across sex differentiation and territorial variation.

Objectives: To compare the strength of teacher effectiveness in various types of school organisational climates as well as under different levels of teaching competency across sex differentiation and territorial variation, (ii) to estimate the relationship of school organisational climates and teaching competency to teacher effectiveness under various types of school climates, and (iii) to study the relative effects of school organisational climates and teaching competency on teacher effectiveness.

Methodology: The sample compared 800 teachers from 120 government, local body, private non-Christian and Christian schools teaching classes IX, X and XI of Raipur and Bilaspur Districts together with 92 principals, selected by the random quota sampling technique.

The researcher used the School Organisational Climate Description Questionnaire (SOCDDQ) of Motilal Sharma, the General Teaching Competency Scale (GTCS) of B.K. Passi and M.S. Laliitha, and the Teacher Effectiveness Scale (TES) of Pramod Kumar and D.N. Mutha. Mean, SD 't' ratio, Pearson's product-moment coefficient of correlation and ANOVA were computed while treating the data.

Major findings: (1) The open school organisational climate positively affected both the teaching competency as well as teacher effectiveness. (2) Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness. (3) Females scored invariably higher with insignificant difference in all types of schools, categorised in terms of territory, management type and organisational climate. (4) Moderately better teacher effectiveness was observed in schools under Christian management. (5) There existed a significant relationship between teaching competency and teacher effectiveness. (6) Teaching competency, territorial variations as well as school organisational climate yielded highly significant main effects whereas sex and management types did not. [VPS 0859]

Studies related to Teacher effectiveness at College Level

Arockiadoss, S. A. 2005. Teacher effectiveness of college teachers.

Objectives: 1. To investigate the extent of teacher effectiveness found among college teachers. 2. To study the influence of personal factors and institutional background of college teachers on their teacher effectiveness.

Methodology: The study was carried out on a stratified sample of 275 college teachers selected from 25 arts and Science Colleges affiliated to Madurai Kamaraj University in Tamilnadu. While selecting the samples due consideration was given to factors, such as age, sex, subject of teaching, designation, academic qualifications and background of the colleges with respect to type, nature, status, location and courses offered in the colleges. The data were collected by administering the teacher effectiveness scale and personal information schedule. ANOVA and t-tests were used to analyse the data.

Major Findings: 1. Majority of the college teachers were effective only at the moderate level. 2. College teachers in the age group of 30-45 were effective in their subjects, sense of humour and self evaluation. 3. Women teachers were effective in advising and guiding and possessed better skills of teaching and evaluation. Men teachers were

effective motivators. 4. Arts teachers had higher mastery in their subjects and involvement in college activities. 5. Private college teachers showed more involvement in college activities. 6. Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. 7. Teachers involved in research and with research, degrees had mastery over their subjects, motivating skill and developed rapport with the students effectively.

Ramakanta Mohalik. 2008. Impact of In-service Teacher education programmes on teacher effectiveness and students achievement in English.

Objectives: 1. To compare the teacher effectiveness of secondary school English teachers having and without having in-service teacher education (ISTE) with reference to gender, region and educational qualification. 2. To compare achievement in English of secondary school students taught by teachers having and without having in-service teacher education in relation to gender and region.

Methodology: The present study was a descriptive type research to find out impact of in-service teacher education programmes on teacher effectiveness and students' achievement in English, taking in-service teacher education as independent variable and teacher effectiveness and students achievement as dependent variable. This study involved 200 teachers teaching English at government secondary schools of Orissa state and 800 students of class-IX taught by these teachers. Out of 200 teachers, 100 had in-service teacher education in English during 2001 to 2006 organised by Board of secondary education, Orissa and 100 teachers did not have such training. Again, out of 200 teachers, 120 are male teachers and 80 are female teachers. Out of 800 students 400 are boys and 400 are girls taught by these teachers. The sample was selected by using stratified random sampling techniques taking gender, region as strata. This study was conducted by using two tools. 1. Teacher effectiveness scale prepared and standardized by P. Kumar and D.N. Mutha (1974). 2. Academic achievement test in English for class-IX prepared by investigator with the help of English teachers. Researcher used t-test and Chi-square tests for testing null hypotheses.

Major Findings: 1. In-service teacher education has significant impact on teacher effectiveness of secondary school English teachers taken as whole. Teacher effectiveness of female and teachers having B.A. B.Ed qualification is influenced by their participation in ISTE programmes. But ISTE did not have any impact on teacher effectiveness of male, urban and teachers having M.A. B.Ed qualification when considered separately. 2. The achievement of students in English is influenced by their teachers' participation in ISTE. The achievement of rural, urban boys and girls students taught by teachers having ISTE is better than that of their counterpart taught by teachers without having ISTE.

Tharyani, D.K. 1986. A study of the important factors affecting teacher-effectiveness of B.Ed. students, SCERT, Pune.

Objectives: 1. to examine the role of IQ, attitude, academic achievement, and content knowledge factors on the teacher effectiveness, 2. to examine and identify the factors favourable for high teacher effectiveness, and 3. to examine and identify the factors responsible for low teacher effectiveness.

Methodology: Ninety-three student teachers of K. K. College of education, Pune, formed the sample for the present study. On the basis of the average of the 20 practical lessons given during one year, 20 high achievers and 20 low achievers were selected for the present study. A seven point rating scale prepared by the K.K. teachers college was used for measurement of teacher effectiveness. An attitude scale prepared by the same college was used for measurement of attitude of teachers towards pupils.

The NVTI was used for measurement of IQ. A content test in all the methods was administered. The examination results were collected as indicators of students' academic achievement. The percentile rank score and rank difference coefficient of correlation were used for analysis of data.

Major Findings: 1. The IQ of teacher trainees was found to be a useful predictor. 2. Teachers' attitude towards their pupils did not show any significant relationship with teacher behaviour in the case of high achievers. 3. In the case of low achievers, it showed a negative significant relationship. 4. Students' knowledge in their respective subject area was found to be the best predictor.

Subbarayan, P.A. 1985. A study of relationship between teacher effectiveness, research and publication, and self-concept, Ph.D. Edu. And. Univ.

Objectives: 1. to develop and standardise a teacher effectiveness battery, 2. to compare the ratings of students, colleagues and self, and self and students, 3. to find the relationship between research and publication ability and teacher effectiveness, and 4. to find the relationship between teacher effectiveness and self concept.

Hypotheses: 1. students' ratings of teachers do not correlate significantly with the rating of colleagues. 2. Colleagues' ratings of teachers do not correlate significantly with the self-ratings of teachers. 3. Students' ratings of teachers do not correlate significantly with the self-ratings of teachers. 4. There is a significant relationship between a teacher's effectiveness and his ability to do research and publish his findings. 5. There is a significant relationship between teacher effectiveness and self-concept.

Methodology: The standardized student evaluation form was administered to a group of 521 final year postgraduate students. The 91 identified effective teachers, as per student's choice, were rated by two of their colleagues; the selection of colleagues being random. The 69 teachers who were evaluated as effective teachers, both by students and colleagues, were administered the self evaluation rating scale. The tools used were the Visakha teacher effectiveness battery (VTEB), Saran's self concept inventory (SC-I), research and publication index card (RPIC), Student evaluation form, Colleague evaluation form, and self-evaluation form.

Major Findings: 1. Students' ratings of teachers significantly correlated with colleagues ratings of teachers. 2. Colleagues' ratings of teachers significantly correlated with the self ratings of teachers. 3. Self ratings of teachers significantly correlated with students' ratings. 4. Teacher effectiveness as rated by colleagues and self significantly correlated with teachers' ability to do research and publish findings. But no relationship was found between teacher effectiveness as rated by students and teachers' ability to do research and publish. 5. The relationship between teacher effectiveness and his self-concept was significant. 6. Male and female teachers did not differ significantly in respect of teacher effectiveness. 7. Teachers who had 15 or more years of experience did not differ from those of less experience in general factors of teacher effectiveness, but significant difference was reported in respect of professional factors. 8. Teachers of 45 years or above did not differ significantly from those who were below 45 years of age. 9. Professors, Readers and Lecturers did not differ significantly from one another in respect of teacher effectiveness.

Wangoo, M.L. 1984. Teacher personality correlates and scholastic competence as related to Teacher effectiveness. Ph.D. Edu. Kashmir Univ.

Objective: The major aim of the inquiry was to study teacher personality correlates and scholastic competence as

related to effective teaching.

Methodology: The sample consisted of 500 teachers drawn from higher secondary schools of Srinagar district and its outskirts (Jammu and Kashmir State), teaching science, mathematics and English to preuniversity classes. Only male teachers falling in the age group of 30-35 years and holding an M.A./M.Sc. degree in his subject along with a B.Ed degree, were taken into account. Further, only those teacher were considered who had been teaching the same subject in the same school for the last three years. The four tools of investigation were Cattell's 16 PF questionnaire (adults, Form A) to assess personality, Raven's advanced progressive matrices (APM-set II) to test scholastic competence, principal's comment check list (PCCL) evolved by the investigator, and student's comment checklist (SCCL), also evolved by the investigator. On the basis of student ratings, the total sample of 500 teachers was split into two extreme groups the highest 40 % and lowest 40 %, while the middle 20 % in the analysis was taken into account. The two extreme groups were compared on the basis of the scores they attained on APM, PCCL and the 16 PF questionnaires. The test for all the 18 variables was computed.

Major Findings: The major finding was: Personality adjustment, democratic leadership, a high degree of intelligence, and emotional control were the main characteristics that went with teacher effectiveness.

Singh, R.S. 1987. A study of teachers' effectiveness and its correlates at higher secondary stage in eastern UP. Ph.D. Edu. Gor. Univ.

Objectives: 1. to compare teacher effectiveness of male and female teachers of urban and rural areas, 2. to compare their intelligence, socio-economic status, attitude towards teaching profession and adjustment, 3. to find out the relationship between teacher effectiveness and the selected correlates, viz., intelligence, adjustment, attitude and SES, and, 4. to determine the combined effect of the correlates on teacher effectiveness.

Methodology: The sample comprised 330 teachers of urban and rural areas from 22 intermediate college of Varanasi, Gorakhpur and Jaunpur districts. The tools used were the Teacher Attitude Inventory, Teacher Adjustment Inventory, SES scale, Samoohik Mansik Yogya Pariksha (1/61) and Teacher effectiveness rating scale.

Major Findings: 1. No significant difference in the mean scores of male and female teachers in their effectiveness was observed. 2. The difference in the mean intelligence scores of male and female teachers was not significant. 3. It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness. 4. The difference in the mean scores of urban male and female teachers was found to be non-significant on the SES scale. 5. There was a non-significant difference in the mean scores of male and female teachers belonging to rural and urban areas in their attitude towards teaching. 6. There was a non-significant difference in the mean scores of adjustment of male and female teachers. 7. The scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variables intelligence and attitude towards the teaching profession. 8. A low relationship between intelligence and socio-economic status was observed. It was, however, not significant. 9. The teacher effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment. 10. Intelligence showed a moderate and significant relationship with socio-economic status and adjustment of the urban teachers, irrespective of sex.

Kaur, Balbir. 1983. *An investigation into dimensions of teacher-effectiveness as perceived by secondary school, college and university students. Ph.D. Edu. HPU.*

Objectives: (i) To explore the dimensions of teacher-effectiveness in the subjects of science, English, Hindi, mathematics, and social science, at three levels of education separately, (ii) to discover the differences, if any, in the judgement of teacher-effectiveness in science, English, Hindi, mathematics, and social science, separately, and (iii) to find out if the perception of teacher-effectiveness in each of the subjects varied from level to level.

Hypotheses: 1. Teacher effectiveness will be characterised by a pattern of multiple dimensions rather than a single or specific dimension. 2. The pattern of dimensions characterising an effective teacher will differ from subject to subject, namely, among science, English, Hindi, mathematics, and social science. 3. The pattern of dimensions characterising an effective teacher of a subject will vary at secondary school, college, and university levels. 4. There may be some dimensions common among subjects and among levels; however, the overall patterns of dimensions will be different for subjects and levels.

Methodology: The study involved descriptive method of research. It was also developmental in nature as the growth in students' perception of teacher-effectiveness in each subject was observed as they moved from school to university through college. The comparison was cross-sectional. The sample for the study comprised 1500 students (100 at each level in each subject) drawn from HP University, Shimla, and various schools and colleges of Himachal Pradesh. The semantic-differential technique was used for measuring perception of teacher effectiveness. The data were analysed factorially for extracting the dimensions of teacher-effectiveness in the subjects of science, English, Hindi, mathematics, and social science.

The number of factors varied between 14 and 20 for different subjects at different levels. These factors pertained to different cognitive and affective characteristics of teachers, styles of teaching, designing of teaching materials, interaction with students, etc.

Bhalwankar A.G. 1984. *A study of reliability and validity of the process-product appraising scale of teacher effectiveness, SNDT College of Education, Pune, (SIE Maharashtra financed)*

Objectives: (i) to determine the reliability of the process-product appraising scale of teacher effectiveness (PASTE), (ii) to determine criterion related to and the content validity of the PASTE, (iii) to determine the relationship between various component scores of PASTE and total teacher effectiveness scores on PASTE, (iv) to study the effect on increase or decrease in number of components of PASTE on reliability of PASTE, and (v) to determine the relationship between presage variables and teacher effectiveness score of student-teachers.

Methodology: Ten science student teachers who offered the science method for the B.Ed from SNDT College of Education, Pune, were selected for the study. Information about intelligence, attitude and degree marks obtained by the student teachers were observed throughout the practice teaching programme with the help of PASTE. The last two lessons were observed by two supervisors and two experienced headmasters from secondary schools. The obtained data were analysed by four-way analysis of variance, chi-square and phi coefficient.

Major Findings: 1. The reliability of PASTE by four-way analysis of variance was 0.72. The reliability of PASTE was quite satisfactory. 2. PASTE had satisfactory content and criterion-related validity. 3. All the components correlated positively with the total teacher effectiveness score. Some skills were significantly related to total teacher effectiveness. 4. Intelligence, attitude and degree marks were all positively related to teacher effectiveness. Intelligence was significantly related to total teacher effectiveness.

Educational implications: (1) Intelligence along with degree marks should be used as selection criteria for admitting student teachers to a college of education. (2) In order to solve the problem of the feasibility of PASTE, at least some lessons at regular intervals should be observed during practice teaching. (3) A tool based on skills of teaching related to total teacher effectiveness score should be developed and training in those skills should be given to student teachers.

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