

A Comparative Study of Government and Private Senior Secondary School Teachers of various academic streams with regard to Teacher Effectiveness

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Abstract

The development of young people in our society depends on the skill, knowledge, and caring of practicing professional's i.e teachers. Attending to the quality of schooling is fundamental to concerns for equity, opportunity, and the growth of human potential. This study is a comparative study of Government and Private Senior Secondary School teachers of various academic streams with regard to Teacher Effectiveness. The sample comprised of 600 secondary school teachers working in government and private schools in five districts of Punjab. The analysis revealed that teacher effectiveness scores of government and private secondary school teachers of different academic streams i.e. languages, science/mathematics and social sciences do not vary among different streams.. This may be interpreted that Government and Private Secondary School teachers have same opinion on teacher effectiveness. in different domains. Teacher has to inspire

and motivate the students and create interest in them, evaluate their progress and maintain discipline in the class. He is responsible for the all round development of the student and progress of the nation.

Keywords: Teacher effectiveness, Characteristics of effective teacher.

INTRODUCTION

If education trains the future citizens, it also determines the shape of future society, the value of such education depends upon the character and competence of the teachers who impart it, that is why, the fate of society depends upon the quality of teachers. Educational attainment of the children depends to a large extent on the quality of the teacher. Teacher is the backbone of the society. He actively shares the responsibility for reconstructing a social order, the values and traditional beliefs, which are being eroded by the surge of new ideals and practices. He is always concerned with individuals In all aspects of the school and its surrounding education

community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction. (Bernard, 1999)

Quality education includes learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; „Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities. Content that is reflected in relevant curricula and materials for the acquisition of basic skills, Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; „Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. Who are the potential leaders of tomorrow. Tomorrow’s nation will depend upon the type of citizens trained and educated today in the temples of learning. Among the group of teachers the roles of primary and secondary school teachers are very important. They are like potters

moulding the habits and behavior of a child according to needs and aspirations of the society. The National Council of Teacher Education (NCTE) document of 1998 stressed that teachers are the torchbearers in creating social cohesion and national integration by revealing and elaborating the secrets of attaining higher values in life.

Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. Teacher performance is the way in which a teacher behaves in the process of teaching, while teaching competence is the extent to which a teacher possesses the knowledge and skills defined as necessary or desired qualifications to teach. Teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals. (Digmurti, 2004)

TEACHER EFFECTIVENESS

The teacher is the architect of a nation and the harbinger of the progress of culture. The success of the educational process depends to a great extent on the character and ability of the teacher who is the corner stone of the arch of education. It is the quality of the teachers that a country’s citizenry primarily depends on in all walks of life. It is the teacher of a person, who as an instructor determines the quality of a teaching process. Not only does the teacher influence his pupils through his

personal qualities but also these often determine his success or failure as a teacher, so the role of a teacher in our modern complicated system of education today is indeed a complex and important one.

The teacher plays a vital role in the teaching learning process upon whose competency and efficiency, the quality of education depends. He is obliged to transplant the best in the student in order to make him a better human being, who can suitably fit himself into the socio-cultural milieu of the country. One who does it more usefully and forcefully can claim to be an effective teacher and who fails to do so is of little consideration as such. Thus, the teacher to claim effectiveness in his calling must pass on the contents to the target group, to see that the modus operandi used in the passing on the learning material, helps to convey the matter to the learner and show its results in an obvious manner. It causes changes in the overt and covert behavior of the learner, for learning is nothing but a change in the behavior of the pupils suiting the social and cultural expectations and norms of the society of which he is a member (Mangla, 1992).

Evans (1961) states “Effectiveness cannot be a permanent label to be attached to a teacher because effectiveness is the result of the interaction between teacher and the taught.”

Flander and Simon (1969) define teacher effectiveness in terms of qualities like sense of humour, ability to explain, ability to understand, ability to manage class and helping and being fair with students.

Fulcher and Anderson (1974) opined that the effectiveness of a teacher (source) is indexed by how effectively he communicates with his student (receivers). An efficient teacher may be understood as one who helps in development of the basic skills, proper work habits, desirable attitudes, value judgments and adequate personal adjustment of the students.

Arora (1991) of NCERT conducted a research on differences between effective and ineffective teachers. According to the analysis of data collected for the research, an effective and efficient teacher must:

- have accurate knowledge of the subject.
- have ability to bring the subject matter to the level of students’ understanding.
- explain topics clearly.
- make clear presentation of the subject matter.
- organize subject matter systematically.
- have self confidence.
- have ability of expression.
- have skills in stimulation of interest and motivation of students, have sense of duty and responsibility.

- plan and prepare his lesson.
 - have good health.
 - have skill of correlating subject matter effectively.
 - have quality of leadership.
 - have sportsman's spirit.
 - have skill in the use of instructional material.
- have knowledge of evaluation techniques, be impartial with students.
- have ability in questioning, and have respect for students' opinion.

So, we can conclude that teacher effectiveness is the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students. It is the ability of a teacher to relate the learning abilities to the development process of learner and to their current and immediate interests and needs. Teacher effectiveness depends on the factors involved in successful teaching which are intricately interwoven with student variables and the environmental factors of the specific system in which teaching activity takes place.

CHARACTERISTICS OF AN EFFECTIVE TEACHER

Effective teachers are those who achieve the goals they set for themselves as have set for them by others. Effective teachers must possess the knowledge and skills needed to attain the goals and must be able to use

that knowledge and those skills appropriately to achieve these goals.

According to Medley (1982), the possession of knowledge and skills falls under the rubric of teacher competence whereas the use of knowledge and skills in the classroom is referred to as teacher performance and both are linked with the accomplishment of teacher goals.

Suydam (1983) indicated that effective teachers let pupils know that they are concerned about their achievement; offer encouragement; involve students through questions and discussions; minimize waste time; allow few distractions and interruptions; establish and follow simple, consistent rules; monitor pupil's behaviour carefully; move around the classroom and give clear directions.

Millions (1987) based effectiveness on the lesson design and method of delivery. If teachers met a preset list of criteria during their evaluation they were deemed effective.

Porter and Brophy (1988) say that the degree to which a given teacher is effective depends to certain extent on the goals being pursued by that teacher.

Richardson and Arundell (1989) state that effective teacher gives a variety of examples; properly planned lessons; is knowledgeable of subject matter and student learning.

According to Roth (1999) effective teacher acts as a reflective practitioner through the following practice processes:

- An effective teacher questions what, why and how one thinks; asks what why and how others think.
- Emphasizes inquiry as a tool of learning.
- Suspends judgment, waits for sufficient data or self validate.
- Seeks alternatives.
- Keeps an open mind.
- Compares and contrasts.
- Views from various perspectives.
- Identifies test assumptions, seeks conflicting evidence.
- Puts into different varied contexts.
- Asks “What if.”Asks for others ideas and viewpoints.
- Adapts and adjusts to instability and change.
- Functions within uncertainty, complexity and variety.
- Hypothesizes
- .Considers consequences.
- Seeks, identifies and resolves problems.
- Interacts after thinking, through alternatives consequences or putting into context.
- Analyzes what makes it work, what didn’t and why.
- Evaluates what worked, what didn’t and why.
- Uses prescriptive models only when adapted to the situation
- Makes decision in practice of profession.

It can be concluded that effective teachers are those who possess the knowledge and skills needed to attain goals which either directly or indirectly focus on the learning of their students. Teacher performance is often used as a base from which teacher effectiveness can be derived and in the present study it refers to: self perceived behavior of teacher with regard to his/her role performance covering five areas:

A Preparation and Planning for Teaching includes statements pertaining to the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different source material.

B Classroom Management includes statements pertaining to the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching learning process and also to maintain discipline in the classroom within the framework of democratic set-up.

C Knowledge of Subject Matter; its Delivery and Presentation including Black Board summary includes statement on the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing within the classroom situations. Delivery of course contents, and its presentation including Black Board summary constitute

essential aspect of the teaching-learning process.

D Teacher Characteristic includes statements pertaining to the personality make-up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse 'A perceptive Mass' and seeking active participation of pupils constitute essential demand characteristics of effective teacher.

E Interpersonal Relations includes the statements concerned with the ability of teacher to adapt him/her to maintain cordial relations with his/her colleagues, their parents and other persons in the community.

TEACHER EFFECTIVENESS

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- Preparation and Planning for Teaching
- Classroom Management
- Knowledge of Subject Matter; its Delivery and Presentation

- Teacher Characteristic
- Interpersonal Relations

REVIEW OF RELATED LITERATURE

McBer (2000) made an attempt to study the teacher effectiveness of the teachers working in school. It was conducted from the study that professional characteristics, teaching skills and classroom climate were the main predictors of teacher effectiveness. It was found that effective teachers possessed proper strategies of teaching and they had set high expectation from the pupils. Effective teachers had created the better learning class room climate than the ineffective teachers.

Roul (2002) did a comparative study of teacher effectiveness between autonomous and non autonomous college teachers. The study concluded that autonomous college teachers were more effective than non autonomous college teachers. Male teachers were found to be more effective than female teachers. Effective teachers had good mental health and positive attitude as compared to ineffective teachers.

Amandeep and Gurpreet (2005) conducted a study on teacher effectiveness in relation to teaching competency. The study showed that female teachers were more effective in their teaching than male teachers. Male and female teachers do not differ

significantly as far as their teaching competency is concerned and also stated that variable of teaching competency plays a significant role in teacher effectiveness of teachers.

Jain (2007) compared the teaching effectiveness of male and female teachers by conducting her study on 75 teachers working in 25 secondary schools in two districts (South and Central) of Delhi. The study revealed that teaching effectiveness with respect to sex and teaching experience were found to be significant

Sodhi (2010) examined teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, gender, location, teaching experience and stream (science, social science and languages) on 450 secondary school teachers. It was found that there was no significant difference in teacher effectiveness of secondary school teachers across gender, location, stream and teaching experience groups

Joshi (2015) found that Teacher Effectiveness for the Introvert teachers was found to be significantly greater than that of extrovert teachers indicating that introverts have better teacher effectiveness than extrovert teachers.

Summarizing the review of related studies on the variable of teacher effectiveness, it can be

concluded that effective teachers possess well balanced personalities, good character and positive attitudes towards the profession as compared to ineffective teachers. Effective teachers show more emotional maturity, satisfaction in life, higher level of intelligence and creativity than ineffective teachers. It is further concluded that teacher effectiveness can be assessed from the students' achievement and teacher's place in the school and community. It is observed from the above review that much work could not be found out relating to teacher effectiveness and its correlates. It makes the investigation in hand vital in essence and spirit.

NEED AND SIGNIFICANCE OF THE PRESENT STUDY

Education is the investment in human capital. It is the development of the all round personality of an individual. Education is the efficient, systematic, significant and deliberate influence exerted by the teachers upon the students. It is universally accepted that education is the most important factor responsible for the development of the nation. The development of a nation along with a conscious and productive citizenry depends upon the standard of education. To a large extent, this depends upon the standard of teachers because teachers are undoubtedly the most important component of our educational system

and in fact teacher is the most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. So, this study was undertaken to cover major areas of teacher effectiveness.

OBJECTIVES

The study has been conducted on the basis of the following objectives:

- To compare the secondary school teachers of languages of Government and Private schools with regard to Teacher effectiveness.
- To compare the secondary school teachers of science/mathematics of Government and Private schools with regard to Teacher effectiveness.
- To compare the secondary school teachers of social sciences of Government and Private schools with regard to Teacher effectiveness.

HYPOTHESES

1. There is no significant difference between teacher effectiveness scores of government and private secondary school teachers with respect to teacher effectiveness and its different areas in terms of Preparation and Planning for Teaching
2. There is no significant difference between teacher effectiveness scores of government and private secondary school teachers with respect to teacher

effectiveness and its different areas in terms of Classroom Management

3. There is no significant difference between teacher effectiveness scores of government and private secondary school teachers with respect to teacher effectiveness and its different areas in terms of Knowledge of Subject Matter
4. There is no significant difference between teacher effectiveness scores of government and private secondary school teachers with respect to teacher effectiveness and its different areas in terms of Teacher Characteristic
5. There is no significant difference between teacher effectiveness scores of government and private secondary school teachers with respect to teacher effectiveness and its different areas in terms of Interpersonal Relations

DELIMITATIONS

1. The present study was delimited to the teachers of secondary schools in Punjab only.
2. The present study was restricted to only five districts of Punjab namely: northern Part - Hoshiarpur, southern part - Mansa, eastern part - Ropar, western part - Faridkot, south eastern part - Patiala.
3. The study was delimited to only 600 secondary school teachers of government and private schools.
4. Only three teachers belonging to various subjects were selected from every school.

5. The study was delimited to only 600 secondary school teachers of government and private schools affiliated to Punjab School Education Board.

SAMPLE OF THE STUDY

The present study was conducted on 600 secondary school teachers, of government and private schools of five districts of Punjab with equal number of teachers (300) were selected. Five districts were selected to collect the sample and the districts are northern Part: Hoshiarpur, southern part: Mansa, eastern part: Ropar, western part: Faridkot and south eastern part: Patiala. These districts were purposely selected so that the sample becomes representative of the population.

60 government secondary school teachers from each district belonging to language, science/mathematics and social sciences were taken as sample. To collect the data from 60 secondary school teachers the investigator visited 20 government schools of each district and collected the data from 60 teachers teaching languages, science/mathematics and social sciences.

60 private secondary school teachers from each district belonging to language, science/mathematics and social sciences were taken as sample.

To collect the data from 60 secondary school teachers the investigator visited 20 private schools of each district and collected the data from 60 teachers teaching languages, science/mathematics and social sciences.

RESEARCH TOOLS

Teacher Effectiveness Scale developed by Umme Kulsum in 2000.

INTERPRETATION OF RESULTS

The distribution pattern of scores of government and private secondary school teachers along with the mean and SD values clearly indicates that mean value of government school teachers is 209.4 and SD is 10.1. Mean value of private secondary school teachers is 208.8 and SD is 9.8. To find differentials between the two groups t-value was calculated. The t-value for mean difference was 0.82 which shows no significant difference was found between government and private secondary school teachers. Government and private school teachers exhibit same opinion on teacher effectiveness. There is no significant mean difference between government and private secondary school teachers with regard to preparation and planning of teaching. There is no significant mean difference between government and

private secondary school teachers with regard to classroom management. Both teachers face the same problem in managing the class.

There is no significant mean difference between government and private secondary school teachers with regard to knowledge of subject matter. Both the secondary school teachers have the same competency level with regard to their subject. There is no significant difference between government and private secondary school teachers with regard to teacher characteristics. This area includes personality makeup and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession.

There is no significant difference between secondary school teachers of government and private schools with regard to interpersonal relations i.e. the ability of the teachers to adapt himself/herself to maintain cordial relations with his/her colleagues and with the students. The results clearly indicate that teacher effectiveness scores of government and private secondary school teachers of different academic streams i.e. languages,

science/mathematics and social sciences do not vary among different streams. The mean and SD values for teacher effectiveness scores of languages were 208.0 and 12.4, 209.2 and 8.2 for science/mathematics teachers and 210.2 and 9.9 for social science teachers of government and private schools. F-value among streams was observed as 2.52 which was found to be no significant at 0.05 level of significance.

There is significant difference between government and private secondary school teachers of different academic streams i.e. languages, science/mathematics and social sciences with regard to preparation and planning for teaching and classroom management. There is no significant difference between government and private secondary school teachers belonging to different academic streams i.e. languages, science/mathematics and social sciences with regard to knowledge of the subject matter. Both the teachers have same ability in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing within the classroom situations.

Table 1.1

F-value for the Significance of Difference between Private and Government School and Streams for Teacher Effectiveness Scores

Source of Variation	Sum of Squares	df	Mean Square	F value	P value
School	103.7	1	103.7	1.05	0.30
Stream	535.9	2	267.9	2.72	0.10
School * stream	11.7	2	5.8	0.06	0.94
Error	58432.4	594	98.4		
Total	26289380.0	600			

School: Government and Private

Stream: Language, Science/Mathematics & Social Sciences

It can be inferred from Table 1.1 that schools show no significant mean difference ($F=1.05$ & $p>0.05$) at 0.05 level of significance. It shows that the mean of teacher effectiveness score of government and private schools are same

Hence hypothesis H01: There is no significant difference between teacher effectiveness scores of government and private secondary school teachers is

accepted. It may be inferred that teacher effectiveness scores of teachers of both schools are same. Mean difference is further investigated with the help of t-ratio

The study conducted by Aditee (2004) supports to the findings of the present study. She found that there was no significant difference between government and private school teachers on teacher effectiveness scale.

Table: 1.2

T-value for the Significance of Mean Difference between Teacher Effectiveness Scores of Government and Private Schools

	Government (n=300)		Private (n=300)		t value
	Mean	SD	Mean	SD	
Teacher Effectiveness					0.82

	209.4	10.1	208.8	9.8		
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It is revealed that mean and SD values of teacher effectiveness scores of government schools are 209.4 and 10.1 and 208.8 and 9.8 for private schools. The t

value for mean difference is 0.82 which shows no significant difference between government and private schools.

Table 1.3

F-value for the Significance of Difference among Streams for Teacher Effectiveness Scores of Government and Private Schools

	Stream	N	Mean	SD	Std. Error	F Value	P value
Teacher Effectiveness	Language	208	208.0	12.4	0.9	2.52	0.08
	Science/Mathematics	210	209.2	8.2	0.6		
	Social Sciences	182	210.2	8.3	0.6		
	Total	600	209.1	9.9	0.4		

Table 1.3 shows that the mean and SD values for teacher effectiveness scores of language teachers are 208.0 and 12.4, 209.2 and 8.2 for science /mathematics teachers and 210.2 and 8.3 for social sciences teachers of government and private schools. F-value among streams is observed 2.52

which is found to be non significant at 0.05 level of significance. Thus results indicates that teacher effectiveness scores do not vary from one stream to other stream between both schools and mean comparison of scores of teacher effectiveness of teacher among streams of government and private schools

Table 1.4

F-value for the Significance of Difference between Private and Government Schools and Streams for Teacher Effectiveness Dimension A

Source of Variation	Sum of Squares	df	Mean Square	F value	p value
School	0.05	1	.05	.01	0.94

Stream	161.27	2	80.63	9.15	0.00**
School * stream	21.32	2	10.66	1.21	0.30
Error	5232.55	594	8.81		

** p<0.01

It is revealed that schools show no significant mean difference (F=0.01 & p>0.05) at 0.05 level of significance. It shows that the mean of teacher effectiveness dimension A of government and private schools are same. hypothesis There is no significant difference between

teacher effectiveness scores of government and private secondary school teachers for dimension A is accepted. It may be inferred that the scores of teacher effectiveness dimension A of teachers of both schools are same

Table 1.5

F-value for the Significance of Difference among Streams for Teacher effectiveness Dimension A Scores of Government and Private Schools

Teacher Effectiveness	Stream	N	Mean	SD	Std. Error	F value	p value
Dimension A	Language	208	36.2	3.6	0.2	9.60	0.00**
	Science/	210	37.0	2.6	0.2		
	Mathematics						
	Social Sciences	182	37.5	2.6	0.2		
	Total	600	36.9	3.0	0.1		

Table 1.5 indicates that the mean and SD values for teacher effectiveness dimension A scores of language teachers are 36.2 and 3.6, 37.0 and 2.6 for science/mathematics teachers and 37.5 and 2.6 for social sciences teachers of government and private schools. F value among streams is observed 9.60 which is found to be significant at 0.01 level of significance. The results indicates that teacher effectiveness

dimension A scores are different in all streams of government and private schools. It is found that mean scores of social sciences (M=37.5) is more than teachers of language (M=36.2), and science/mathematics (M=37.0) and mean comparison of scores of teacher effectiveness dimension A among different academic streams of government and privates schools

Table 1.6

F-value for the Significance of Difference among Streams for Teacher effectiveness Dimension B Scores of Government and Private Schools

	Streams	N	Mean	SD	Std. Error	F value	p value
	Language	208	45.9	4.2	0.29	3.45	0.03*
	Science/ Mathematics	210	45.8	2.7	0.18		
	Social Sciences	182	46.6	3.3	0.24		
Dimension B	Total	600	45.0	3.5	0.14		

*p<0.05

Table 1.6 indicates that the mean and SD values for teacher effectiveness dimension B scores of language teachers are 45.9 and 4.2, 45.8 and 2.7 for science/mathematics teachers and 46.6 and 3.3 for social sciences teachers of government and private schools. F value among streams is observed 3.45 which is found to be significant at 0.05 level of significance. The result indicates that teacher effectiveness dimension B scores are different in all streams of government and

private schools. It is found that mean scores of social sciences (M=46.6) is more than teachers of language (M=45.9), and science/mathematics (M=45.8)

There is no significant difference between teacher effectiveness scores of government and private secondary school teachers for dimension C is accepted.

Table 1.7

F-value for the Significance of Difference among Streams for Teacher Effectiveness Dimension C of Government and Private Schools

	Stream	N	Mean	SD	Std. Error	F value	p value
Dimension C	Language	208	28.9	4.3	0.3	1.39	0.25
	Science/ Mathematics	210	29.4	3.2	0.2		
	Social Sciences	182	28.9	3.0	0.2		
	Total	600	29.1	3.6	0.1		

There is no significant difference between teacher effectiveness scores of government and private secondary school teachers for dimension D is accepted.

Table 1.8

F-value for the Significance of Difference among Streams for Teacher Effectiveness Dimension D of Government & Private Schools

	Stream	N	Mean	SD	Std. Error	F value	p value
Dimension D	Language	208	56.6	5.4	0.38	2.15	0.11
	Science/ Mathematics	210	56.4	4.1	0.28		
	Social Sciences	182	57.4	4.5	0.34		
	Total	600	56.6	5.4	0.38		

The results indicate that teacher effectiveness dimension D scores are same in all streams of government and private schools.

Table 1.9

F-value for the Significance of Difference between Government and Private Schools and Streams for Teacher Effectiveness Dimension E

Source of Variation	Sum of Squares	df	Mean Square	F value	p value
School	77.1	1	77.1	3.6	0.06
Stream	27.8	2	13.9	0.6	0.52
School * stream	31.7	2	15.8	0.7	0.48
Error	12620.0	594	21.2		

The results indicate that teacher effectiveness dimension E are same in all streams of government and private schools. The teachers of government as well as private school exhibit same ability pertaining to the personality makeup and its behavioural

manifestations and maintaining cordial relationships with students, colleagues and community.

Conclusion

The study is a useful guide for the budding and aspiring teachers. It will let them understand that teaching profession is not just about delivering the course material to the students but is a systematic approach to develop those skills which help in to prepare, plan and organize the teaching in accordance with the need of the pupils. Teacher has to inspire and motivate the students and create interest in them, evaluate their progress and maintain discipline in the class. He is responsible for the all round development of the student. His knowledge needs to be updated; his way of teaching should be interesting with active participation of pupils. He should be able to maintain cordial relations with students, fellow teachers and community. Staff development programs should be held quite often for teachers to keep them up to date with the latest technologies in education.

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