

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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A STUDY ON THE TEACHER EFFECTIVENESS OF SCHOOL TEACHERS IN RELATION TO JOB INVOLVEMENT

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ABSTRACT

In the present investigation has been under taken in order to study the teacher effectiveness and job involvement of school teachers in Chennai and Thiruvallur Districts. Teacher Effectiveness of school teachers' scale was constructed and standardized by Kumar and Mutha (1974) and Job Involvement of school teachers scale was constructed and validated by the investigators (2011) has been administrated to a random sample of 900 school teachers. It is found that teachers significantly differ in teacher effectiveness in respect of gender, place of school, level of teaching and they do not differ in teacher effectiveness in respect of marital status, age, type of management, years of experience and monthly income of teachers. It is found that teachers significantly differ in job involvement in respect of marital status, type of management and monthly income for and they do not differ in job involvement in respect of gender, place of school, age, level of teaching and years of experience and monthly income of teachers.

KEYWORDS

teacher effectiveness, job involvement, descriptive survey method, random sampling, gender, place of school, marital status, age, level of teaching, experience of teacher, income of teacher.

INTRODUCTION

Education is the foundation on the basis of which the future of a country is largely determined. Education has been considered as the most important factor for bringing change in every aspect of human behaviour. While education develops the total personality of an individual it contributes also to the growth and development of society. Education is a dynamic force in the life of every individual, influencing his physical, mental, emotional, social and ethical development. Education implies experience, insight and adjustment on the part of the learner as he is stimulated toward growth and development. Teachers are backbones in teaching profession. The development of teachers and their job involvement would really facilitate to attain the aim of education. Education should attempt to develop the professional development of teachers and prepare them for adapting festive situation. One of the tasks of education is to provide quality in education and then only comes the value of excellence work. The only medium through which perfection of work can be realized is the personal development of teachers. The success of teachers' education depends on the quality of teachers to a great extent. Thus, there is a need to strengthen the existing in-service training programs and evolve alternative training programs and innovative instruction for the preparation of teacher for excellence. The quality of teaching lies in the ability of the teacher who collates his performance of the needs and interest of works. In modern trends, the part of teaching should put emphasis on developing teachers' abilities towards learning how to teach successfully and satisfactory. A paradigm shift is a change in the attitude of teachers' job involvement which tends to make their dominative personality in the teaching field. Today, teachers' expectation seeks appreciation and job involvement.

TEACHER EFFECTIVENESS

Teacher effectiveness is a crucial factor which determines the academic achievements of the pupil both qualitatively and quantitatively. Teacher effectiveness as the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position. The knowledge of the subject, variety of teaching methods, ability to relate the subject to other fields, encouragement of student participation, creativity, intellectual efficiency, task involvement etc. are the characteristics of an effective teacher. Characteristics of an effective teacher more specifically factors like emotional intelligence, teaching attitude and job involvement contribute towards teacher effectiveness. It refers to the performance of primary, high and higher secondary school teachers in instructional as well as other duties of a teacher, while results in the academic excellence of the students.

JOB INVOLVEMENT

Job involved person is one for whom work is very important part of his life and also one who is very much affected personally by the total job situation. The job involvement, which is reflected in academic, administrative and extension activities. Preparing for the class work, use of innovative strategies, being sensitive to the needs of the students, dedication to work of the academic aspects, willing involvement in administrative work, establishing good rapport with the parents and the public, participation in professional organizations, are some of the activities under job involvement. Job involved person is one for whom work is very important part of his life and also one who is very much affected personally by the total job situation.

ACADEMIC ASPECT ON JOB INVOLVEMENT

Academic aspect refers to the preparing for the class work, use of innovative strategies, being sensitive to the needs of the students, dedication to work same of the academic aspects.

ADMINISTRATIVE ASPECT ON JOB INVOLVEMENT

Teachers should engage themselves with students' enrolment, Management, school improvement, and the development of school system. Teacher should take the control of discipline, sole responsibility, school examinations and results, the school premises clean.

EXTENSION ACTIVITY ON JOB INVOLVEMENT

Extension activity refers to the willing involvement in extension activities, establishing good rapport with the parents and the public, participation in professional organizations and active participation of teachers.

REVIEW OF RELATED LITERATURE

Amsarani (2002) made a study on "Teacher Effectiveness of Second Language Teache Ors in Higher Secondary Schools". The tool was used were 1. The Teacher Effectiveness Inventory prepared and validated by Amsarani and Chandrakumar (2002) (rated by the students) 2. Personal data sheet (for the teachers). The sample consisted of 50 teachers and 1000 students selected from various Higher Secondary Schools in Nellai Kattabomman District. The major findings were: 1. The teacher effectiveness of Post Graduate English teachers is neither low nor high, just moderate in terms of cognitive aspect, is just moderate in terms of affective and psychomotor aspects, it ranges from moderate to low. 2. The Post Graduate English teachers of Government school, Government aided minority school, Government aided – non minority school are moderate in their teacher effectiveness and also in terms of the dimensions – cognitive and affective aspects. In the case of psychomotor aspects only Government school teachers. School teachers seem to go down from moderate to low where as the Government aided – minority school and Government aided – non minority school teachers are found to be just moderate.

Kagathalal (2001) aimed to find out the relationship between teacher effectiveness and (a) sex, (b) educational qualification, (c) experience of teaching, (d) types of school, (e) caste and (f) the area of schools. Teacher Effectiveness Scale and Creative Personality Inventory were used as tools. The scale was administered to 1800 teachers (1290 male and 510 female) of secondary schools in different parts of Gujarat. The major findings were: 1. The teachers of urban area posses more teacher effectiveness than the teachers of rural area in Gujarat. 2. There is no significant effect of sex, qualification and caste on the effectiveness of teachers. 3. The effect of experience of teaching on the teacher effectiveness is found increasing up to the experience of 19 years, but it is found decreasing after that level of experience.

Kumar (2005) made a study on "Teacher Effectiveness and Job Satisfaction of women teachers". The study was carried out with the main objective of study was carried out with the main objective of studying the relationship between Teacher Effectiveness and Job Satisfaction. The subjects were 120 women teachers working in High Schools of Chittoor District of Andhra Pradesh selected by following random sampling techniques. The tools used were Teacher Effectiveness Scale consisting of 50 items, Job Satisfaction Scale consisting of 100 items and Personal data sheet. The major findings were: 1. The findings showed low and positive correlation between Teacher Effectiveness and Job Satisfaction. 2. Only the management of the school has sufficient impact both on Teacher Effectiveness and Job Satisfaction. 3. The other variables included in the study – locality and subject of teaching had no significant effect on both Teacher Effectiveness and Job Satisfaction. 4. There is no significant difference between rural and urban teachers on Teacher Effectiveness. Aleem and Khandelwal (1988) made a study on job involvement and perceived outcome importance among 48 dual career couple belonging to differed profession, educational levels and income. Results, revealed that women were found to be less involved in their jobs as compared to their male counterparts. Education, age and income were positively related to job involvement.

Bhatt (1997) investigated the correlation between job stress and job involvement among private school teachers among a sample of 120 male and 120 female teachers from public and private schools of Jamnagar City. The findings of the study indicated that the primary school teachers job stress was highly significantly negatively associated with job involvement. There was a significant negative partial correlation between the primary school teachers job stress and job involvement.

Srivastava (2001) Studies done abroad examines job involvement and mental health among 60 Executives and 75 Supervisors with work experience ranging from 8 to 30 years. Result revealed that executives felt more involved in the job than supervisors. Mental health scores of both the groups did not differ significantly. There was a significant association between job involvement and mental health.

NEED AND SIGNIFICANCE OF THE STUDY

Teacher education is vital for the development of a country. The quality of education provided in a country depends to a great extent on the quality of the teacher education programme. A nation is built by citizens and citizens are moulded by teachers. To ensure good quality of education, there is a need to have efficient teachers. Schooling is basically the stage of foundation formation for the children. It is thus that phase of the child where the personality of a child is given a proper shape which in fact determines the future course of life of the youths. Teacher, who plays a vital role in the character building of the youth, must have a positive favourable attitude, otherwise he will do harm than good. More over effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction. Teachers will be more involved in their job if they are satisfied.

The inextricable future of the country can be solved with the educational system which in turn depends on the quality of the teacher. For this the teachers' working conditions, relationship with supervisors, colleagues, subordinates, students and their parents, communication system in the school should be conducive. Teachers play a pivotal role in the educational process and professionally competent and committed teachers are essential for successfully imparting knowledge and skills to the students and to avoid wastage to valuable human resources. Hence it becomes very important to study the factors that contribute towards greater teacher effectiveness. So that a conducive atmosphere can be created in educational institution.

Neglect of education is suicidal to any nation, because education is invariably at the back of all progress - material and cultural. To ensure good quality of education, there is a need to have efficient teachers. Teachers in India are a byproduct of the emergence of the middle class. The role of the teacher in the present time is very complex. This complexity can be analyzed as the multiplicity of tasks and duties which include clerical work done by teachers, heavy work load, frequent transfers, poor salary, incompatibility with co-workers and supervisors, marital unhappiness, physical faculties and management policies etc.

Job involvement enables the teachers to function with necessary interest, efficiency, satisfaction and devotion. It is also being realized that in the creative and nation building task like teaching, job involvement plays a significant role in attracting and retaining the right type of person in the profession. The future of the country is unavoidably linked with its educational system, which in turn depend on the quality of its teachers. For this, the teacher's working conditions, relationship with superiors, colleagues, subordinates, students and their parent's communication system in the school etc., should be conducive.

In order to perform his/her role effectively, teachers should be emotionally matured and should have a good attitude for teaching. Since the teacher's personality, behaviour, interest, attitude and emotions affect the children's behavioural pattern, a teacher should understand his own emotions, and other attributes as well as the same of pupils in teaching and learning process. Hence the investigator would like to see, how far the teacher effectiveness is influenced by emotional intelligence, job involvement and teaching attitude. The knowledge of the relationship between these variables under study would help teachers, parents and students to make the needed changes in the system of Education.

Hence the present investigation is designed to study the teacher effectiveness in relation to emotional intelligence, job involvement and teaching attitude of teachers moreover the present study explores to find out whether there is any influence of personal factors such as gender, place of school, marital status, age, type of management, level of teaching, year of experience and monthly income, emotional intelligence, job involvement and teaching attitude on the teacher effectiveness, of teachers. Also the study aims to find whether the teacher effectiveness, emotional intelligence, job involvement and teaching attitude of the teachers is related to the locality and type of management of the school they study. Mainly the teachers working in the Government, Private Aided and Private Un aided Institutes are considered in this study.

Today teaching profession seen to be more advanced. Innovations in the field of educational technology and psychological principles are substantiating in this field. So the present study is important in the field of education. Thus a balanced state of emotions of a teacher and teaching attitude will have a healthy influence on children. In order to perform his/her role effectively, teachers should be emotionally matured, job involvement and should have a good attitude for teaching. In the present study, the investigator studied influence of

1. Job involvement
 - a. Academic Aspect
 - b. Administrative Aspect
 - c. Extension Activity

on the Teacher effectiveness of the school teachers.

STATEMENT OF THE PROBLEM

The problem selected for the present study is "A Study on the Teacher Effectiveness of School Teachers in Relation to Job Involvement".

OBJECTIVES OF THE STUDY

1. To find out the levels of the teacher effectiveness of the following school teachers.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)
 - c. Marital status (Married / Un married)
 - d. Age (Below 30 years / 30-40 years / Above 40 years)
 - e. Type of management (Government school / Government aided school / Private school)
 - f. Level of teaching (Primary school, High school, Higher secondary school)
 - g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
 - h. Monthly income (Rupees10, 000 / Rupees10,000-20,000 / Rupees20,000 and above)
2. To find out the levels of the teacher job involvement of the following school teachers.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)

- d. Age (Below 30 years / 30-40 years / Above 40 years)
- e. Type of management (Government school / Government aided school / Private school)
- f. Level of teaching (Primary school, High school, Higher secondary school)
- g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
- h. Monthly income (Rupees10,000 and below / Rupees10,000-20,000 / Rupees20,000 and above)
3. To find out the significant difference between the following groups of teachers on their teacher effectiveness.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)
 - c. Marital status (Married / Un married)
- d. Age (Below 30 years / 30-40 years / Above 40 years)
- e. Type of management (Government school / Government aided school / Private school)
- f. Level of teaching (Primary school, High school, Higher secondary school)
- g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
- h. Monthly income (Rupees10,000 and below / Rupees10,000-20,000 / Rupees20,000 and above)
4. To find out the significant difference between the following groups of teachers on their job involvement.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)
 - c. Marital status (Married / Un married)
- d. Age (Below 30 years / 30-40 years / Above 40 years)
- e. Type of management (Government school / Government aided school / Private school)
- f. Level of teaching (Primary school, High school, Higher secondary school)
- g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
- h. Monthly income (Rupees10000 and above / Rupees10000-20000 / Rupees20000 and above)
5. To find out the relationship between the dependent variables namely teacher effectiveness on the following independent variables.
 - a. Job involvement
 - b. Academic aspect on Job involvement
 - c. Administrative aspect on Job involvement
 - d. Extension activity on Job involvement

HYPOTHESES OF THE STUDY

Following hypotheses were tested

1. Teachers effectiveness of following school teachers is high.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)
 - c. Marital status (Married / Un married)
 - d. Age (Below 30 years / 30-40 years / Above 40 years)
 - e. Type of management (Government school / Government aided school / Private school)
 - f. Level of teaching (Primary school, High school, Higher secondary school)
 - g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
 - h. Monthly income (Rupees10,000 and below / Rupees10,000-20,000 / Rupees20,000 and above)
2. Job involvement of following school teachers is high.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)
 - c. Marital status (Married / Un married)
 - d. Age (Below 30 years / 30-40 years / Above 40 years)
 - e. Type of management (Government school / Government aided school / Private school)
 - f. Level of teaching (Primary school, High school, Higher secondary school)
 - g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
 - h. Monthly income (Rupees10,000 and below / Rupees10,000-20,000 / Rupees20,000 and above)
3. There is significant difference between the following groups of teachers on their teacher effectiveness.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)
 - c. Marital status (Married / Un married)
- d. Age (Below 30 years / 30-40 years / Above 40 years)
- e. Type of management (Government school / Government aided school / Private school)
- f. Level of teaching (Primary school, High school, Higher sec. school)
- g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
- h. Monthly income (Rupees10,000 and below / Rupees10,000-20,000 / Rupees20,000 and above)
4. There is significant difference between the following groups of teachers on their job involvement.
 - a. Gender (Male / Female)
 - b. Place of school (Rural / Urban)
 - c. Marital status (Married / Un married)
- d. Age (Below 30 years / 30-40 years / Above 40 years)
- e. Type of management (Government school / Government aided school / Private school)
- f. Level of teaching (Primary school, High school, Higher secondary school)
- g. Years of experience (Below 10 years / 10-20 years / Above 20 years)
- h. Monthly income (Rupees10,000 and below / Rupees10,000-20,000 / Rupees20,000 and above)
5. There is a significant relationship between the following variables.
 - a. Teacher effectiveness and Job involvement
 - b. Teacher effectiveness and Academic aspect on Job involvement
 - c. Teacher effectiveness and Administrative aspect on Job involvement
 - d. Teacher effectiveness and Extension activity on Job involvement

METHODOLOGY USED

The present study aims at finding out the Teacher effectiveness and Job involvement of teachers. Therefore, the normative survey method has been used in the study.

TOOLS USED

Teacher Effectiveness of school teachers' scale was constructed and standardized by Kumar and Mutha (1974) was used in the present study. The tool consists of 69 items with five point scale. The scoring is from 1 -5. The score ranging from 69- 104 denotes low effectiveness, score ranging from 105- 242 is considered as average effectiveness and score ranges from 243-345 is considered as high level of teacher effectiveness.

Job Involvement of school teachers scale was constructed and validated by investigators (2011) was used in the present study. The tool consists of 63 items with five point scale. The scoring is from 0 - 4. In this study, based on normal curve teachers secured score ranging from 0 – 205.77 denotes low level of job involvement, score ranging from 205.77 to 248.99 is considered as average level of job involvement and score ranges from 248.99 to 252 is considered as high level of job involvement.

SAMPLE OF THE STUDY

The primary school, high school and higher secondary school teachers in Chennai and Thiruvallur Districts of Tamilnadu, India were taken as sample. The random sampling technique was used by the investigators for the selection of sample. A total of 900 school teachers have been selected for this study.

STATISTICAL TECHNIQUES USED

Descriptive analysis, Differential analysis and Correlation analysis ('t' test , 'F' test and 'r' test) were used in the present study to test the hypotheses and interpret the data.

STATISTICAL ANALYSIS AND INTERPRETATION OF DATA**I. DESCRIPTIVE ANALYSIS – TEACHER EFFECTIVENESS**

Mean and standard deviation values are calculated for finding out the level of teacher effectiveness scores of teachers based on their gender, place of school, marital status, age, type of management, level of teaching, years of experience and monthly income. Table-1 reveals the mean and standard deviation scores of the sub samples responsible for teacher effectiveness of teachers. The author of the tool suggested that the score ranging 243 and above denote high level of teacher effectiveness. The male and female teachers have high teacher effectiveness. The rural and urban teachers have high teacher effectiveness. The married and un married teachers have high teacher effectiveness. The below 30 years, 30-40 years and above 40 years age group of experience of teachers have high teacher effectiveness. The government school, government aided school and private school teachers have high teacher effectiveness. The primary school, high school and higher secondary school teachers have high teacher effectiveness. The below 10 years, 10-20 years and above 20 years teaching experience of teachers have high teacher effectiveness. The Rupees10000 and below, Rupees10000-20000 and above Rupees20000 and above monthly income of teachers have high teacher effectiveness. So, the hypothesis No.1 is accepted.

TABLE 1: DESCRIPTIVE STATISTICS FOR TEACHER EFFECTIVENESS SCORES

| Sl.No. | Variables | Categories | N | Mean | S.D. | Level of significance | S.D. |
|--------|-----------------------|-------------------------|-----|--------|--------|-----------------------|------|
| 1. | Teacher effectiveness | Whole sample | 900 | 275.24 | 33.308 | 243 to 345 | High |
| 2. | Gender | Male | 383 | 273.17 | 35.11 | 243 to 345 | High |
| | | Female | 517 | 278.04 | 35.42 | 243 to 345 | High |
| 3. | Place of School | Rural | 446 | 272.56 | 37.29 | 243 to 345 | High |
| | | Urban | 454 | 277.88 | 33.08 | 243 to 345 | High |
| 4. | Marital Status | Married | 681 | 274.37 | 35.69 | 243 to 345 | High |
| | | Unmarried | 219 | 277.98 | 34.04 | 243 to 345 | High |
| 5. | Age | Below 30 years | 226 | 279.07 | 33.76 | 243 to 345 | High |
| | | 30-40 years | 297 | 275.55 | 34.41 | 243 to 345 | High |
| | | Above 40 years | 377 | 272.72 | 36.76 | 243 to 345 | High |
| 6. | Type of Management | Government school | 325 | 275.55 | 36.84 | 243 to 345 | High |
| | | Government Aided school | 321 | 274.50 | 35.18 | 243 to 345 | High |
| | | Private school | 254 | 275.79 | 35.55 | 243 to 345 | High |
| 7. | Level of Teaching | Primary School | 267 | 285.04 | 32.78 | 243 to 345 | High |
| | | High School | 284 | 271.62 | 36.94 | 243 to 345 | High |
| | | Higher Secondary School | 349 | 270.70 | 34.41 | 243 to 345 | High |
| 8. | Years of Experience | Below 10 years | 225 | 270.70 | 34.09 | 243 to 345 | High |
| | | 10-20 years | 295 | 275.55 | 34.07 | 243 to 345 | High |
| | | Above 20 years | 380 | 273.06 | 36.96 | 243 to 345 | High |
| 9. | Monthly Income | Rupees10,000 and below | 157 | 277.17 | 34.13 | 243 to 345 | High |
| | | Rupees10,000-20,000 | 174 | 280.22 | 32.43 | 243 to 345 | High |
| | | Rupees20,000 and above | 569 | 273.06 | 36.33 | 243 to 345 | High |

II. DESCRIPTIVE ANALYSIS – JOB INVOLVEMENT

Mean and standard deviation values are calculated for finding out the level of job involvement scores of teachers based on their gender, place of school, marital status, age, type of management, level of teaching, years of experience and monthly income. Table-2 reveals the mean and standard deviation scores of the sub samples responsible for job involvement of teachers. The author of the tool suggested that the score ranging 243 and above denote average level of job involvement. The male and female teachers have average teacher effectiveness. The rural and urban teachers have average job involvement. The married and unmarried teachers have average job involvement. The below 30 years, 30-40 years and above 40 years age group of experience of teachers have average job involvement. The government school, government aided school and private school teachers have average job involvement. The primary school, high school and higher secondary school teachers have average job involvement. The below 10 years, 10-20 years and above 20 years teaching experience of teachers have average job involvement. The Rupees10000 and below, Rupees10000-20000 and above Rupees20000 and above monthly income of teachers have average job involvement. So, the hypothesis No.2 is accepted.

TABLE 2: DESCRIPTIVE STATISTICS FOR JOB INVOLVEMENT SCORES

| Sl.No. | Variables | Categories | N | Mean | S.D. | Average level | Level of job involvement |
|--------|---------------------|-------------------------|-----|--------|--------|------------------|--------------------------|
| 1. | Job Involvement | Whole sample | 900 | 227.38 | 21.614 | 205.77 to 248.99 | Average |
| 2. | Gender | Male | 383 | 228.72 | 20.481 | 205.77 to 248.99 | Average |
| | | Female | 517 | 226.39 | 22.384 | 205.77 to 248.99 | Average |
| 3. | Place of School | Rural | 446 | 228.74 | 21.547 | 205.77 to 248.99 | Average |
| | | Urban | 454 | 226.04 | 21.620 | 205.77 to 248.99 | Average |
| 4. | Marital Status | Married | 681 | 228.26 | 21.010 | 205.77 to 248.99 | Average |
| | | Unmarried | 219 | 224.66 | 23.233 | 205.77 to 248.99 | Average |
| 5. | Age | Below 30 years | 226 | 227.77 | 21.53 | 205.77 to 248.99 | Average |
| | | 30-40 years | 297 | 226.50 | 21.38 | 205.77 to 248.99 | Average |
| | | Above 40 years | 377 | 227.84 | 21.88 | 205.77 to 248.99 | Average |
| 6. | Type of Management | Government School | 325 | 229.10 | 19.36 | 205.77 to 248.99 | Average |
| | | Government Aided School | 321 | 228.60 | 20.55 | 205.77 to 248.99 | Average |
| | | Private School | 254 | 223.64 | 25.02 | 205.77 to 248.99 | Average |
| 7. | Level of Teaching | Primary School | 267 | 225.94 | 22.26 | 205.77 to 248.99 | Average |
| | | High School | 284 | 227.52 | 21.55 | 205.77 to 248.99 | Average |
| | | Higher Secondary School | 349 | 228.37 | 21.17 | 205.77 to 248.99 | Average |
| 8. | Years of Experience | Below 10 years | 225 | 228.48 | 20.68 | 205.77 to 248.99 | Average |
| | | 10-20 years | 295 | 226.24 | 21.71 | 205.77 to 248.99 | Average |
| | | Above 20 years | 380 | 227.62 | 22.09 | 205.77 to 248.99 | Average |
| 9. | Monthly Income | Rupees10,000 and below | 157 | 222.41 | 25.43 | 205.77 to 248.99 | Average |
| | | Rupees10,000-20,000 | 174 | 227.52 | 21.99 | 205.77 to 248.99 | Average |
| | | Rupees20,000 and above | 569 | 228.71 | 20.15 | 205.77 to 248.99 | Average |

III. DIFFERENTIAL ANALYSIS – TEACHER EFFECTIVENESS

Differential analysis involves the use of 't' test. The 't' test is used to determine whether the performance of two groups is significant or not. Table-3 shows the mean, standard deviation and 't' values for the teacher effectiveness scores of the teachers based on their gender, place of school, marital status, age, type of management, level of teaching, years of experience and monthly income. The 't' value calculated for the male and female teachers is 2.051 which is higher than the table value 1.96 to be significant at 0.05 level of significance. Therefore the hypothesis number 3(a) is accepted. It is referred that both male and female teachers differ significantly in their teacher effectiveness. From the Table-3 it is inferred that 't' value calculated for the rural and urban teachers is 2.263 which is higher than the table value of 1.96 to be significant at 0.05 level of significance. Therefore the hypothesis number 3(b) is accepted. It is inferred that both rural and urban teachers differ significantly in their teacher effectiveness. From the Table -3 it is inferred that 't' value calculated for the married and unmarried teachers is 1.317 which is less than the table value of 1.96 to be not significant at 0.05 level of significance. Therefore the hypothesis number 3(c) is rejected. It is inferred that both married and unmarried teachers do not differ significantly in their teacher effectiveness.

TABLE 3: 't' TEST VALUES FOR TEACHER EFFECTIVENESS

| Sl. No. | Variables | Category | N | Mean | S.D. | 't' Value | Significant |
|---------|-----------------|-----------|-----|--------|-------|-----------|-------------|
| 1. | Gender | Male | 383 | 273.17 | 35.11 | 2.051 | 0.05 Sig. |
| | | Female | 517 | 278.04 | 35.42 | | |
| 2. | Place of School | Rural | 446 | 272.56 | 37.29 | 2.263 | 0.05 |
| | | Urban | 454 | 277.88 | 33.08 | | |
| 3. | Marital Status | Married | 681 | 274.37 | 35.69 | 1.317 | 0.05 NS |
| | | Unmarried | 219 | 277.98 | 34.04 | | |

IV. DIFFERENTIAL ANALYSIS – JOB INVOLVEMENT

Table-4 shows the mean, standard deviation and 't' values for the job involvement scores of the teachers based on their gender, place of school, and marital status. The 't' value calculated for the male and female teachers is 1.602 which is less than the table value 1.96 to be significant at 0.05 level of significance. Therefore the hypothesis number 4(a) is rejected. It is referred that both male and female teachers do not differ significantly in their job involvement. From the Table-4 it is inferred that 't' value calculated for the rural and urban teachers is 1.878 which is less than the table value of 1.96 to be significant at 0.05 level of significance. Therefore the hypothesis number 4(b) is rejected. It is inferred that both rural and urban teachers do not differ significantly in their job involvement. From the Table -4 it is inferred that 't' value calculated for the married and unmarried teachers is 2.144 which is higher than the table value of 1.96 to be significant at 0.05 level of significance. Therefore the hypothesis number 4(c) is accepted. It is inferred that both married and unmarried teachers differ significantly in their job involvement.

TABLE 4: 't' TEST VALUE FOR JOB INVOLVEMENT SCORES

| Sl. No. | Variables | Categories | N | Mean | S.D. | 't' Value | Significant |
|---------|-----------------|------------|-----|--------|--------|-----------|-------------|
| 1. | Gender | Male | 383 | 228.72 | 20.481 | 1.602 | 0.05 NS |
| | | Female | 517 | 226.39 | 22.384 | | |
| 2. | Place of School | Rural | 446 | 228.74 | 21.547 | 1.878 | 0.05 NS |
| | | Urban | 454 | 226.04 | 21.620 | | |
| 3. | Marital Status | Married | 681 | 228.26 | 21.010 | 2.144 | 0.05 Sig. |
| | | Unmarried | 219 | 224.66 | 23.233 | | |

V. ONE WAY ANALYSIS OF VARIANCE – TEACHER EFFECTIVENESS

Table-5 shows the mean and standard deviation and 'F' values for the teacher effectiveness scores of the teachers based on their age, type of management, level of teaching, years of experience and monthly income. From the Table -5 it is inferred that 'F' value calculated for the age below 30 years, 30 – 40 years and above 40 years teachers is 0.864 which is less than the table value of 3.00 to be significant at 0.05 level of significance. Therefore, the hypothesis number 3(d) is rejected. It is inferred that the teachers below 30 years of age, 30 – 40 years and above 40 years of age do not differ significantly in their teacher effectiveness. From the Table-3 it is inferred that 'F' value calculated for the government school, government aided school and private school teachers is 1.656 which is less than the table value of 3.00 to be not significant at 0.05 level of significance. Therefore, the hypothesis number 3(e) is rejected. It is inferred that the teachers working in government school, government aided school and private school do not differ significantly in their teacher effectiveness. From the Table -3 it is inferred that 'F' value calculated for the primary school, high school and higher secondary school teachers is 4.307 which is higher than the table value of 3.00 to be significant at 0.05 level to significance. Therefore, the hypothesis number 3(f) is accepted. It is inferred that the teachers teaching in primary school, high school and higher secondary school differ significantly in their teacher effectiveness. From the Table -5 it is inferred that 'F' value calculated for the below 10 years, 10 – 20 years and above 20 years experienced teachers is 0.539 which is less than the table value of 3.00 to be not significant at 0.05 level of significance. Therefore, the hypothesis number 3(g) is rejected. It is inferred that below 10 years, 10 – 20 years and above 20 years experienced teachers do not differ significantly in their

teacher effectiveness. From the Table -5 it is inferred that 'F' value calculated for the Rupees10,000 and below, Rupees10,000 – 20,000 and Rupees20,000 and above monthly income of teachers is 1.457 which is less than the table value of 3.00 to be significant at 0.05 level of significance. Therefore, the hypothesis number 3(h) is rejected. It is inferred that the teachers with monthly income of Rupees10,000 and below, Rupees10,000 – 20,000 and Rupees20,000 and above do not differ significantly in their teacher effectiveness.

TABLE-5: 'F' TEST VALUES FOR TEACHER EFFECTIVENESS

| Sl. No. | Variables | Category | N | Mean | S.D. | 'F' Value | Level of Significance |
|---------|--------------------|----------------------------|-----|--------|-------|-----------|-------------------------------|
| 1. | Age | Below 30 years | 226 | 279.07 | 33.76 | 0.864 | Not significant at 0.05 level |
| | | 30-40 years | 297 | 275.55 | 34.41 | | |
| | | Above 40 years | 377 | 272.72 | 36.76 | | |
| 2. | Type of Management | Government school | 325 | 275.55 | 36.84 | 1.656 | Not significant at 0.05 level |
| | | Government Aided school | 321 | 274.50 | 35.18 | | |
| | | Private school | 254 | 275.79 | 35.55 | | |
| 3. | Level of Teaching | Primary School | 267 | 285.04 | 32.78 | 4.307 | Significant at 0.05 level |
| | | High School | 284 | 271.62 | 36.94 | | |
| | | Higher Sec. School | 349 | 270.70 | 34.41 | | |
| 4. | Year of Experience | Below 10 years | 225 | 270.70 | 34.09 | 0.539 | Not significant at 0.05 level |
| | | 10-20 years | 295 | 275.55 | 34.07 | | |
| | | Above 20 years | 380 | 273.06 | 36.96 | | |
| 5. | Monthly Income | Rubees10,000 and below | 157 | 277.17 | 34.13 | 1.457 | Significant at 0.01 level |
| | | Rupees10,000- 20,000 below | 174 | 280.22 | 32.43 | | |
| | | Rubees20,000 and above | 569 | 273.06 | 36.33 | | |

VI. ONE WAY ANALYSIS OF VARIANCE – JOB INVOLVEMENT

Table-6 shows the mean and standard deviation and 'F' values for the job involvement scores of the teachers based on their type of management, level of teaching and years of experience. From the Table -6 it is inferred that 'F' value calculated for the below 30 years, 30 – 40 years and above 40 years teachers is 0.693 which is less than the table value of 3.00 to be significant at 0.05 level of significance. Therefore, the hypothesis number 4(d) is rejected. It is inferred that below 30 years, 30 – 40 years and above 40 years teachers do not differ significantly in their job involvement. From the Table-3 it is inferred that 'F' value calculated for the government school, government aided school and private school teachers is 5.391 which is higher than the table value of 3.00 to be significant at 0.05 level of significance. Therefore, the hypothesis number 4(e) is accepted. It is inferred that government school, government aided school and private school teachers differ significantly in their teacher effectiveness. From the Table -6 it is inferred that 'F' value calculated for the primary school, high school and higher secondary school teachers is 0.966 which is less than the table value of 3.00 to be significant at 0.05 level of significance. Therefore, the hypothesis number 4(f) is rejected. It is inferred that primary school, high school and higher secondary school teachers do not differ significantly in their teacher effectiveness. From the Table -6 it is inferred that 'F' value calculated for the below 10 years, 10 – 20 years and above 20 years experienced teachers is 0.728 which is less than the table value of 3.00 to be significant at 0.05 level of significance. Therefore, the hypothesis number 4(g) is rejected. It is inferred that below 10 years, 10 – 20 years and above 20 years experienced teachers do not differ significantly in their job involvement. From the Table -6 it is inferred that 'F' value calculated for the below Rupees10000, Rupees10000 – 20000, Rupees20000 and above monthly income of teachers is 5.274 which is higher than the table value of 3.00 to be significant at 0.05 level of significance. Therefore, the hypothesis number 4(h) is accepted. It is inferred that Rupees10000 and below, Rupees10000 – 20000 and Rupees20000 and above monthly income of teachers differ significantly in their job involvement.

TABLE 6: 'F' VALUES FOR JOB INVOLVEMENT SCORES

| Sl. No. | Variables | Category | N | Mean | S.D. | 'F' Value | Level of Significance |
|---------|--------------------|----------------------------|-----|--------|-------|-----------|-------------------------------|
| 1. | Age | Below 30 years | 226 | 227.77 | 21.53 | 0.367 | Not significant at 0.05 level |
| | | 30-40 years | 297 | 226.50 | 21.38 | | |
| | | Above 40 years | 377 | 227.84 | 21.88 | | |
| 2. | Type of Management | Government school | 325 | 229.10 | 19.36 | 5.391 | Not significant at 0.05 level |
| | | Government Aided school | 321 | 228.60 | 20.55 | | |
| | | Private school | 254 | 223.64 | 25.02 | | |
| 3. | Level of Teaching | Primary School | 267 | 225.94 | 22.26 | 0.966 | Significant at 0.01 level |
| | | High School | 284 | 227.52 | 21.55 | | |
| | | Higher Sec. School | 349 | 228.37 | 21.17 | | |
| 4. | Year of Experience | Below 10 years | 225 | 228.48 | 20.68 | 0.728 | Not significant at 0.05 level |
| | | 10-20 years | 295 | 226.24 | 21.71 | | |
| | | Above 20 years | 380 | 227.62 | 22.09 | | |
| 5. | Monthly Income | Rubees10,000 and below | 157 | 222.41 | 25.43 | 5.274 | Significant at 0.01 level |
| | | Rupees10,000- 20,000 below | 174 | 227.52 | 21.99 | | |
| | | Rubees20,000 and above | 569 | 228.71 | 20.15 | | |

VII CORRELATION ANALYSIS OF DATA

Correlation analysis is used to find out the relationship two or more paired variables. The investigator has correlated teacher effectiveness (dependent variable) with other independent variables namely, job involvement, academic aspect on job involvement, administrative aspect on job involvement and extension activity on job involvement so as to arrive at a meaningful conclusion for the present study. Teacher effectiveness and job involvement scores were analyzed using correlation technique to find out the degree of strength of relationship between these two variables. The results are given in Table 7 and examination of the table gives that the 'r' 0.158 which is higher than the table value of 0.062 to be significant at 0.01 level. Therefore, the hypothesis number 8 is accepted. The correlation between these two variables is, positive and significant. Therefore, it is found that teacher effectiveness is significantly and positively correlated with the teacher effectiveness and job involvement. Teacher effectiveness and academic aspect on job involvement scores were analyzed using correlation technique to find out the degree of strength of relationship between these two variables. The results are given in Table 7 and examination of the table gives that the 'r' 0.104 which is higher than the table value of 0.062 to be significant at 0.01 level. Therefore, the hypothesis number 8 is accepted. The correlation between these two variables is, positive and significant. Therefore, it is found that teacher effectiveness is significantly and positively correlated with the teacher effectiveness and academic aspect on job involvement. Teacher effectiveness and administrative aspect on job involvement scores were analyzed using correlation technique to find out the degree of strength of relationship between these two variables. The results are given in Table 7 and examination of the table gives that the 'r' 0.152 which is higher than the table value of 0.062 to be significant at 0.01 level. Therefore, the hypothesis number 8 is accepted. The correlation between these two variables is, positive and significant. Therefore, it is found that teacher effectiveness is significantly and positively correlated with the teacher effectiveness and administrative aspect on job involvement. Teacher effectiveness and extension activity on job involvement scores were analyzed using correlation technique to find out the degree of strength of relationship between these two variables. The results are given in Table 7 and examination of the table gives that the 'r' 0.098 which is higher

than the table value of 0.062 to be significant at 0.01 level. Therefore, the hypothesis number 8 is accepted. The correlation between these two variables is, positive and significant. Therefore, it is found that teacher effectiveness is significantly and positively correlated with the teacher effectiveness and extension activity on job involvement

TABLE 7: 'r' VALUES FOR TEACHERS EFFECTIVENESS AND JOB INVOLVEMENT SCORES

| Sl. No. | Variables | N | 'r' Value | Level of Significance |
|---------|---|-----|-----------|-----------------------|
| 1. | Teacher Effectiveness and Job Involvement | 900 | 0.158 | 0.01 Significant |
| 2. | Teacher Effectiveness and Academic aspect on Job Involvement | 900 | 0.104 | 0.01 Significant |
| 3. | Teacher Effectiveness and Administrative aspect Job Involvement | 900 | 0.152 | 0.01 Significant |
| 4. | Teacher Effectiveness and Extension activity on Job Involvement | 900 | 0.098 | 0.01 Significant |

FINDINGS

- The teachers in general have high teacher effectiveness of their gender, place of school, marital status, age, type of management, level of teaching, years of experience and monthly income.
- The teachers in general have average job involvement of their gender, place of school, marital status, type of management, level of teaching and years of experience and monthly income
- It is found that the male and female teachers differ significantly in their teacher effectiveness.
- It is found that the male and female teachers do not differ significantly in their job involvement
- The rural and urban school teachers differ significantly in their teacher effectiveness.
- The rural and urban teachers do not differ significantly in their job involvement.
- It is found that the married and unmarried teachers do not differ significantly in their teacher effectiveness.
- It is found that the married and unmarried teachers differ significantly in their job involvement.
- It is found that the teachers below 30 years of age, 30-40 years and above 40 years of age do not differ significantly in their teacher effectiveness.
- It is found that the teachers below 30 years of age, 30-40 years and above 40 years of age do not differ significantly in their job involvement.
- It is found that the teachers working in government schools, government aided schools and private schools do not differ significantly in their teacher effectiveness.
- It is found that the teachers working in government schools, government aided schools and private schools differ significantly in their job involvement
- It is found that the teachers teaching in primary schools, high schools and higher secondary schools differ significantly in their teacher effectiveness.
- It is found that the teachers teaching in primary schools, high schools and higher secondary schools do not differ significantly in their job involvement.
- It is found that the teachers with below 10 years of experience, 10-20 years and above 20 years of experience do not differ significantly in their teacher effectiveness.
- It is found that the teachers with below 10 years of experience, 10-20 years and above 20 years of experience do not differ significantly in their job involvement.
- It is found that the teachers with monthly income of Rupees10,000 and below, Rupees10000 – 20000 and Rupees20000 and above do not differ significantly in their teacher effectiveness.
- It is found that the teachers with monthly income of Rupees10,000 and below, Rupees10,000 – 20,000 and Rupees 20,000 and above differ significantly in their job involvement.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Based on the findings of the study, the implications were analyzed and reported.

- One of the findings revealed by the study is that most of the teachers display a high degree of teacher effectiveness. It is found that the teachers with teacher effectiveness have high mean score irrespective of their gender, place of school, marital status, age, type of management, level of teaching, years of experience and monthly income. This is evidenced by their excellent teaching skill, effective class management, rich professional competence and their ability to access a wide range of information on sources. Moreover the government should stipulate the criteria for teacher effectiveness at the three levels of school education. Further the annual increment and promotion norms should be linked with the teacher effectiveness.
- Job Involvement assessed on the aspects academic, administrative and extension activity are found to be average mean score in respect of their gender, place of school, marital status, age, type of management, level of teaching, years of experience and monthly income among teachers. Therefore, the job involvement of teacher should be promoted by the superiors and educational administrators. The job involvement type of rating the teachers should be evolved.
- It is concluded that male and female teachers differ significantly in the teacher effectiveness, academic aspect and extension activity. The female teachers got high scores in teacher effectiveness, academic aspect and extension activity. Therefore it is recommended that the male teachers should be encouraged and highly motivated to have better teacher effectiveness.
- It is concluded that rural and urban areas teachers differ significantly in the teacher effectiveness, administrative aspect on job involvement and extension activity on job involvement. The teachers with the urban areas got high scores in teacher effectiveness, administrative aspect on job involvement and extension activity on job involvement. Therefore the teachers working in rural areas should be supervised frequently and special training programmes should be arranged for their teachers.
- It is concluded that married and unmarried teachers differ significantly in the job involvement and extension activity. The married teachers got high scores in the job involvement and extension activity. Therefore it is recommended that the unmarried teachers encouraged and motivated to have better job involvement and extension activity.
- It is concluded that among teachers with age below 30 years, 30-40 years, 40 years and above differ significantly in the administrative aspect on job involvement. The teachers with age 40 years and above got high mean score in administrative aspect on job involvement. Therefore it is recommended that the teacher with age below 40 years should be encouraged and motivated to have better administrative aspect on job involvement.
- It is concluded that among government, private aided, private unaided school teachers differ significantly in the job involvement, academic aspect, administrative aspect, extension activity and teaching attitude. The government school teachers got high mean score in job involvement, academic aspect, administrative aspect, extension activity and teaching attitude. Therefore, it is recommended that the private aided and private unaided school teachers should be paid decent salary, should have job security, promotional opportunities and recognition should be given for their meritorious service.
- It is concluded that among primary school, high school, higher secondary school teachers differ significantly in the teacher effectiveness. The primary school teachers got high mean score in teacher effectiveness. Therefore, it is recommended that the high school and higher secondary school teachers need more care and nurturing. More orientation programmes are to be organized for high school and higher secondary school teachers.

- It is concluded that among teachers with teaching experience below 10 years, 10-20 years, and 20 years and above differ significantly in the administrative aspect on job involvement. The teachers with teaching experience 20 years and above got high mean score in administrative aspect on job involvement. There it is recommended that the teachers with teaching experience below 20 years' experience should be encouraged and motivated to have better administrative aspect on job involvement.
- It is concluded that among teachers with monthly income Rupees 10,000 and below, Rupees 10,000-20,000 and Rupees 20,000 and above differ significantly in the job involvement, academic aspect, administrative aspect, extension activity. The teachers whose monthly income are Rupees 20,000 and above got high mean score in job involvement, academic aspect, administrative aspect, extension activity. Therefore, it is recommended that the low income of teachers should be paid decent salary, incentives, reward systems, annual increment and job security and promotion norms should be linked with the job involvement.
- From the findings of the simple correlation analysis it can be inferred that there is a significant relationship between independent variables – job involvement, academic aspect, administrative aspect and extension activity got significant relationship with the dependent variables teacher effectiveness. Therefore, necessarily steps are to be taken improve emotional intelligence, job involvement, academic aspect, administrative aspect, extension activity and teaching attitude of school teachers.
- The investigator applied multiple regression analysis to know the amount of contribution of independent variables on dependent variable. In case of whole sample of the teachers with teacher effectiveness 7.1 percent is contributed by academic aspect on job involvement, administrative aspect on job involvement, and extension activity on job involvement. In case of the high effectiveness of the teachers the contribution of the above five factors is 12.6 it is higher than the average effectiveness of teachers. In the case of primary school teachers the contribution of the above five factor is 17.1 percent it is higher than the high schools and higher secondary school teachers. Therefore, steps are to be taken to improve the academic aspect on job involvement, administrative aspect job involvement, extension activity on job involvement of the high schools and higher secondary school teachers.

RECOMMENDATIONS TO POLICY MAKERS AND EDUCATIONAL ADMINISTRATION

- It is recommended that the government should stipulate the criteria for teacher effectiveness at the three levels of school education. Further the annual increment and promotion norms should be linked with the teacher effectiveness. District and State level awards for the teachers on the following aspects should be given
1. Academic, 2. Administrative and 3. Extension.
- The job involvement of teacher should be promoted by the superior and educational administrators. The job involvement type of rating the teachers should be evolved.
- Necessary in service programmes should be organized every year for the school teachers to increase their job involvement.
- It is recommended that the male teachers should be encourage and highly motivated to have better teacher effectiveness.
- The teachers working in rural areas should be supervised frequently and special training programmes should be arranged for their teachers.
- It is recommended that the unmarried teachers should be encouraged and motivated to have better job involvement and extension activity.
- It is recommended that the teachers with age below 40 years should be encouraged and motivated to have better emotional intelligence.
- It is recommended that the private unaided school teachers, should be paid decent salary, should have job security, promotional opportunities and recognition should be given for meritorious service.
- It is recommended that the high school and higher secondary school teachers need more care and nurturing. More orientation programmes are to be organized for high school and higher secondary school teachers to improve their teacher effectiveness.
- It is recommended that the teachers with teaching experience below 20 years should be encouraged and motivated to have better administrative aspect on job involvement.
- It is recommended that the teachers should be paid decent salary, incentives, reward systems, annual increment and job security and promotion norms to enhance the job involvement.

RECOMMENDATIONS TO TEACHERS

- Every teacher should equip himself/herself on the aspects of teacher's effectiveness and criteria for rating to get the value points in various aspects.
- The teachers should involve themselves in academic, administrative and extension activities.
- It is recommended that the school teachers should take necessary steps to improve their job involvement.

SUGGESTIONS FOR THE FURTHER RESEARCH

The suggestions for further research are reported in this chapter for the future researchers.

- A similar study can be undertaken at the state level to generalize the results.
- A similar study may be undertaken in other districts of Tamil Nadu also.
- Teacher effectiveness in relation to other variables such as teaching competency, job satisfaction, self-concept, interest, aptitude, adjustment, extroversion, introversion, mental health and organizational climate may be studied.
- A similar research work may be undertaken with teachers working in colleges.
- A comparative study of teacher effectiveness of school teachers and college teachers may be carried out.
- Research may be conducted about teachers working in tribal and remote areas and those working in special schools.

CONCLUSION

Schooling is basically the stage of foundation formation for the children. It is thus that phase of the child where the personality of a child where the personality of a child is given a proper shape which in fact determines the future course of life of the youths. Teacher, who plays a vital role in the character building of the youth, must have a positive thinking towards work and life. This is possible only if he is satisfied with his profession and if he is having a positive favourable attitude, otherwise he will do harm than good. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction. Teachers will be more involved in their job if they are satisfied. The future of the country is unavoidably linked with its educational system, which in turn depend on the quality of its teachers. For this, the teacher's working conditions, relationship with superiors, colleagues, subordinates, students and their parents' communication system in the school etc., should be conducive. Teaching is an art assisting another to learn and it includes the providing of information and of appropriate situation, conditions or activities designed to facilitate learning. The role of a teacher has considerably changed in the present situation mainly due to explosion of knowledge. The teacher is forcibly put in a position to satisfy the needs of the students and to quench the thirst of the students who try to equip themselves adequately enough so that they would meet the future confidently. The teacher's duty is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each students' progress in terms of valid objectives. Therefore teachers have to adopt certain characteristics in order to be effective in their profession.

LIMITATIONS

- In the present study, only school teachers were selected as subjects of the sample.
- The sample size was restricted to 900 of primary school, high school and higher secondary school only.

- The study was conducted 2 districts of Tamil Nadu only namely, Chennai and Thiruvallur.
- The research is purely quantitative in nature. Hence, all the behavioral traits may not have been covered by the study.
- The study covers only a few selected Government, private Aided and Private unaided schools.

SCOPE FOR FURTHER RESEARCH

- The future of the country is unavoidably linked with its educational system, which in turn depend on the quality of its teachers. For this, the teacher's working conditions, relationship with superiors, colleagues, subordinates, students and their parents' communication system in the school etc., should be conducive. The investigator adopted incidental or voluntary sampling technique for the sample selection of teachers. The importance of a teacher in an institution is unquestionable. The entire edifice of an organization is shaky if the teaching faculty is weak and ineffective. So the success of an institution is mainly determined by teachers.
- Teachers are the role model of the students. In future the all-round development of the students may, depend upon the present teachers because as future teachers they are going to mould the future generation. The present study aims at assessing the Teacher effectiveness and Job involvement of the teachers. It is a valuable contribution to the process of improvement in education. Lack of teacher effectiveness among the teachers may lead to the development of neurotic behaviour of adolescents. Without teacher effectiveness and normal behaviour one cannot think of a well-developed society. The present study will be of immense value to the schools in particular and educational administration in general.
- The success of educational system revolves around the abilities of the teacher. If the teachers are assessed on their teacher efficiency, emotional intelligence, job involvement and teaching attitude before they are admitted to the teacher-in service training programmes, it will help in producing better and competent teachers. However the admissions to teacher training colleges in Tamil Nadu are done on the basis of the merit decided by the marks obtained by them in the qualifying higher secondary examination or degree examination. A candidate having a high level of performance may not be a good teacher if he or she lacks the innate abilities and skills which are pre-requisite for success in the teaching profession.
- Though the performance at the higher secondary level ensures the content knowledge of the teachers it does not reveal whether the candidates are 'teachable' as efficient and effective teachers because the teaching competency encompasses communication skills, interpersonal relationships, class room management, etc. If the trainees have this innate abilities they can be easily modified and trained by appropriate teaching experiences provided in the training college. Today teaching profession seen to be more advanced. Innovations in the field of educational technology and psychological principles are substantiating in this field. So the present study is important in the field of education. Thus a balanced state of emotions of a teacher and teaching attitude will have a healthy influence on children. In order to perform his/her role effectively, teachers should be emotionally matured, job involvement and should have a good attitude for teaching

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APPENDIX

APPENDIX A: Teacher Effectiveness Scale (TES)

INSTRUCTIONS: In this questionnaire, the description of different activities and traits of the teacher and teaching are given, you as a teacher rate every statement only at one point out of the five. Please mark (✓) on your response which you will evaluate as a teacher. Your evaluation will be used for research purpose only and it will be kept strictly confidential. So, read attentively each statement and evaluate clearly.

Teacher have to evaluate on following statements.

SA : Strongly Agree
A : Agree
UN : Uncertain
D : Disagree
SD : Totally Disagree

| S. No. | Statement | SA | A | U | D | SD |
|--------|---|----|---|---|---|----|
| 1. | I have full confidence which subject I teach. | | | | | |
| 2. | I always try to develop my knowledge. | | | | | |
| 3. | I have the capacity to give knowledge of the present events, general knowledge in addition to the course subject. | | | | | |
| 4. | I give necessary guidance to search the solution of pupil's problems. | | | | | |
| 5. | I give appropriate opportunity to pupils for adequate motivation. | | | | | |
| 6. | For achieving the adequate goal, I use maximum reward and minimum punishment. | | | | | |
| 7. | I behave brotherly to all students. | | | | | |
| 8. | I always voluntarily ready to give my time and labour for the benefit of the pupils. | | | | | |
| 9. | I do not usually use physical punishment to the pupils. | | | | | |
| 10. | I use civilized language with pupils. | | | | | |
| 11. | I do equality of behaviour with the pupils. | | | | | |
| 12. | I provide honour to pupil's ideas and proposals. | | | | | |
| 13. | I do not call students outside of the class without cause. | | | | | |
| 14. | I accept with pleasure my errors told by the pupils. | | | | | |
| 15. | I honour head of the Institution as the eldest member. | | | | | |
| 16. | I solve illogical questions of the pupils patiently. | | | | | |
| 17. | I cooperate in the daily school works. | | | | | |
| 18. | I have the confidence. | | | | | |
| 19. | I give neutral opinion in relation to school activities. | | | | | |
| 20. | I do not do any work against the institution's welfare. | | | | | |
| 21. | I prevent the differences through the exchange of thoughts. | | | | | |
| 22. | I have the relation of friendship and brotherhood with fellow teachers. | | | | | |
| 23. | I do not hesitate in acquiring knowledge from fellow-teachers. | | | | | |
| 24. | I always ready to give guidance to my teacher fellows. | | | | | |
| 25. | I do not assault my fellow-teachers. | | | | | |
| 26. | I give proper time to the guardian for the solution of pupils' problem. | | | | | |
| 27. | I behave with honour to all guardian without considering caste, social and economic status. | | | | | |
| 28. | For the comprehensive development of the pupils I take help from the guardian. | | | | | |
| 29. | I take interest in co-curricular activities of the Institution. | | | | | |
| 30. | I prepare pupils to take part in co-curricular activities according to their interest and capacity. | | | | | |
| 31. | I conduct the co-curricular activities. | | | | | |
| 32. | I prepare regularly, daily lesson plan. | | | | | |
| 33. | I am familiar totally with the aims of lesson learning. | | | | | |
| 34. | I select and prepare adequate assistant material. | | | | | |
| 35. | As I am creative I encourage the students to do more innovative activities. | | | | | |
| 36. | I feel I am responsible for the success or failure of the students. | | | | | |
| 37. | My insight helps me in solving the problems that I encounter. | | | | | |
| 38. | I am imaginative enough to create interest and enthusiasm on difficult topics. | | | | | |
| 39. | I have adjustment capacity. | | | | | |
| 40. | I prepare practice-home work according to students' capacity. | | | | | |
| 41. | I use adequate teaching method in class. | | | | | |
| 42. | I present subject matter clearly. | | | | | |
| 43. | My expression is fluent. | | | | | |
| 44. | I develop pupil's interest in lesson. | | | | | |
| 45. | I use black-board. | | | | | |
| 46. | I pay personal attention to each pupil. | | | | | |
| 47. | I use effectively, of material aid. | | | | | |
| 48. | I adequately make supervision of class practice work. | | | | | |
| 49. | I examine written work adequately at time. | | | | | |
| 50. | I utilize essential remedial methods. | | | | | |
| 51. | I review the lesson after the end of lesson. | | | | | |
| 52. | I provide attention to the cleanness of class. | | | | | |
| 53. | I am a person of emotional stability. | | | | | |
| 54. | I control the class without fear. | | | | | |
| 55. | I have full knowledge of Educational Psychology. | | | | | |
| 56. | I use Educational Psychology on the basis of pupils' individual differences. | | | | | |
| 57. | I always try to acquire knowledge and its use of new devices of education. | | | | | |
| 58. | I take more cooperation of students in class management. | | | | | |
| 59. | I live happy, smart and active in school. | | | | | |
| 60. | I wear cleaned dress in school. | | | | | |
| 61. | I am regular & disciplined | | | | | |
| 62. | I do not smoke in the class. | | | | | |
| 63. | I have the feeling of cooperation. | | | | | |
| 64. | I have interest in vocation. | | | | | |
| 65. | I am humorous. | | | | | |
| 66. | I possess missionary zeal. | | | | | |
| 67. | I emphasize the habit of regularity in students. | | | | | |
| 68. | I have respect in my vocation. | | | | | |
| 69. | I am disciplined. | | | | | |

APPENDIX – B (JOB INVOLVEMENT SCALE)

INSTRUCTIONS: Given below are some statements describing how you feel about your job. There are right or wrong answers to them. You have to put a tick (✓) against each phrase which best describes how you feel about the statement. The phrases are and strongly agree, agree, uncertain, disagree, strongly disagree. Your evaluation will be used for research purpose only & it will be kept strictly confidential so, read attentively each statement & evaluate the following statements:

SA - Strongly Agree
A - Agree
UN - Uncertain
D - Disagree
SD - Totally Disagree

| S. No. | Statement | SA | A | D | SD |
|-------------------------------|---|----|---|---|----|
| Academic Aspects | | | | | |
| 1. | I look upon my profession as a noble and rewarding one. | | | | |
| 2. | Students are afraid to approach me as I keep them at a distance. | | | | |
| 3. | I like to be absorbed in my job most of the time. | | | | |
| 4. | I consider activities a waste of time and think that the teaching points should be taught directly. | | | | |
| 5. | I prepare and use a lot of teaching aids in the class. | | | | |
| 6. | I don't like others pointing out my mistakes and I try to justify what I did. | | | | |
| 7. | I think of innovative strategies to make my teaching more effective and try to implement them. | | | | |
| 8. | I view my job simply as a source of income. | | | | |
| 9. | I like to discuss academic matters with my colleagues and try to learn from their experience. | | | | |
| 10. | I want to improve my professional qualification and take up new courses related my job. | | | | |
| 11. | I sometimes think that teaching work is boring repetition of the same stuff. | | | | |
| 12. | I teach the students learning strategies to make them efficient learners. | | | | |
| 13. | I observe the students carefully and try to identify their talents and weaknesses. | | | | |
| 14. | I consider low achievers as a burden and treat them with concept. | | | | |
| 15. | I look upon each class period as an exciting new experience. | | | | |
| 16. | I blame the students for their errors and try to punish them. | | | | |
| 17. | I don't think about my teaching, once it is finished. | | | | |
| 18. | I plan my work and prepare thoroughly for each session's work. | | | | |
| 19. | I think that the black board is the best teaching aid. | | | | |
| 20. | I consider activity based learning a very fruitful approach. | | | | |
| 21. | I would prefer staying at home to working at school. | | | | |
| 22. | Students feel free to approach me for clearing their doubts. | | | | |
| 23. | I encourage collaborative learning among the students | | | | |
| 24. | I won't think about school work once I return home from work. | | | | |
| Administrative Aspects | | | | | |
| 25. | I willingly take up any administrative tasks allotted to me. | | | | |
| 26. | School discipline is the sole responsibility of the school authorities and not that of the teacher. | | | | |
| 27. | I get maximum satisfaction from administrative work. | | | | |
| 28. | I avoid excursions and field trips considering them risky jobs. | | | | |
| 29. | I freely offer suggestions for improving the school system. | | | | |
| 30. | Planning for weekly and monthly tests and examination is the work of the school authorities and not that of the teachers. | | | | |
| 31. | School administration should be a collective responsibility and must be carried out in a democratic manner. | | | | |
| 32. | I don't think it is the job of the teachers to try to increase the enrolment of students in the school. | | | | |
| 33. | If any mistake in my administration work are pointed out, I own up responsibility for them. | | | | |
| 34. | I try to escape from any extra work or responsibility other than those allotted to me. | | | | |
| 35. | I think that teachers should work for increasing the students' enrolment in the school. | | | | |
| 36. | I think that teacher should show concern and do their best to keep the school premises clean. | | | | |
| 37. | I think it is none of my business and ignore any defects noticed by me in school administration. | | | | |
| 38. | Teachers should be involved in planning for weekly and monthly tests and other examinations. | | | | |
| 39. | I don't interfere in the administrative aspects of the school. | | | | |
| 40. | I willingly volunteer to take the students on excursions and field trips. | | | | |
| 41. | I consider school administrative work a tough and boring job. | | | | |
| 42. | I freely offer my suggestions to the authorities for improving discipline in the school. | | | | |
| 43. | I consider administrative tasks as additional burden on the teacher. | | | | |
| Extension Activities | | | | | |
| 44. | I attach more importance to my school work than my personal work. | | | | |
| 45. | I usually do not attend teachers' association meetings. | | | | |
| 46. | I show concern in preserving the environment surrounding my school. | | | | |
| 47. | I avoid any discussion about social evils like untouchability, child marriage etc. | | | | |
| 48. | Whatever my salary may be, I derive fully satisfaction from my job. | | | | |
| 49. | Using teacher for election duty census work etc. should be avoided. | | | | |
| 50. | I involve myself totally in social service activities. | | | | |
| 51. | I do not interfere in the untoward incidents happening in public place. | | | | |
| 52. | I consider it an additional burden on the teacher to organize extra – curricular activities. | | | | |
| 53. | I meet the richer and influential people of the locality and seek their help for the school improvement. | | | | |
| 54. | I take the lead in organizing extra-curricular activities in the school. | | | | |
| 55. | Involving teachers in election duty census work etc. given them an opportunity to participate in the democratic process. | | | | |
| 56. | I think that I should have chosen other jobs which helps to earn more money. | | | | |
| 57. | I try to do my best in fighting against social evils like untouchability child marriage, child labour etc. | | | | |
| 58. | I do not consider environmental issues as the concern of the school or teachers. | | | | |
| 59. | I actively participate in teachers association and attend its meetings. | | | | |
| 60. | I consider the personal work is more important than school work. | | | | |
| 61. | I prepare additional tasks and exercise, besides those given in the text book. | | | | |
| 62. | I strictly refrain from interfering in the students family problems. | | | | |
| 63. | I prepare additional questions and tasks for evaluation. | | | | |

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With sincere regards

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