

Effectiveness of Teachers in Public Schools: A Case Study of The Pataharkandi Educational Block in Karimganj District of Assam

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Abstract

This study compares the effectiveness of male and female trained teachers and untrained elementary teachers. This study also studies the various stresses the government male and female teacher faces and also their role commitments and their services. The study analyses on the collected primary data of teachers based on a questionnaire and gave a conclusion that the trained teachers' performance is better than the untrained teachers' performance. Hence, teacher training is a must. But in some places, we saw that the untrained but more experienced teachers were performing better than their counterparts. The study further suggested carrying out the research in private schools or higher secondary schools or in another district.

Keywords: Education, COVID-19 pandemic, face to face classes, online classes, Mid-Day Meal, effectiveness, performance.

1. Introduction

Education holds an important crucial and critical sector, which contributes to the nation development process directly. The success of any system of education depends upon the teacher quality working in the system. However, the approach and quality of teachers varies in government and private schools. Though their aim is to impart education but there are some significant differences between the government teachers and private school teachers in terms of working ethics, salary etc. As we are living in 21st century and a country where novel prize winner like Amartya Sen" also hails, who on one of his valuable statements said that the 21st century will suffer the crisis of the services of both health and education drastically, even then our government is overlooking or under looking the ground level implementations of its plans and programs specially in the field of education resulting a major difference in the quality, approach role and the so called back bone of the society i.e. "Teachers", who are suffering from its various consequences or stresses.

Hence, it is very much important for the teachers to have a healthy environment to groom their selves up and to remain stress free. In today's age most of the teachers are struggling to meet the professional challenges meant for them, such as timely completion of curriculum, academic record maintenance, infrastructural record maintenance, MDM, salary and taxation-based records, social audit records, SMC related records, trainings, meetings, additional duties such as survey, election duty, NRC duty etc. Moreover, we should not forget that a teacher is also a social being and has to maintain his social relationships also with family and friends.

A trained and stress-free teacher alone can know the requirements of effective teaching with the help of training procedures, inherent and acquired managerial skills. The teachers also come across the various obstacles of learning process, professional, personal and social problems and the ways in which he can overcome these obstacles. The need of stress free and role committed teachers is vital in any educational system.

Stress free and role committed teachers are one of the base pillars in the building of an effective school. Trained, stress free and role committed teachers have a firm knowledge of their respective disciplines, knowledge of student's learning problems and knowledge of curriculum implementation. Such teachers know the cognitive route to increase student's interest in the subject and enhance students learning. These teachers emphasize towards the subject understanding and also adopt activity-based learning and are capable of bringing all round development in the learners.

The present study is very important because the educational system of each school demands trained and competent teachers. It will emphasize the occupational stress and role commitment of teacher's and also the need and importance of teacher's training for effective teaching.

The study will compare the role commitment of teacher's and their competence. It will help in comparing the trained and untrained teachers towards effective teaching. This comparison will draw an attention that the teaching of trained teachers or experienced teachers is more effective as compared to untrained teachers. Teaching is a process that is too complex and difficult to give it any particular definition, this is an art that has no sense or appeal when it is explained only in a single word. Teaching is importation and exportation of knowledge to an individual by another trained individual in the school or outside. So, it is very much crucial for the teachers to remain stress free and competent, trained and also professional or committed to their role in and outside the school.

2. Teacher Stress and Role Commitment Today

In the present-days scenario, a large number of teachers are suffering from mental stress due to the increased work load especially for the global demand of education with special emphasis on primary education. The increase in the stress of a teacher is due to above mentioned reasons and also the unavailability of adequate number of teachers as per PTR (pupil teacher ratio), lack of proper training and sometimes lack of accountability and professionalism in most of the teachers with reference to public schools.

3. Review of the Related Literature

Ana Fillipe Jose Paassos (2009) conducted her research on "Teacher Competence and its Effect on Pupil Performance in Upper primary Schools". The teacher competence was studied regarding teacher training, teacher characteristics, external teaching context internal teaching context, and pre-existing pupils' characteristics. The study relevant all the above-mentioned factors of teaching competency influenced the pupil performance; the most importance was that of pre-existing pupil's characteristics.

Babu and Shelvaraj (1997), from their research study on the topic "Teacher Effectiveness and Involvement in Teaching" reported that the sex and locality of higher secondary school teachers had no effect upon teacher effectiveness. Also, they found that teachers with research degrees possessed greater effectiveness and competence.

Gupta R.C. (1976) conducted a research study entitled "Prediction of Teacher Effectiveness through Personality Tests". He used Cattell's questionnaire. He found the effective teachers were significantly more intelligent, possessed emotional stability, high self-concept and they were more adventurous and tender minded than less effective teachers.

Muhammad Shahid Farooq, Neelam Shahzadi (2006), compare the effectiveness of trained teachers and untrained teachers in Mathematics subjects. They found the significant difference between the performance of the students in mathematics taught by trained and untrained teachers. They also studied the gender impact on student performance but could not find significant difference in male and female scores.

Mutha (1980) conducted a study entitled "An Attitudinal and personality Study of Effective Teachers". His study revealed that sex, professional training nature of schooling and income level was significantly associated with the teacher effectiveness. Similarly, personality traits like anxiety, mental adjustment, extroversion, job satisfaction and teaching attitude were found to be predicting teacher effectiveness significantly.

Prasad (1970) in his study entitled "Evaluation of Professional Efficiency of Primary School Teachers" evaluated professional efficiency of primary school teachers in school subject and he explored that educational job experience, qualification and attitude towards teaching had significant relationship with their teaching.

Padmanabhaiah (1986) conducted a study on "Job Satisfaction and Teaching Effectiveness of Secondary School Teachers". He reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness.

Phipps et al. (1988, p.145) defined "good teaching" or "effective teaching" as "The direction of the learning process so that desirable changes of a relatively permanent nature are brought about within the learner as a result of the instruction". He emphasized that effective instruction should result in the development of desirable

attitudes, interests, ideals, appreciations, understandings, habits and abilities. Then he listed eight basic factors of good teaching as democracy, use readiness, learning by doing, motivation, structure, feedback and discovery.

Rao (1995) evaluated the effectiveness of primary and secondary level teachers with different potentials of creativity and interpersonal relationship.

Several researchers like Joyamma (1962), Saxena (1968), Reddy (1980), Idrisi (1987), and O'Conner (1998) have highlighted a positive relationship between teacher effectiveness and span of teaching experiences. On the other hand, Mann (1980), Subbrayan (1985) Rosenhotlz (1986) and Smith (20 positive) have reported that there is no significant relationship between teaching experience and effective teaching.

Sinha (1980) measured the impact of teacher education program on the professional efficiency of the teachers and found that the trained teachers were better than the untrained teachers in the knowledge of the subjects, preparation for teaching, self-confidence, voice, pronunciation, facial expression and in actual classroom teaching take as a whole.

Again, the trained teachers were better than the untrained teachers about the aim of the lesson, its appropriateness, and its organization, use of the teaching devices, presentation, and effective closure.

Sharma (1982) ascertained that in almost all the aspects of preparedness of teachers, the trained teachers had a definite superiority over the untrained teachers. The trained teachers differed significantly from the untrained teachers in respect of co-operative attitude and moral character. All the behavioral characteristics of the trained teachers differed significantly from those the untrained teachers. Of the teaching aptitude, such as kindness, patience, wide interest, fairness, discipline, optimism, scholastic taste and enthusiasm, there was no significant difference in the aptitude of the trained the untrained teachers. From the point of view of all the aspects of classroom observation, the trained teachers showed definite superiority over the untrained teachers. According to the superior to the untrained teachers in all respects, namely, classroom teaching, organization of curricular and co-curricular activities and personal qualities.

Syedda Shanavaz (2007) conducted "A Comparative Study of Primary Teachers' Competences Belonging to DPEP and Non DPEP District of Karnataka". She concluded that

- (i) Non-DPEP teachers were processing teaching competences more than the teachers of DPEP districts.
- (ii) Male teachers were found to be more competent than female teachers and
- (iii) Teachers' competency is not influenced by length of experiences, locality and type of school management.

While Das (1997) found no significant difference between trained and untrained teachers. Therefore, the research findings indicate the need for the knowing the effect of training on teaching competency of primary school teachers.

4. Objectives of the Study:

The main objectives of the study are:

- I. To compare the effectiveness of male and female untrained primary teachers.
- II. To compare the effectiveness of male and female trained primary teachers.

5. Hypothesis of the Study:

The following hypotheses have been formulated while dealing with the present problem:

- I. There will be difference in effectiveness between primary untrained male and female teachers.
- II. There will be difference in effectiveness between male and female primary trained teacher.

6. Methodology:

Research methods are of utmost important in a research process. The effectiveness of success of any research work are mainly depends upon the kind of methodology and procedure followed in step wise execution of the study.

Steps of Methodology

It mainly deals with the following aspects

- I. Methods employed in the present study
- II. Area of the study
- III. Population and sample of the study

- IV. Tools used in the present study
- V. Procedure of data collection
- VI. Statistical treatment of the data

6.1. Methods Employed in the Following Study

In order to conduct this study descriptive survey method was selected as the most appropriate one for this purpose.

6.2. Area of the Study

Present study was conducted in Patharkandi educational block, Patharkandi in the Karimganj district of Assam, and some significant government schools such as Model Higher Secondary School, Premomoyee Senior Basic Model Institution, Patharkandi Girl's M.E. School, 242 No. Kabaribond Jr. basic school, Rajbari M.E. School, 237 No. Mairangaon L.P. School, 265 No. Bhurunga L.P. School, Sri Sri Thakur Bhuvaneswar M.V. School, 241 No. Unamgaon L.P. School are significant, as most of the teachers of Patharkandi educational block are deputed to Patharkandi B.Ed. College for their ongoing teacher training program i.e. D.El.Ed., Hence, some data were also collected from Patharkandi B.Ed. College.

Teachers of the above cited govt. schools were only considered of which some names are not mentioned. This is because the topic actually covers a huge area of study and as Assam is too big so the Patharkandi Educational block of Karimganj district is the area of study only.

6.3. Population and Sample of the Study

The government and private primary schools of Karimganj districts were randomly selected. Out of those schools purposively 15 number of trained teacher and untrained teacher both the male female were selected from the schools.

6.4. Tools Used in the Present Study

Teacher effectiveness scale (Pramod Kumar and D. N Mutha, 1999 Revi.). Investigator used Teacher Effectiveness Scale for the purpose of the study by Pramod Kumar and D.N Mutha. 1999 Revi. The Teacher Effectiveness Scale (TES) in its final form consists of 69 highly discriminating items (Kumar and Mutha, 1974). The TES is a self-administering scale.

The purpose of the scale is frankly explained to the subjects. It is assured that their replies would be kept confidential. The subject is requested to read the instruction carefully and ask the tester if there is any difficulty in the understanding of the instruction. It has been emphasized that no item should be committed and there is nothing 'right' or 'wrong' about this question. There is no time limit for the scale.

All the 69 items of the scale are positively worded. Items are given a score of '5', '4', '3', '2', '1' for 'strongly agree', 'agree', 'uncertain', 'disagree', 'totally disagree' respectively. The sum of these values gives the teacher-effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher-effectiveness to highest teacher effectiveness. (TES) Teacher Effectiveness Scale used as viz. LE-Least Effectiveness (69-161), AE-Average Effectiveness (162-253), HE-Highly Effectiveness (254-345).

The test-retest reliability of the scale is also studied. It is found to be .75 (N=50) with an index of reliability of .85, with two months' interval time (Kumar and Mutha, 1974).

6.5. Data Collection Procedure

In the present study a systematic procedure was followed while collecting the data. The investigator visited randomly selected primary schools. Investigator distributed teacher effectiveness scale (Promodkrmutha) to the perceptively selected trained and untrained primary school teachers and filled up data after few days.

6.6. Statistical Treatment of Data

In the present study, the obtained data was analyzed in terms of tables and simple percentage, coefficient of correlation by Pearson and graphical representation.

7. Data Analysis and Interpretation

Present chapter deals with the analysis and interpretation of collected data. Research is a way to view and the examine the various features of our day to day professional and academic works critically, understand and formulate the guiding principles that govern a particular procedure. Research is a systematic process of

collecting and analyzing information to increase our understanding of the phenomenon under study. The job of the researcher is to contribute to the perception to others. A fundamental point in any research pursued is to present the findings logically that have been highlighted by the research and to specify what they mean, to what extent the queries put forward by the researcher have been countered with, what the responses were and what new queries have been raised by the findings must be made clear.

Objective No.1.: To Compare the Effectiveness of Male and Female Untrained Primary Teacher

Table No.1.:Teacher Effectiveness of Untrained Male and Female Primary Teachers (Total Score wise distribution)

Sl.no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
M (TES)	229 AE	213 AE	305 HE	287 HE	276 HE	252 AE	219 AE	318 HE	311 HE	287 HE	323 HE	335 HE	321 HE	328 HE	327 HE
FM (TES)	331 HE	323 HE	307 HE	310 HE	321 HE	334 HE	337 HE	208 AE	220 AE	308 HE	313 HE	328 HE	345 HE	304 HE	319 HE

TES Teacher Effectiveness Scale= LE-Least Effectiveness (69-161), AE-Average Effectiveness (162-253), HE-Highly Effectiveness (254-345)

Table 1 shows that out of 15 numbers of male primary untrained teachers there are there are 11 numbers of teachers having High Effectiveness and others 4 are carrying Average Effectiveness. No teachers carrying Least Effectiveness.

Table 1 also shows that out of 15 number of female untrained primary teachers, there are 13 number of teachers having high effectiveness and 2 others carrying average effectiveness. No teachers carrying Least Effectiveness.

Table 1 also observed that mostly both the male and female untrained primary teachers carrying high effectiveness whereas female are more in number.

Table No. 2Teacher Effectiveness of Untrained Male and Female Primary Teachers in %

Primary School Teachers	High Effectiveness	Average Effectiveness	Least Effectiveness
Male	11 (73.34)	4 (26.66)	00
Female	13 (86.67)	2 (13.33)	00

Table 2 shows that out of 15 number of male primary teachers there are 11(73.34 %) of male teachers having High Effectiveness and4 (26.66 %) of male teachers are carrying Average Effectiveness whereas no teachers carrying Least Effectiveness. Table also shows that out of 15 number of females teaches, there are 13(86.67%) number of teachers carrying High Effectiveness and 2(13.33%) of teachers carrying Average Effectiveness. No female teachers carrying Least Effectiveness.

Female untrained primary teachers are more in percentage also than female untrained primary teacher in high effectiveness.

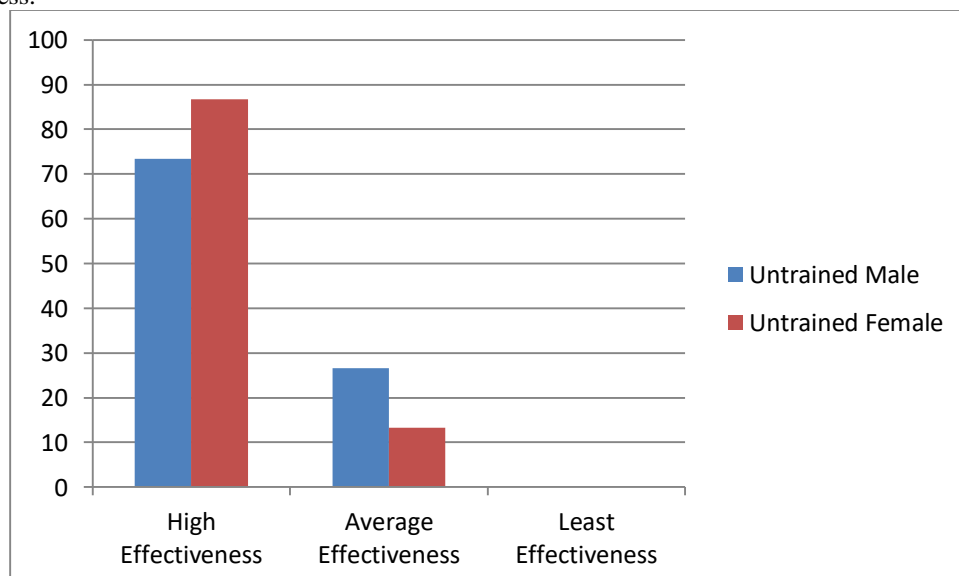


Fig.1 Graphical representation of male and female untrained primary teachers

Table 3 Comparison between Male and Female Untrained Primary Teacher

MALE	FEMALE	R1	R2	D(R1-R2)	D2
229	331	12	4	8	64
213	323	14	7	7	49
305	307	8	11	-3	9
287	310	9	10	-1	1
276	321	10	8	2	4
252	334	11	3	8	64
219	337	13	2	11	121
318	208	6	15	-9	81
311	220	7	14	-7	49
287	308	9	12	-3	9
323	330	4	5	-1	1
335	328	1	6	-5	25
321	345	5	1	4	16
328	304	2	13	-11	121
327	319	3	9	-6	36
$\sum D^2 = 650$					

$$\begin{aligned}
 P/r &= 1 - \frac{6 \sum D^2}{N(N^2 - 1)} \\
 &= 1 - \frac{6 \times 650}{15(15^2 - 1)} \\
 &= 1 - \frac{6 \times 650}{15 \times 224} \\
 &= 1 - 65/56 \\
 &= -9/56 \\
 &= -0.16
 \end{aligned}$$

Table 3 shows that the coefficient of correlation between male and female untrained teachers, $r = -0.16$. The value denotes an indifferent, negligible relationship.

Objective No.2.: To Compare the Effectiveness of Male and Female Trained Primary Teacher

Table 4: Teacher Effectiveness of Trained Male and Female Primary Teacher (Total Score wise distribution)

Sl.no.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
M (TES)	332 HE	329 HE	330 HE	334 HE	331 HE	318 HE	331 HE	316 HE	323 HE	380 HE	336 HE	279 HE	292 HE	279 HE	277 HE
FM (TES)	273 HE	290 HE	308 HE	289 HE	309 HE	227 AE	340 HE	315 HE	331 HE	340 HE	334 HE	328 HE	312 HE	287 HE	331 HE

TES Teacher Effectiveness Scale LE-Least Effectiveness (69-161), AE-Average Effectiveness (162-253), HE-Highly Effectiveness (254-345)

Table 4 shows that out of 15 numbers of male trained teachers, there are all 15 numbers of teachers having highly effectiveness.

Table 4 also shows that out of 15 numbers of female trained teachers, there are 14 numbers of teachers having highly effectiveness and only 1 female teacher carrying average effectiveness. No one is carrying least effectiveness.

Table 4 also observed that mostly both the male and female trained primary teachers carrying high effectiveness whereas male are more in number.

Table 5: Teacher Effectiveness of Trained male and female Primary Teachers in %

Primary School Teacher	High Effectiveness	Average Effectiveness	Least Effectiveness
Male	15(100)		00
Female	14(93.33)	1(6.67)	00

Table 5 shows that out of 15 number of male primary teachers there are 15(100 %) of male teachers having High Effectiveness and there are no male teachers are carrying Average Effectiveness and also no teachers carrying Least Effectiveness. Table also shows that out of 15 number of females teaches, there are 14(93.33%)

number of teachers carrying High Effectiveness and only 1(6.67%) of teachers carrying Average Effectiveness. No female teachers carrying Least Effectiveness.

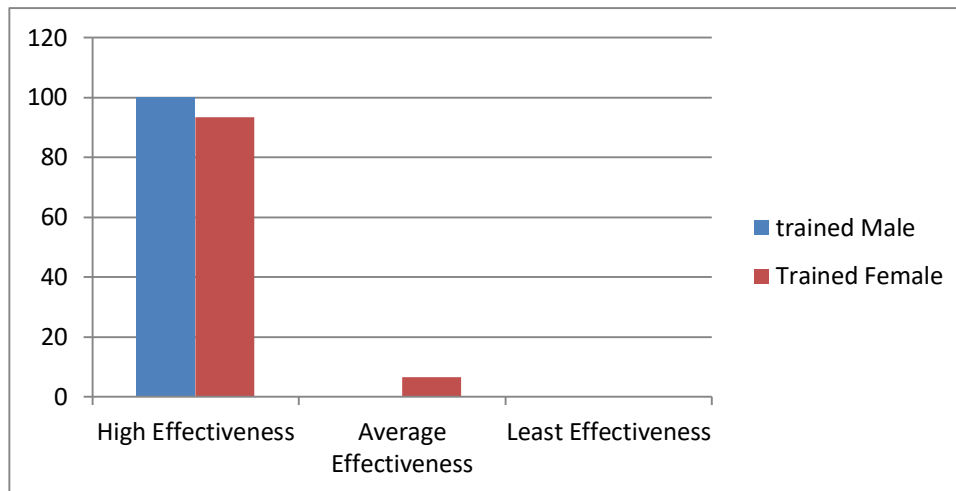


Fig.2. Graphical representation of Male and Female Trained Primary Teachers

Table 6: Comparison between Male and Female Trained Primary Teacher

MALE	FEMALE	R1	R2	D(R1-R2)	D2
332	273	4	12	-8	64
329	290	7	9	-2	4
330	308	6	8	-2	4
334	289	3	10	-7	49
331	309	5	7	-2	4
318	227	9	13	-4	16
331	340	5	1	4	16
316	315	10	5	5	25
323	331	8	3	5	25
380	340	1	1	0	0
336	334	2	2	0	0
279	328	12	4	8	64
292	312	11	6	5	25
279	287	12	11	1	1
277	331	13	3	10	100
				$\sum D^2 = 397$	

$$\begin{aligned}
 P/r &= 1 - \left\{ \frac{6 \sum D^2}{N(N^2 - 1)} \right\} \\
 &= 1 - \left\{ \frac{6 \times 397}{15(15^2 - 1)} \right\} \\
 &= 1 - \left\{ \frac{6 \times 397}{15 \times 224} \right\} \\
 &= 1 - \frac{2382}{3360} \\
 &= 0.291
 \end{aligned}$$

Table 6 shows that the coefficient of correlation between male and female trained teachers, $r = 0.29$. The value denotes a definite but low, slight relationship.

7. Summary, Conclusion and Major Findings

The effectiveness of the teachers greatly impacts the quality of teaching and for that reason quality, stress free teachers will give us maximum results and to be a qualitative teacher, a teacher has to be trained and proper training only leads to successful teacher who is capable of solving his/her daily class and school related problems and with the acquisition of experience also a teacher can manage and be efficient and more productive.

8. Major Finding

The findings are presented here as the following

Untrained Male Primary Teachers

It is found that maximum untrained male Primary Teachers are carrying High Effectiveness. Result also found very less percentage of untrained male Teacher carrying Average effectiveness. It is also observed from the result, no untrained male Teacher found as least effectiveness.

Trained Male Primary Teachers

It is found that the total number of trained male Primary Teacher is carrying high effectiveness. Results also found no teacher have any percentage of trained male Teacher carrying Average Effectiveness. It is also observed from the result that no trained male Teacher found least Effectiveness.

Untrained Female Primary Teachers

It is found that maximum untrained female Primary Teachers are carrying High Effectiveness. Results also found very least percentage of untrained female Teachers carrying Average Effectiveness. It is also observed from the table no untrained female Teacher found as least Effectiveness.

Trained Female Primary Teachers

It is found that maximum trained female Primary Teachers are carrying High Effectiveness. The second results found a few percentages of trained female teachers are carrying Average Effectiveness. It is also found that no trained female Teachers are least Effectiveness.

9. Conclusion

Babu and Shelvaraj (1997), from their research study on the topic “Teacher Effectiveness and Involvement in Teaching” reported that the sex and locality of higher secondary school teachers had no effect upon teacher effectiveness. Raina (2005) conducted a study on opinion of secondary school teachers on the effectiveness of in-service training program in enhancing their professional competencies. The study reported that the in-service training programs are effective in developing professional competencies of teachers.

Douglas N. Harris and Tim R. Sass March (2006) examined the pre-service training and in-service training effect on teachers’ productivity, but they did not find any evidence that teachers pre-service training or college entrance exam scores are related to productivity.

This research indicates toward the effectiveness of training in education sector in Assam, a case study of Patharkandi under Patherkandi educational block, Dist.: Karimganj, Assam. A significant difference between the trained and untrained teachers in specific area of performance indicates the role of training to ensure an effective classroom performance. The performance of the teachers in specific area is evaluated and a significant difference was found. The objective of this research was to evaluate the effective performance of trained and untrained teachers. Here a significant difference was calculated in performance of trained and untrained teachers. It shows the trained teachers’ performance is better than the untrained teachers’ performance. But in some places, we saw that the untrained teachers were performing better than their counterparts.

The research done here consists of data collected from the Patharkandi educational block in the district of Karimganj, Assam from which it is concluded that the performance of trained primary teachers is better than the untrained ones. Though this research is done on a wide area still the limitation of this research remains limited in the area of Patharkandi, Karimganj district of Assam but there are other unexplored towns and villages where many schools and teachers (both trained and untrained), which are still needs to be explored.

10. Suggestion for Further Research Study

- i. Present study was conducted in a small sample so it is suggested to take a large sample for any further study.
- ii. The study was limited to state government primary schools and not any Central government schools. Further study can be done by including those schools too.

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