



ISSN: 2249-894X
IMPACT FACTOR : 5.7631 (UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019

A STUDY OF TEACHER VALUE BEHAVIOUR IN RELATION TO TEACHING COMPETENCY OF SECONDARY SCHOOL TEACHERS IN VIZIANAGARAM DISTRICT

Dr. Kocherla Sankara Rao

**Assistant Professor in Education,
M.R. College of Education, Fort, Vizianagaram,
Andhra Pradesh.**

ABSTRACT:

The present study is an attempt to find out whether Teachers value Behaviour has anything to do with Teaching Competency or not. Thus this study is attempted to explore the relationship between Teacher Value Behaviour and Teacher Competency. In this way necessary Efforts are made to attempt the problem. In present study the investigator is concerned with Teacher Value Behaviour and Teaching Competency and to that extent the definitions of these

constructs are dealt with. This study mainly based on survey method. The First hypothesis of the study is stated that 'there is no significance of relationship between Teacher Value Behaviour and Teaching Competency. The second hypothesis of the study is disclosed that 'there is no significance of relationship between the Dimensions of Teacher Value Behaviour among the selected sample of Teachers. The Third hypothesis of the study is stated that 'there is no significance of relationship between the Dimensions of Teaching Competency among the selected sample of Teachers. The Fourth hypothesis of the stated shows that 'there is no significance of inters and intra relationship between the Dimensions of Teacher Value Behaviour and Teaching Competency.

KEYWORDS: *Teacher Value Behaviour, Teaching Competency, Secondary School Teachers.*

INTRODUCTION

Teacher Value Behaviour is refers to some practices of the teacher that are followed by some values and qualities of behavior. The previous studies have established that once teacher is oriented to these values during the teaching learning process in the classroom. The Teacher Value Behaviour is related to five dimensions viz., work-centered, learner centered, professional

centered, adjustment centered and emotional centered.

Teaching Competency in this study is, competency in planning the lesson, presentation of the lesson, ending or closing the teaching, evaluation of his students capacities, managing the class and maintenance of discipline. The teaching competency might be called as 'Teacher Effectiveness', 'Teacher Performance', 'Teaching Process' and 'Teacher Activity'. All these terms are independent and interrelated. Further, they are all in one meaning in different connotation.

NEED FOR THE STUDY

Under these circumstances, the investigator felt that a systematic study of Teacher Value Behaviour in relation to Teaching Competency among the Secondary School Teachers in the Indian context is very much needed. Identification of major sources of Value Behaviour, the extent of the Behavioural values experienced by teachers, to what extent Value Behaviour and Teaching Competency have 'a say' on the teacher performance should be made. It is also necessary to identify the rewarding factors in the professional life of teachers,

which make teaching more effective.

An inquiry into the above problems will provide us with information which may be highly valuable for counselors, administrators and above all for teachers themselves to plan coping strategies for enhancing behavioural values, quality in teaching competency and make teachers more and more effective.

A deep understanding of the present situation has prompted the investigator to take up a humble piece of research to probe into the allied aspects of Teacher Value Behaviour and Teaching Competency.

SIGNIFICANCE OF THE PROBLEM

True education, it must be noted at the outset, is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us.

Undoubtedly any philosopher can comment that the ultimate aim of any education is to make a man of good character and useful citizen of the universe.

This aim of education that can achieve through the quality of education is with help of teacher alone. Therefore, the investigation of this humble piece of research is trying to invent to study the relationship between the Teacher Value Behaviour and Teaching Competency among Secondary School Teachers.

OBJECTIVES OF THE STUDY

- To develop and standardize Dr.VSR. Pakalapati's (2004) Teacher Value Behaviour Scale to be used by Teacher himself.
- To Develop and standardize Dr.VSR. Pakalapati (1994) Teaching Competency to be used by Teacher himself with slight modifications.
- To find relationship between teacher value behaviour and teaching competency.
- To find out the significant difference between different categories of demographic variables in respect of teacher value behaviour, teacher professional pleasure.
- To find out significant difference between high and low teacher behaviour in relation to professional pleasure.
- To find out significant difference between high and low professional pleasure in relation to teacher value behaviour.

HYPOTHESES

1. There is no significant relationship between teacher value behaviour and teacher competency.
2. there is no significant relationship between dimensions of teacher value behaviour.
3. There is no significant relationship between the dimensions of teacher professional pleasure.
4. There is no significant relationship between inters and intra relationship between the dimensions of teacher value behaviour and teacher professional pleasure.
5. Teachers considered under sex, locality, qualification, experience, age, subject of teaching, marital status, type of institution, type of management do not differ significantly in respect of teacher value behaviour and teacher professional pleasure.
6. Teachers of low and high category in their teacher value behaviour in relation to teacher professional pleasure.
7. Teachers of low and high category in their teacher professional pleasure in relation to teacher value behaviour.

METHOD & SAMPLE

This study mainly based on survey method. The random sample of the present study comprises 194 secondary school teachers covering different areas in Vizianagaram District.

Table 1: Sample Distribution

S.No.	Name and Place of School	No.of Teachers select
1	Government High School, Gajapathinagaram	7
2	M.R. Government High School, Vizianagaram	7
3	Government Girls High School, Vizianagaram	7
4	Government High School, S.Kota	7
5	Government High School, Nellimarla	7
6	M.H. School (Kaspa), Vizianagaram	6
7	M.H. School (Cantonment), Vizianagaram	7
8	BPMMH School, Vizianagaram	5
9	M.H. School, Bobbili	6
10	M.H. School, Salur	7
11	Zillah Parishad High School, Gajapathinagaram	8
12	Zillah Parishad High School, Denkada	8
13	Zillah Parishad High School, Thadivada	5
14	Zillah Parishad High School, Bondapalle	6
15	Zillah Parishad High School, Jonnavalasa	6
16	Samasthanam High School, Bobbili	8
17	M.R. High School, Vizianagaram	6
18	M.R. Model High School, Vizianagaram	6
19	M.R. Girls High School, Vizianagaram	6
20	RCM (Boys) High School, Vizianagaram	5
21	St. Ann's Girls High School, Vizianagaram	6
22	St. Joseph High School, Vizianagaram	5
23	Herbon High School, Vizianagaram	8
24	Guraja Public School, Vizianagaram	10
25	Sun High School, Vizianagaram	10
26	PMM High School, Vizianagaram	16
27	M.E.M. High School, Vizianagaram	10
28	Total Sample of Teachers Selected for Study	194

Tools Used:

In order to test the hypotheses, the investigator is planned and executed in four phases.

In the first phase development and standardization of Teacher Value Behaviour and Teacher Professional Pleasure self-rating scales.

In the second phase measurement of Teachers' opinion is collected with the help of above two self-rating scales.

In the third phase using appropriate statistical procedure is adopted to find out the significance of relationship between Teacher Value Behaviour and Teacher Professional Pleasure.

In the Fourth and last phase using appropriate statistical procedures is to find out the significant difference between the demographic variables in their Teacher Value Behaviour and Teacher Professional Pleasure.

Development and Standardization of Teacher Value Behaviour Scale:

To measure the opinions of Teachers with regard to Teacher Value Behaviour Scale, a self-rating Scale is used. The scale is developed and standardized by Dr.VSR, Pakalapati (2004), Senior Lecturer, M.R.College of Education, Vizianagaram. For development of the scale Likert method of summated rating technique is adopted. This technique is used because it is the most straight forward technique. In this scale 30 items are prepared according to the aims and objectives of the tool. The items are

prepared to measure the Value Behaviour based on Teachers' Work Centered, Learner Centered, Professional Centered, Adjustment Centered and Emotional Centered aspects. This tool standardized by Dr.VSR, Pakalapati (1994) and the reliability coefficient of this tool is 0.80 and the Validity of the tool is 0.85.

Predictive Validity

In this study the present researcher measured the Predictive Validity (John, W. Best and James V. Khan, 2003) for the purpose of adaptability, a large number of items have been prepared by collecting from various sources and included in the already standardized tool by Dr.VSR. Pakalapati (2004). A large form of questionnaire was prepared by adding some other items and was circulated to ten different Teacher Educators, Head-teachers and Senior Teachers of M.R. College of Education and M.R. High Schools, Vizianagaram who are highly qualified and well experienced in the research field. The details are presented in Table-2.

Table 2: Item Analysis of Teacher Value Behaviour Scale of Dr.VSR. Pakalapati (2004)

S.No.	C.R.	Remarks	S.No.	C.R.	Remarks	S.No.	C.R.	Remarks
1	2.29	Accepted	12	2.26	Accepted	23	2.71	Accepted
2	3.11	Accepted	13	2.48	Accepted	24	1.91*	Rejected
3	2.56	Accepted	14	1.96	Accepted	25	2.39	Accepted
4	2.68	Accepted	15	2.96	Accepted	26	1.97	Accepted
5	3.48	Accepted	16	3.51	Accepted	27	2.13	Accepted
6	1.99	Accepted	17	1.79*	Rejected	28	2.67	Accepted
7	2.62	Accepted	18	2.53	Accepted	29	2.54	Accepted
8	1.97	Accepted	19	3.69	Accepted	30	3.59	Accepted
9	2.21	Accepted	20	3.12	Accepted	31	1.98	Accepted
10	3.09	Accepted	21	4.01	Accepted	32	2.86	Accepted
11	2.82	Accepted	22	1.63*	Rejected	33	2.28	Accepted

After circulation of the present questionnaire, the investigator requested to give their candid opinion on the above two tools constructed with different dimensions for its validity. After thorough observation of the responses given by the faculty members of the above institutions, 30 items with five dimensions was designed and taken for final study as mentioned in Table-3.

Table 3: Dimensions of Teacher Value Bhaviour Scale

S.No.	Name of the Dimension	No.of Items included	Corresponding Item Numbers
1	Work Centered	06	1,2,3,5 & 6
2	Learner Centered	06	7,8,9,10,11 & 12
3	Professional Centered	06	13,14,15,16, 17 & 18
4	Adjustment Centered	06	19,20,21,22,23 & 24
5	Emotional Centered	06	25,26,27,28,29 & 30
6	Total	30	--

Development and Standardization of Teacher Competency Self-rating Scale:

In order to measure the opinions of Teacher with regard to Teaching Competency scale is used. This scale is previously developed and standardized by Dr.VSR. Pakalapati (1994) for his research study. The investigator has decided to re-standardize and to take only five dimensions such as Planning, Presentation, Closing, Evaluation and Managerial aspects. After considering the significance of these aspects are measured with the help of 59 items. All the 59 items are positive in nature. Against each item there are four alternatives are provided viz., Very often, Often, Sometimes and Rarely. Numerical values of 1, 2, 3, 4 and 5 were given to four alternative responses as mentioned above. A total

count of responses was obtained by adding the numerical values checked for these 59 items. Separate total values can also be obtained for four different areas.

Predictive Validity

In this study the present investigation measure the predictive validity (John, W.Best and James, V.Khan, 2003 P.219) for the purpose of adoptability. A large number of items have prepared by collecting from various sources. The Teaching Competency tool already standardized by Dr.VSR, Pakalapati (1994) is used. A large form of questionnaire was prepared by adding some more items and was circulated to the different teacher educators who are highly qualified and well experience in the field of educational research. After circulation of the present questionnaire the investigator requested their opinion on the statement of different dimensions for its validity as mentioned in Table-4.

Table 4: Item Analysis in respect of Teaching Competency Scale of Dr.VSR. Pakalapati (1994)

Items	C.R	Remarks	Items	C.R	Remarks	Items	C.R	Remarks
1	2.58	Accepted	21	2.41	Accepted	41	1.98	Accepted
2	2.93	Accepted	22	2.27	Accepted	42	2.23	Accepted
3	3.99	Accepted	23	3.75	Accepted	43	3.97	Accepted
4	2.97	Accepted	24	3.89	Accepted	44	2.21	Accepted
5	2.91	Accepted	25	1.26*	Rejected	45	3.78	Accepted
6	2.63	Accepted	26	3.29	Accepted	46	2.09	Accepted
7	3.21	Accepted	27	2.98	Accepted	47	2.19	Accepted
8	3.68	Accepted	28	3.24	Accepted	48	2.67	Accepted
9	2.71	Accepted	29	3.24	Accepted	49	2.48	Accepted
10	3.28	Accepted	30	3.21	Accepted	50	1.98	Accepted
11	2.63	Accepted	31	2.67	Accepted	51	2.21	Accepted
12	2.99	Accepted	32	2.42	Accepted	52	2.58	Accepted
13	2.97	Accepted	33	1.98	Accepted	53	3.49	Accepted
14	3.27	Accepted	34	3.19	Accepted	54	2.24	Accepted
15	1.99	Accepted	35	1.99	Accepted	55	1.98	Accepted
16	2.21	Accepted	36	1.98	Accepted	56	2.43	Accepted
17	2.09	Accepted	37	2.26	Accepted	57	2.27	Accepted
18	1.96	Accepted	38	1.99	Accepted	58	2.54	Accepted
19	2.28	Accepted	39	2.54	Accepted	59	3.09	Accepted
20	1.97	Accepted	40	1.97	Accepted	60	2.25	Accepted

*Not significant.

After thorough observation and study of the items collected from the experts, 59 items with 5 dimensions are taken for final study. Thus the present Teaching Competency scale is adopted with the help of predictive validity. The finalized questionnaire is consists of 59 items with five dimensions as mentioned in Table-5.

Table 5: Dimension wise items included in the Teaching Competency Scale Variable wise

S.No.	Name of the Area	No. of items included	Corresponding No. of items in the Questionnaire
1	Planning	10	1, 6, 11, 16, 21, 26, 31, 57, 58 and 59
2	Presentation	31	2, 7, 12, 17, 22, 27, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55 and 56
3	Closing	06	3, 8, 13, 18, 23 and 28
4	Evaluation	05	4, 9, 14, 19 and 24
5	Managerial	07	5, 10, 15, 20, 25, 29 and 30
6	Total	59	

Scoring

The responses scored according to the key. In respect of Teacher Value Behavior scoring for all the positive items scores from 5 to 1 for five responses viz., Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA) respectively are given. For all negative items scores 1 to 5 are given separately for SA, A, N, DA and SDA. Basing on the above scoring procedure for all 30 items were scored and computed as required and stated in the analysis of data. Hence, the total scores lies in between 30 to 150. The responses scored according to the key. In respect of Teaching Competency scoring for all the positive items scores from 5 to 1 for five responses viz., Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA) respectively are given. For all negative items scores 1 to 5 are given separately for SA, A, N, DA and SDA. Basing on the above scoring procedure for all 59 items were scored and computed as required and disclosed in the analysis of data. Hence, the total scores lies in between 59 to 295.

Keeping the procedure into consideration the investigator started and presenting the analyzed data in the form of table profiles aspect wise and variable wise in the following Chapter denoted as Analysis and Interpretation by testing the results with reference to hypotheses formulated to that extent.

Tools and Techniques of Data collection

Administration of Tools

After developing and standardized the above tools of the present study following the predictive validity as suggested by John, W.Best and James V.Kahn, the final and fresh scales are prepared for the final study and to administer with a specific instruction. Each statement in both the tools are followed Likert method of summated rating technique. This technique is used because it is most straightforward technique. A clear instruction was given to the respondents to express their opinion by putting a tick mark against the response category to which they agreed with. Each scale is started with personal data page. These two scales are administered to 225 teachers working under different areas and different management schools in Vizianagaram district of Andhra Pradesh.

Collection of Data

For collecting the data, the investigator visited each school and administered these scales to the teachers personally. They advised to put their name, sex, locality, qualification, experience, age, marital status, type of institution, category of institution and type of management of the institution etc., in the place provided in the personal data sheet of each scale.

Required instructions are given in the first page of these two tools. The investigator requested the teachers to follow those instructions before responding to the tools. Teachers are further advised not to leave any item of the too. Most of the teachers filled the tools on the spot and return to the investigator. Thus these two tools collected are scored according to the statistical procedure.

Method of Data Analysis

This chapter devoted to analysis and interpretation of the data of the present research problem. The results are presented and all the hypothesis of the present study are tested and verified. The implications of the results are analyzed and interpreted in relation to the problem of the present study with reference to hypotheses aspect wise and variable wise. Analysis of the results of any study should be based on suitable statistical treatment. The measurement of variables undertaken for this study should be presented clearly and precisely. Accordingly, the results are analyzed in three phase manner. In the first phase discloses that testing the major hypotheses of two aspects, the second phase testing the subsidiary hypotheses of the two aspects and third phase testing the hypothesis of Low and High groups of the tools of two aspects selected for the study.

FINDINGS OF THE STUDY

Verification of Major Hypotheses

The first Major hypothesis of the study stated there is no significance of relationship between Teacher Value Behaviour and Teaching Competency. In this study for the sake of convenience the hypothesis is further dived into four parts for clear verification with reference to the aspects as well as dimensions of the study as follows –

The First hypothesis of the study is stated that ‘there is no significance of relationship between Teacher Value Behaviour and Teaching Competency.

The second hypothesis of the study is disclosed that ‘there is no significance of relationship between the Dimensions of Teacher Value Behaviour among the selected sample of Teachers.

The Third hypothesis of the study is stated that ‘there is no significance of relationship between the Dimensions of Teaching Competency among the selected sample of Teachers.

The Fourth hypothesis of the stated shows that ‘there is no significance of inters and intra relationship between the Dimensions of Teacher Value Behaviour and Teaching Competency.

Verification of First Major Hypothesis of the Study:

The first hypothesis of the study stated that ‘there is no significant difference between Teacher Value Behaviour and Teaching Competency’ is verified and tested in table 1

Table 6: ‘r’ between Teacher Value Behaviour Teaching Competency of Secondary School Teachers

Category of Variable	N	Df (N-2)	r	Probability
Teacher Value Behaviour vs. Teaching Competency	194	192	0.65	>0.01

From Table-6, the ‘r’ value 0.65 is highly significant and hence the null hypothesis is rejected. It is observed that there is positive and significant relationship between Teacher Value Behaviour and Teaching Competency. Further, it can be stated that higher the Teacher Value Behaviour greater will be in their Teaching Competency. It is further stated that the theoretical assumption that the Teacher Value Behaviour and Teaching Competency are independent and interdependent.

Verification of Second hypothesis of the study reveals that ‘there is no significant relationship between the dimensions of Teacher Value Behaviour’ is tested and presented in table 1.

Table 7: 'r' between Dimensions of Teacher Value Behaviour in the form of Inter-correlation Matrix

	1	2	3	4	5	6
1	1.00	0.51	0.61	0.63	0.54	0.62
2		1.00	0.64	0.56	0.58	0.55
3			1.00	0.64	0.65	0.52
4				1.00	0.67	0.64
5					1.00	0.52
6						1.00

Where

1. Work Centered
2. Learner Centered
3. Professional Centered
4. Adjustment Centered
5. Emotional Centered
6. Total of Teacher Value Behaviour

The data on verification the hypothesis stated that there is high and positive significant relationship between the dimensions of Teacher Value Behaviour. The values of 'r' are statistically significant among all the dimensions of Teacher Value Behaviour. Hence, the hypothesis is **rejected**.

Verification of third hypothesis of the present study is stated that 'there is no significance of relationship between the Dimensions of Teaching Competency' is tested and presented in Table 2

Table 8: 'r' between the Dimensions of Teaching Competency

	1	2	3	4	5	6
1	1.00	0.49	0.53	0.64	0.69	0.49
2		1.00	0.56	0.68	0.71	0.58
3			1.00	0.63	0.61	0.53
4				1.00	0.59	0.63
5					1.00	0.51
6						1.00

Where

1. Planning
2. Presentation
3. Closing
4. Evaluation
5. Managerial
6. Total of Teaching Competency

The data on verification of the hypothesis is that there is positive and significant relationship between the Dimensions of Teaching Competency. The values of 'r' are statistically significant among all the dimensions of Teaching Competency. Hence, the hypothesis is rejected. It is further concluded that the dimensions Planning, Presentation, Closing, Evaluation, Managerial and Total of Teaching Competency aspects are highly correlated.

The fourth hypothesis of the study stated that 'there is no significance of relationship between inters and intra dimensions of Teacher Value Behaviour and Teaching Competency' is verified and tested in the Table-9.

Table 9: r' between Inters and Intra Dimensions of Teacher Value Behaviour and Teaching Competency

	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00	0.51	0.61	0.63	0.54	0.62	0.16	0.28	0.23	0.21	0.29	0.29
2		1.00	0.64	0.56	0.58	0.55	0.15	0.16	0.26	0.22	0.12	0.17
3			1.00	0.64	0.65	0.52	0.22	0.11	0.17	0.13	0.25	0.21
4				1.00	0.67	0.64	0.18	0.24	0.22	0.18	0.18	0.22
5					1.00	0.52	0.14	0.23	0.27	0.23	0.15	0.19
6						1.00	0.20	0.19	0.21	0.28	0.22	0.27
7							1.00	0.49	0.53	0.64	0.69	0.49
8								1.00	0.56	0.68	0.71	0.58
9									1.00	0.63	0.61	0.53
10										1.00	0.59	0.63
11											1.00	0.51
12												1.00

Where

1. Work Centered
2. Learner Centered
3. Professional Centered
4. Adjustment Centered
5. Emotional Centered
6. Teacher Value Behaviour
7. Planning Aspects
8. Presentation Aspects
9. Closing Aspects
10. Evaluation Aspects
11. Managerial Aspects
12. Total Teaching Competency

On verification of the value of 'r' from the above table, it can be concluded that there is positive and significant relationship between Inters and Intra dimensions of Teacher Value Behaviour and Teaching Competency.

Further it is interestingly observed that all the dimensions of Teacher Value Behaviour are highly and positively related with total of Teaching Competency.

It is further interestingly concluded that all the dimensions of Teaching Competency are positively and significantly related with the total of Teacher Value Behaviour.

Hence, it may be inferred that teachers with good value behavior would have the better Teaching Competency. Thus, this statistical verification is strengthening the theoretical frame work of the present research study.

DELIMITATIONS OF THE STUDY

The study is limited to the Secondary School Teachers of Vizianagaram District. The investigator conducted the study on the Teachers of Secondary Schools of Vizianagaram District. Vizianagaram district is chosen because this type of study is not carried out so far on Secondary School Teachers in Vizianagaram District of Andhra Pradesh from the point of view both geographical and educational aspects. It is felt that limiting this study to only Secondary School Teachers would be more meaningful because the behavioural value is likely to be more prevalent among these category teachers, who have to deal with more matured students than teachers of Primary Schools under whose custody the younger ones are kept.

The purpose of the present study, therefore, is to have a deeper understanding of the teacher Value Behaviour of Secondary School Teachers in Vizianagaram District in relation to their Teaching Competency in them due to various sources. Finally the study is trying to discover if any significant relationship between the selected sample of Secondary School Teachers in their Teacher Value Behaviour and Teaching Competency is discussing in the Conceptual frame work in the following pages.

REFERENCES

1. Daniel Behets & Liven Vergauwen. (2004). Value Orientations of Elementary and Secondary Physical Education Teachers in Flanders', Research Quarterly for Exercise and Sport, USA.
2. Melinda A. Solmon & Madge H. Ashy (1995). Value Orientations of Pre-service Teachers. Education Quarterly, USA.
3. Ruth Wajnryb. (1999). A Developmental Model of Teacher Development. A Journal for Teachers in Development, China.
4. Ge Bingfang (1999). A Study on Novice EFL Teacher Development in China. Bi-Net Online Journal.
5. Theo Wubbels & Mieke Brekelmans. (2005). Utrecht University, Netherlands, 'Two Decades of Research on Teacher - Student relationships in Class', International Journal of Educational Research, Australia, 43(102), 6-24.
6. Rao, D.K. (1980). A Study of some factors and processes involved in the development of values. Ph.D. (Edu) Thesis, Calcutta University, Kolkata.
7. Agarwal, M.P. (1969). Measurement and Competence of Teachers of Primary Schools. Ph.D. (Edu) Thesis, Sagar University.
8. Arora, K. (1976). Difference between Effective and Ineffective Teachers. Ph.D. Thesis, JMI Univ.
9. Arora, K. (1978). Difference between Effective and Ineffective Teachers. S.Chand & Co., New Delhi.
10. Balachandran, E.S. (1981). Teaching Effectiveness and Student, Evaluation of Teaching. Ph.D. Thesis, Madras Univ.
11. Barr, A.S. (1961). Measurement Prediction of Teaching Efficiency. A Summary of Investigation. Journal of Experimental Education, 30(5), 156.
12. Bhagoliwal, S. (1982). A Study of Personality Characteristics associated with Teaching Effectiveness as seen through Rorsch Technique. Ph.D. Thesis, Allahabad Univ.