

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Before starting up a research work on any topic, one has to take a comprehensive review of research work carried out in that particular area and related to that topic. This not only helps in identifying area in which one can start its research work, but it also helps in conceptualizing the research topic. A literature review is an evaluative report of studies found in the literature related to the selected area.

Review of related literature helps in finding out what has so far been investigated in that area and what is yet to be investigated. The review describes, summarizes, evaluates and clarifies literature. Such an attempt helped in formulating the statement of the study, objectives, tools and methodology to the present study. It enhances the theoretical basis for the research and helps to determine nature of our own research. A literature review includes the identification and articulation of relationship between the literature and present field of research. From the conceptual framework, it was clear that there is a need of appraising Teacher Educators, as researcher could not come across such study in the area of appraising Teacher Educators after the advent of UGC's PBAS-API.

#### **2.2 Objectives of Review of Related Literature for the Present Research**

The Review of Related Literature for the present research was cognized with following objectives.

1. To review the studies related to indicators/components of Performance Appraisal of Teacher Educators.
2. To locate the studies related with identification of different appraisers of Performance Appraisal.
3. To review the studies related with the major perspectives on Performance Appraisal.
4. To identify the gaps and implications form the reviewed studies through Implication of Review Related Literature.

The review of literature for the present study was done under three sub heading viz. Studies related to performance indicators, studies related to performance evaluation by different appraisers and General studies related to the Performance Appraisal, both Indian and Foreign

studies, are hereby described and presented briefly under above mentioned objectives thoroughly.

### **2.2.1 Studies Related to Indicators of Performance Based Appraisal System**

The first objective of review of related literature was, “To review the studies related to indicators/components of the Performance Appraisal of Teacher Educators”. The researcher came across seventeen different studies related to various indicators of the Performance Appraisal of educators from that eleven were Indian and six were foreign studies. These studies are abstracted as follows.

**Medley et. al.(1981)** conducted study concerned with the measurement of a set of indicators of teacher competence, defined by the teachers themselves as observable in their classroom behavior. The question it sought to answer was whether scoring keys for existing low inference observation schedules could be developed that would measure any or all of these indicators objectively and reliably? Multiple observations were made with four such instruments in 100 classrooms in a single rural school system to provide data relevant to the question. Forty-two scoring keys were developed to measure one or another of 26 indicators identified by the teachers and used to score the records made in the 100 classrooms. The purpose of the analyses reported in the following was to establish which if any of a total of 21 indicators of competence defined in terms of teacher behavior could be measured in the population of teachers studied. It was concluded that keys could be constructed to yield stable and consistent measures of most indicators of competency from records made on at least one of the low-inference observation schedules used, even though they had been designed to measure other variables, but that some efforts to refine the keys, either by empirical analysis or by having the composition of the keys verified by the teachers who defined the indicators, was necessary to ensure that the scores obtained would reflect them accurately.

**Wali (1985)** conducted Factorial Study of the Teaching Correlates of Teaching Effectiveness. This study of teaching effectiveness sought to find out the relationships between various demographic and social correlates (such as Age, Caste, Rural-Urban background) academic background of teachers Experience, Qualifications, motives, values, needs, job satisfaction and teaching effectiveness, and to extract factors from these correlates.

Methodology: For this purpose, Edwards' Personal Preference Schedule, the Sherry-Verma Personal Values Questionnaire, Ahluwalia's Teacher Attitude Inventory as well as a teacher's

personal data sheet were used. Two tools, a Job Satisfaction Inventory and a Teacher Effectiveness Scale were developed by the investigator. Test-retest and split-half correlation coefficients were 0.86. Validity was found out by correlation with parts of existing inventories. The teaching effectiveness scale depended on principals' ratings. Validity was established by finding with marks obtained by students of a teacher as well as by other criteria. Split-half reliability was 0.96 and test- retest (after a gap of two weeks) was 0.63. A sample of 129 science and mathematics teachers in the age range of 25 to 60 teaching in 15 secondary schools of Varanasi division was taken. The tools were administered to them individually. The principals rated them on the Teacher Effectiveness Scale. All nominal variables were also quantified and a 66×66 correlation matrix was prepared. Correlation coefficients of the background variables with the criterion variable were calculated.

Major findings: (i) Correlation coefficients for educational qualification, salary, experience, family education and sources of income were significant. (ii) Correlation coefficients for attitude to educational process, identity with the job, democratic value family prestige value, and a few needs were significant. (iii) Six factors emerged from out of the correlation matrix, and they were designated as professional dignity (grade, salary, etc), altruistic temper, professional involvement, democratic temper, family background and humility. Implications for teacher preparation, such as inculcating proper values, proper selection and giving due importance to family background have been drawn on the basis of the study of the six factors.

**Agarwal (1986)** conducted study on relation of teaching efficiency with attitude towards teaching, risk taking behaviour and anxiety. The major objectives were (i) to find out the relationship between teaching efficiency and attitude towards the teaching profession, (ii) to find out the relationships between teaching efficiency and anxiety, teaching efficiency and risk taking behaviour and teaching efficiency and total teaching experience. The major findings of the study were: A significant and positive relationship was found between teaching efficiency and professional attitude, teaching efficiency and risk-taking behaviour and teaching efficiency and teaching experience. But the relationship between teaching efficiency and anxiety was significantly negative.

**Payne & Manning (1986)** conducted study on 'Relationships between Elementary Student teachers' Verbal Behavior and Pupil Assessment of Teaching Performance'. The sample included 33 female teachers and eight hundred and eight elementary school pupils in grades two, three, and four also participated in the study. For classroom teaching evaluation

Flander's Interaction Analysis Category System was applied, Ned Flander's methods for quantifying the verbal dialogue was been used for classroom interaction analysis. The result of this study was same as Flander and categorical results are also matched with Flander's study. The result revealed that praising, initiation, questioning helped teacher to motivate students for learning. The result also confirmed that it developed self-concept in pupil. Regarding silence and confusion the study reflected that less silence and confusion the greater amount of institutionally relevant activities going on in the classroom.

**Tharyani (1986)** conducted a study of the important factors affecting Teacher Effectiveness of B.Ed. Students.

Objectives: (i) To examine the role of IQ, attitude, academic achievement, a content knowledge factors on the teacher effectiveness, (ii) To examine and identify the factors favorable for high teacher effectiveness, and (iii) To examine and identify the factors responsible for low teacher-effectiveness.

Methodology: Ninety-three student-teachers of K.K.College of Education, Pune, formed the sample for the present study. On the basis of the average of the 20 practical lessons given during one year, 20 high achievers and 20 low achievers were selected for the present study. A seven- point rating scale prepared by the K.K Teachers College was used for measurement of teacher effectiveness. An attitude scale prepared by the same college was used for measurement of attitude of teachers towards pupils. The NVTI was used for measurement of IQ. A content test in all the methods was administered. The examination results were collected as indicators of students' academic achievement. The percentile rank score and rank difference coefficient of correlation were used for analysis of data.

Major findings: (i) The IQ of teacher trainees was found to be a useful predictor (ii) Teachers' attitude towards their pupils did not show any significant relationship with teacher behaviour in the case of high achievers. (iii) In the case of low achievers, it showed a negative significant relationship (iv) Students' knowledge in their respective subject area was found to be the best predictor.

**Witty (1986)** had conducted study on 'Testing Teacher Performance', where fourteen competencies of teachers were assessed on 699 teachers of traditionally black collage and universities of Florida, Virginia, Georgia of South America. They were: (1) Academic Learning Time, (2) Accountability, (3) Clarity of Structure, (4) Evaluation, (5) Consistent Rules, (6) Affective Climate, (7) Learner Self-Concept, (9) Meaningfulness, (10) Planning,

(11) Questioning Skill, (12) Reinforcement, (13) Close Supervision, and (14) Awareness. Based on these indicators teachers' growth and pay were decided as he first assessment showed developmental nature of the program, secondly it showed positive impact on assessment system and then by government authorities.

**Peterson et al.(1987)** conducted study on Florida Performance Measurement System: An example of its application, with two objectives: one is to develop formative instrument for diagnosing teachers behaviour in classroom and second to develop an instrument for measuring and evaluating teacher behaviour, for diagnostic screening of that behaviour prior to its formative evaluation and summative evaluation. Validity and reliability of the tool were established through standard procedure and then tool were administered on secondary school teachers by trained observers. The indicators in tools were; Begins instruction promptly, Handles material orderly, Orients/maintains focus, Beginning/ending review, Single factual question, Analysis/reasoning, Corrective feedback, Specific academic praise, Provide for practice, Homework/seatwork assign, Circulates and assists, Concept treatment, Discuss cause/effect, State/apply academic rule, Value judgment, Emphasize important points Express enthusiasm/challenge, Body behaviour shows interest, Stops misconduct, Maintain momentum. Study said that valid and reliable instrument for measurement is necessary for constructive feedback and it is must for teacher to develop and grow.

**Chanchal (1988)** had explored the area 'Teaching aptitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community'

Objective: To study the relationship of teaching aptitude with teaching effectiveness of the higher secondary school teachers

Methodology: The sample comprised of 300 males and 300 females from science and human science disciplines, drawn from government and non-government schools of urban and rural areas, taken by the random method. They were administered the Teaching Aptitude Test of Prakash and Srivastava and the Teacher Effectiveness test of Kumar and Mutha.

Major Findings: (i) Teaching aptitude had a significant positive correlation with teaching effectiveness. (ii) A significant difference was found between science and human science teachers' aptitude. (iii) No significant difference found between urban and rural, government and non-governmental, male and female with regard to their aptitude and effectiveness.

**More (1988)** conducted a study of the relationship between personality, aptitude for teaching and teaching effectiveness of secondary school teachers with the Objectives: (i) To find out the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers and (ii) To find out the extent of reliability of the statements made in all quarters that there is a dearth of qualified teachers. The study was conducted on 500 male and female teachers of secondary school of Nagpur, wardha, chiroli districts through purposive sampling. The tools used were Cattell's 16 PF questionnaires. The teaching aptitude test of Prakash and Shrivastava and Teacher Effectiveness Scale of Promod and Mutha was used. The data were treated using quantitative techniques.

The major findings were (i) Out of the 16PF only six factors were found to be positively correlated with teaching effectiveness of which the Intelligence was the most important. (ii) The total personality of the teacher was found to be affecting his teaching. (iii) There was a significant difference among the male and female teachers as regard to the certain factors.

**Singhal (1990)** examined the students' perception of effective or ineffective teachers using common measures of teachers' characteristics and overall effectiveness. The characteristics included Creativity, Flexibility, Personal relation, Maturity, Involvement, Confidence, Intellectual Efficiency and Motivation to achieve.

Methodology: These factors were measured by 40-item scale, five items for each factor. Data were collected twice from 100 undergraduate students, first time for effective teacher and second time for ineffective teacher with the four weeks interval time. Further for overall effectiveness Kumar's teacher effectiveness scale was used.

Findings: Effective teachers differed significantly from ineffective teachers on the dimensions of Creativity, Involvement, Confidence and Intellectual Efficiency. They also possess higher overall effectiveness mean score.

**Yorke (1991)** studied Performance Indicators: Towards a Synoptic Framework, where author sets out to sketch a synoptic framework within which performance indicators might be used within higher education. Indicators taken under study were - academic content and structure; staff quality and development; educational resources; accommodation; course management; teaching and learning; student support services; educational outcomes at classroom level. Then for educators their qualifications (including teaching qualification) and experience; updating and/or developmental activities; research contracts and consultancies; publications

and presentations of various kinds; external examiner ships; higher degree supervision; membership of prestigious committee, commitment to students and their development; preparation and presentation of course materials; ability to facilitate students' development; enthusiasm for the subject discipline; commitment to curricular development; and supportiveness to students. The evidence suggested that the use of performance indicators had not adequately taken into account a number of factors. First was the level within the higher education system at which they were used, second was their practicability and the last one was to find inter-relationship between both quantitative and qualitative data. The effective use of performance indicators was discussed in terms of exercises in which judgments had made upon complex sets of data rather than upon a narrow range of parameters.

**Kukreti (1992)** conducted study entitled 'A study of some psychological correlates of successful teachers' with the objectives: (i) To verify how far the teaching aptitude determines success of teaching, (ii) To know the impact of intelligence on success of teaching, (iii) To know the impact of self-concept of teachers on success of teaching.

Methodology: the study was conducted in four district of Breilly region, sample comprised of 323 male and 266 female, 266 rural and 323 urban secondary school teachers. The data were analysed by using mean, median, SD, 't' test, 'F' test, correlation and regression analysis.

Major findings: (i) Significant positive correlation found between the variables, teaching success and teaching aptitude. (ii) Knowledge and creative value were remarkably higher in successful teachers, (iii) Successful female teachers have more religious value than unsuccessful female teachers, (iv) In the case of intellectual self concept, character self-concept and total self concept the successful teachers scored significantly higher mean values than the unsuccessful teachers.

**Anitha (1996)** studied the Dimensions of Teacher Effectiveness of Teachers of Mentally Retarded in Kerala. The objectives of the study related to present research were: (1) To assess the impact of formative experiences of special education teachers for mentally retarded on their teacher effectiveness. The variables are: (a) Formal educational qualifications, (b) Quality of special training, and (c) Nature and length of teaching experience. (2) To assess the present conditions of teacher effectiveness with respect to personal characteristics or personal variables of teachers, such as, Aptitude for Teaching; Adaptability Towards the conditions of Mental Retardation; Self-Confidence; Intelligence; and Instructional Efficiency.

(3) To assess the impact of organizational setup (The physical facilities and psychological environment existing in their institution in general and classroom in particular are together considered as the organizational setup) or institutional variables on teacher effectiveness of teachers of mentally retarded. From the population of about 470 teachers of 108 special education institutions of Kerala state, India, 131 teachers of 30 institutions selected at random and located in 12 Revenue districts constituted the sample. The tools used were: Rating Scales (A & B), Questionnaire, Information Bank, Teaching Aptitude Test, Intelligence Test; Self Analysis Form; and Unstructured Interview Schedule.

The findings of the study were: (1) All variables were significantly correlated with Teacher Effectiveness. The highest correlation exists between Self-Confidence and Teacher Effectiveness. The Special Training has the lowest correlation with Teacher Effectiveness. The correlation values decrease from Organizational Setup, Instructional Efficiency, Aptitude and Adaptability. The variables special training, Self-Confidence and Intelligence have inverse relation with Teacher Effectiveness. It was concluded that Organizational Setup, Instructional Efficiency, Self-Confidence, Adaptability and Aptitude are the only significant variables determining the Teacher Effectiveness. (2) The formative experiences of the teachers of mentally retarded on teacher effectiveness were not very high, but were statistically significant. (3) The personal characteristics of the teachers of mentally retarded can affect considerably their level of teacher effectiveness.

**Shah (1998)** studied Determinants of teachers' effectiveness with the objective to study the Effect of Aptitude, Intelligence, Values, Self-Concept, Job motivation, Job satisfaction, Attitude, Personality, and School Climate on teaching effectiveness among secondary school teachers. In this study 200 secondary level teachers of the Garhwal region were selected by the multistage random sampling technique. Only 1907 teachers filled the teachers' efficiency scale completely. Out of which 936 were identified as effective and 971 as ineffective teachers. The tools used were Teacher Efficiency scale by Chauhan and Jain. Teaching Aptitude Test Battery of Singh and Sharma, the Teachers Attitude Scale of Uniyal, the group test of Intelligence of Tandon, the 8 Value Scale of Shah, the Self Concept scale of Deo, the Job Satisfaction Scale of Uniyal, the School Organizational Climate Index questionnaire of Sharma, the job motivation analysis form of Uniyal, and the Introversion and Extroversion personality of Shah. Mean, SD, t test and F test, Correlation and regression was calculated while treating the data.

The major findings were (i) Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate, (ii) The variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness at some extent, (iii) Teachers' satisfaction with nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self concept, political value and some job motivation factors were paramount determinants of teachers' effectiveness.

**Reddy (2001)** studied Job Satisfaction and Teacher Effectiveness of Primary School Teachers of Vishakhapatnam in Andhra University. The objectives of study were: (1) To develop and standardize Job Satisfaction Scale and Teacher Effectiveness Scale. (2) To find out the relationship between Job Satisfaction and Teacher Effectiveness. (3) To find the significance of difference of means between different categories of demographic variables in respect of Job Satisfaction and Teacher Effectiveness. (4) To compare high – low groups of Job Satisfaction and Teacher Effectiveness. The sample comprised of 258 Teachers of primary schools from Visakhapatnam District. Job Satisfaction & Teacher Effectiveness Scales were developed and standardized by Investigator for data collection.

The findings of study were: (1) High Job Satisfaction would lead to effectiveness in teaching to initiate desirable learning outcomes. (2) Age of the Teachers has a significant positive relationship with Job Satisfaction, but it has no relationship with Teacher Effectiveness. (3) Job Satisfaction and Teacher Effectiveness have no relationship with Service Experience of Teachers. (4) Income has a significant positive relationship with Job Satisfaction and Teacher Effectiveness. (5) Sex, Marital Status, Location of the School, Type of management, Age, Income and in – service training programmes influence the level of Job Satisfaction and Teacher Effectiveness. (6) General Educational qualification and Service Experience have no impact on Job Satisfaction and Teacher Effectiveness. (7) Teachers with high Job Satisfaction do differ significantly from Teachers with low Job Satisfaction in regard to Teacher Effectiveness. (8) Teachers with high Teacher Effectiveness do differ significantly from Teachers with low Teacher Effectiveness in regard to Job Satisfaction.

**Kaur (2004)** studied the relation of Teacher Effectiveness and Job-Satisfaction of Teacher Educators Teaching in Colleges of Education In Haryana. The objectives were: (1) To study

the teacher effectiveness of Teacher Educators' teaching in college of education. (2) To study the job satisfaction of Teacher Educators teaching in colleges of education. (3) To study the relationship between teacher effectiveness and job-satisfaction of Teacher Educators teaching in colleges of education. (4) To study the difference in teacher effectiveness at different levels of job-satisfaction of Teacher Educators' teaching in college of education. (5) To study the classroom interaction patterns of effective, average and ineffective Teacher Educators teaching in college of education. The sample consisted of all the teacher-educators teaching in all the Colleges of Education affiliated to Kurukshetra University, Kurukshetra. There were seven colleges and in these there were 70 Teacher Educators.

The major findings were: (1) There was significant correlation between teacher effectiveness and job satisfaction. (2) Teachers information source, advisor and guide, personality characteristics, relationship with pupils, fellow teachers, principals, parents and teaching skills were positively correlated. (3) Teachers professional knowledge and classroom management was positively correlated with information source. (4) Teachers disciplinarian function and teaching skills were positively correlated with motivator. (5) Teachers' teaching skills, co-curricular activities, personality characteristics and professional knowledge were positively correlated with disciplinarian function. (6) Teachers' relationship with pupils and fellow-teachers, principals and parents, classroom management, teaching skill, co-curricular activities, and personality characteristics were positively correlated with advisor and guide. (7) Teachers' co-curricular activities, classroom management, personality characteristics, teaching skills were positively correlated with relationship with pupils, fellow-teachers, principal and parents. (8) Teachers' co-curricular activities, professional knowledge, classroom management, personality characteristics were positively co-related with teaching skills. (9) Teachers professional knowledge, general appearance and habits in relation to classroom management, personality characteristics were positively correlated with co-curricular activities. (10) Teachers professional knowledge, general appearance and habits in classroom, management, and personality characteristics were positively correlated with each other. (11) Teachers' classroom, management and personality characteristics were positively correlated. (12) Teachers' personality characteristics, satisfaction with work, satisfaction with salary, security and promotion policies were positively correlated. (13) Teachers satisfaction with salary, security, promotion policies, satisfaction with institutional plans and policies, satisfaction with authority including management were positively correlated. (14) Teachers satisfaction with institutional plans, policies, and satisfaction with authority including

management was positively correlated with satisfaction with salary, security and promotion policies. (15) Teachers' satisfaction with authority including management was positively correlated with satisfaction with institutional plans and policies. (16) There was no significant influence of interaction between sex and experience on Job-Satisfaction. (17) There was significant influence of interaction between sex and Type of College on Job-Satisfaction. (18) There was no significant influence of interaction between experience and Income on Job-Satisfaction.

**Hui & Wong (2008)** conducted study on Implementing Performance Indicators of early Learning and Teaching. Teaching by the government, which was based on western ideology of child learning, was implemented in a Chinese context like Hong Kong. Twelve early childhood settings of 5747 children and 284 staff volunteered to implement the indicators within two years and the processes were observed and analyzed. A multi-method, multi-source data collection strategy was used to document the self-evaluation and improvement process. All the participating settings went through the five stages of the evaluation cycle: understanding the Performance Indicators, assessing learning and teaching, formulating an action plan for improvement, implementing the action plan, and reflection. The results indicated that: (1) Implementing a quality assurance cycle took time, resources and commitment; (2) The implementation helped to enhance practitioners' professionalism; and (3) Teacher professionalism was the key to the success of this quality assurance mechanism. The socio-contextual factors and the educational implications of these findings are discussed.

### **Summary:**

From the above section of Review of Related Literature regarding indicators of PBAS, Total seventeen studies were reviewed. The major indicators studied in these researches were observable Classroom behaviour (verbal and non-verbal behaviour of Teacher Educators and student-teacher), demographic variables and social correlates (caste, age, rural-urban, sex, qualification, teaching experience), Psychological indicators (anxiety, risk taking behaviour, professional attitude, personality, IQ, aptitude, self-confidence, values, self-concept, job satisfaction, job motivation), Administrative indicators (management skills, leadership quality, resource management, school climate, organizational setup) and others such as Teaching efficiency, Academic performance.

### **2.2.2 Studies Related to Performance Evaluation by Different Appraisers**

The second objective of the review of related literature was, “To locate the studies related with identification of different perspectives for Performance Appraisal”. Here, in this section researcher came across ten studies (seven Indian and three Foreign) which helped in the study to portray role of different appraise as perspectives in the study.

**Morrison (1974)** had conducted study on Performance observation by principal as an approach to teacher evaluation. Under this author evaluated many studies and found three major difficulties in performance evaluation of teachers. First, it was difficult to obtain valid, reliable, and just evaluations procedures. Second, the things chosen to be observed should be representative of the general statements about the teachers’ performance capability. And lastly, the problem of reliability must be mentioned because it caused much difficulty in performance assessment in general and teacher performance assessment in particular. The author suggested that, the performance observation approach to teacher evaluation is major factor for education system to work healthily, moreover, if it continues to stimulate inquiry, re-examination of values, and experimentation, then it will make an invaluable contribution to education and teaching.

**Sofat (1977)** had constructed and standardized a self-evaluation scale which was to be used by secondary school teachers in Punjab for measuring their own teaching effectiveness.

Objectives: (i) To find the relationship of self evaluation by the teacher with his external evaluation by principals or headmasters, and (ii) To find out the difference in the teaching effectiveness of teachers in relation to sex, experience, subject taught category and school category. Methodology: A sample of 550 teachers was taken to prepare the self evaluation scale. This sample included 350 men and 200 women teachers, 140 science and 410 non-science teachers, 302 teachers having teaching experience of less than 10 years and 248 teachers having teaching experience of more than ten years. The sample teachers were selected from 12 districts of Punjab. These teachers were administered, (i) The Self Evaluation Scale of Teaching Effectiveness, and (ii) The Socio-Economic-Status Scale developed by the researcher. The Self Evaluation Scale for Teaching Effectiveness had 43 items on a five-point scale having weight age of 4 to zero. The items were concerned with teachers' organization, personality and the relationship established with the class. The test-retest reliability of the scale was 0.86. The validity established against the external criterion

of headmaster's opinion came out to be 0.45. Percentile norms were established on the basis of sample subjects separately for sex, school category, and subjects taught by the teacher.

Findings of the study: (i) The correlation coefficient between the scores of teachers' self evaluation and external evaluation by students and headmasters was positive and significant. (ii) Women teachers were more effective than men teachers. (iii) The teachers working in government and private schools were equally effective, (iv) Teachers working in urban schools were more effective than those in rural schools. (v). Teachers working in girl's schools were more effective than those working in boys or coeducational schools, (vi) Teachers working in boys and coeducational schools were equally effective. (vii) More experienced and, less experienced teachers were equally effective. (viii) Science and non science teachers were- equally effective. (ix) Socioeconomic status of teachers affected their teaching effectiveness.

**Mishra (1983)** conducted a Comparative Study of Different Feedback Methods for Changing Teacher Behaviour. The main purpose of the study was to find out the relative impact of feedback from different sources in modifying teacher behaviour.

The hypotheses of the study : (i) There would be significant and positive behavioral changes in student-teachers as a result of receiving feedback from different sources. (ii) The group that received feedback from a larger number of sources would show better behavioral changes in comparison to groups receiving feedback from a smaller number of sources. (iii) Peer observations and teacher's self-rating as sources of feedback would be comparatively more effective than feedback from other sources. Methodology: The sample of the study consisted of 160 teacher trainees randomly selected from teacher training colleges of Orissa. These subjects were assigned to 16 equal groups, including one control group. Teacher behaviour Rating Scales standardized by Gage, Runkel and Chatterjee (1963) were administered. The experimental group received feedback from different sources like the students, peers, the supervisors and themselves in the pretest situation and their ratings were again recorded in the post-test situation for comparison. But the control group did not receive any feedback. Various statistical measures like mean, SD, 't' test, analysis of variance, correlation, Duncan's New Multiple Range Test were used in the study.

Major findings of the study: (1) The post-test mean performances were better than the pretest mean performances. (2) The difference between post-test and pretest mean performances were mostly significant. (3) There were significant and positive behavioral changes in the

student teachers as a result of receiving feedback from different sources, (4) Increasing the number of feedbacks had some facilitator effect. In. changing teacher behaviour, but it did not always bring better results, (5) Self-rating was found to be the most effective source of feedback but peer-rating and student-rating were also effective in varying teacher behaviour.

**Subbarayan (1985)** in its study of Relationship between Teacher Effectiveness, Research and Publication, and Self- concept with the Major objectives: (1) To develop and standardize a teacher effectiveness battery, (2) To compare the ratings of students, colleagues and self, and self and students, (3) To find the relationship between research and publication ability and teacher effectiveness, and (4) To find the relationship between teacher effectiveness and self-concept. Hypotheses formulated for verification in this study were 1. Students' ratings of teachers do not correlate significantly with the rating of colleagues. 2. Colleagues' ratings of teachers do not correlate significantly with the self-ratings of teachers. 3. Students' ratings of teachers do not correlate significantly with the self-ratings of teachers. 4. There is a significant relationship between a teacher's effectiveness and his ability to do research and publish his findings. 5. There is significant relationship between teacher effectiveness and self-concept. Methodology: The standardized student evaluation form was administered to a group of 521 final year postgraduate students. The 91 identified effective teachers, as per students' choice, were rated by two of their colleagues the selection of colleagues being random. The 69 teachers who were evaluated as effective teachers, both by students and colleagues, were administered the self-evaluation rating scale.

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

those who were below 45 years of age. (9) Professors, readers and lecturers did not differ significantly from one another in respect of teacher effectiveness.

**Deshpande (1991)** studied on the dimension of 'Evaluation of Teaching: A multi dimensional approach' with objectives: (1) to determine the effectiveness of teachers through the modified version of Popham's performance test, (2) To determine student's rating with head's ratings of teachers' and students achievement, (3) To determine the relationship between teachers behaviour indices and pupils' achievement. Methodology: It was a Quasi-Experimental study, the sample consisted 19 randomly selected teachers, heads and 638 pupils of Hubli-Dharwad city. Raven's Progressive Matrices, Flander's Interaction Analysis Category System, an investigator's constructed achievement test, a Heads' rating with content validity and 48-item Likert-type student rating scale were the tool used. One way Analysis of Co-variance with pre-test scores as the co-variate, product moment co-efficient of correlation and multiple correlation were computed.

Major Findings related to present research: (1) It was possible to evaluate teachers by modified version of Popham's performance test (2) Teachers effectiveness perceived from students' achievement was not related with other types of assessment like student rating and head rating.

**Kumar, Patel & Ramachary (2007)** had assessed Performance of school teachers by their students. To appraise the performance of school teachers they developed the rating scale and given results in terms of percentiles. Study reveals that the rating-scale 'Performance Appraisal of School Teachers by their Students' (PASTBTS) is successfully developed to know the school teacher's performance at any point of time.

**Kumar (2007)** had developed the rating scale to appraise teacher's performance at university level by students. Total 10 items were there in tool related to classroom teaching and students need to rate them on 10 point scale. From the study it was found that the scale makes the Performance Appraisal scientific and precise. The rating scale can only gave idea about classroom teaching of teachers and gave feedback for the same.

**Thomas (2007)** studied student feedback to rectify teachers' performance suggested that although teachers were initially ambivalent about using student feedback to inform their practice. After looking at comprehensive data that showed now their thinking compared with

student thinking, all of the participants learned from and incorporated student suggestions into their practice.

**Yariv (2009)** conducted study on the Appraisal of Teachers' Performance and its impact on the mutuality of principal-teacher emotions. The study examined the mutual discrete emotions among superiors and their above-average and below-average workers within a hierarchical organization (school). Researcher used survey method within a random sample of 40 elementary schools in Northern Israel. From the schools each principal and four of his or her teachers (two who had been appraised as excellent and two who had been appraised as poor performing) completed two questionnaires which addressed the teachers 'perceived performance and emotions toward the principal/teacher. Here, sample comprised of 40 principal and 131 teachers. The tool used was the principal's evaluation of a staff member. This tool includes six dimensions: the interest teachers show in their students; the use of various teaching methods; advancement of weak students; relationships with students; connections with parents; coping with discipline difficulties. Also mutual emotion scale was administered. The main comparisons reveal significant differences between the two groups, the above-average teachers appear to be favorably professionally evaluated and have more positive emotions toward their superiors than their poor performing Colleagues.

**Jackson & Lunenburg (2010)** studied School Performance Indicators, Accountability Ratings, and Student Achievement' in American Secondary Education, there researchers have been challenged to find school-level characteristics that make a difference in student achievement. This study focused on a diverse sample of 24 middle schools to examine differences between schools rated Exemplary, Recognized Academically Acceptable, and Academically Unacceptable on four performance indicator dimensions: academic excellence, developmental responsiveness, social equity and organizational structures. The study also examined relationships between performance indicators and student achievement. A random sample of teachers from each school and the principal provided data on the school's performance indicator dimensions. School accountability ratings, student achievement scores, and demographic characteristics were obtained from the state department of education. Significant differences were found on all four performance indicator dimensions based on school accountability ratings, as well as relationships between performance indicators and student achievement. Here, teachers were evaluated by principal, self and researcher.

### **Summary:**

From the above section of Review of Related Literature regarding Performance Evaluation from different perspectives, a total ten studies were reviewed (seven Indian and three Foreign). The major perspectives or angles for appraising the performance of Teacher Educators were Self appraisal, Peer appraisal, appraisal by Students and appraisal by the Head of the institution.

### **2.2.3 Studies Related to the Major Perspectives on Performance Appraisal**

The third Objective of Review of Related literature was, “To review the studies related with major perspectives on Performance Appraisal”. Researcher came across twenty two studies, from that eleven were Indian and eleven were Foreign, that helped partially in carrying out research work in the field of education. Those studies were at all together different level, like secondary school or higher secondary school level or are of effectiveness measuring type.

**Bell & Davidson (1976)** had conducted study on ‘Relationships between Pupil-on-task-Performance and Pupil Achievement’ where the classes of 23 teachers were observed on three different class meetings and the pupil-on-task-performance was recorded for each student. The I. Q. of each student was measured by the California Short-form Test of Mental Maturity. The achievement of each student on the unit being taught was measured by teacher-made tests. The variables under study were (1) pupil-on-task-performance (POTP), (2) pupil intelligence (PI), and (3) pupil achievement (PA). Tools under study were California Short-form Test of Mental Maturity and the achievement of each student on the unit being taught was measured by teacher-made tests. A partial correlation, for each class, between pupil-on-task-performance and pupil achievement, partial out pupil intelligence, was computed. Findings of the study were as follows Teacher behaviors may account for a large range of pupil learning. Each teacher exhibits a multitude of behaviors within any time interval, and some of these behaviors affect the learning of the class in a positive direction while others may actually inhibit learning. Individual students within the class generally differ as to the amount of learning which occurs as a result of specific teacher behaviors. It is possible that the teacher behavior which results in a great deal of learning with one pupil may negatively affect another pupil. These conditions, in combination with the possible lack of content validity of certain teacher-made tests, are contributing factors in the existence of only three significant partial correlations between pupil-on-task-performance and pupil achievement.

Many teachers have assumed that if the students will direct attention toward everything to which the teacher directs the class, the result of that attention will be higher student achievement.

**Veal et.al. (1983)** established Relationship between Knowledge and Performance Assessment Measures of Prospective English Teachers' where he stated that Variables in research in teacher preparation usually fall within three categories: presage or background teacher characteristics, process or teacher behaviors and teacher-student interactions, and product or student outcomes. The assumption here, of course, is that there are relationships among the variables, which one affects and is in turn affected by the others. Data was collected from 45 student-teachers through teacher education movement of the last decade. Of interest are the Communicative Arts section of the criterion- referenced knowledge test (CRT-CA) and the Teacher Performance Assessment Instruments (TPAI) in the year 1979-1981. The objectives of the study were (1) There exist between the knowledge test (CRT-CA) and the performance measures (TPAI) for these students. (2) The routine measures predict or correlate with the CRT-CA and the TPAI. That result in low number of significant correlations between the CRT-CA and the TPAI, which confirms that these two instruments, one knowledge and one performance, are assessing different competencies.

**Balwankar (1984)** had taken study on 'A study of reliability and validity of the process-process appraising scale of teachers' effectiveness (PASTE) at SNTD college of Education'. The objectives of the study were 1) To determine the reliability of the PASTE. 2) To determine criteria related to and content validity of the PASTE. 3) To determine the relation between various items in the PASTE. Here, reliability of tool was established and content validity was determined. The tool was administered on student teachers of SNTD college of Education.

**Hans (1986)** studied the Relationship among Teaching Style, Learning Gains and Teaching Effectiveness. The objectives of the study were: (i) To compare teachers in respect of their personality attributes having direct and indirect teaching influence styles. (ii) To compare the effects of two teaching styles on learning gains in classroom situations. (iii) To compare the perception of the students in respect of teaching styles. The hypotheses formulated were (1) Teachers with direct teaching influence style and indirect teaching influence style would significantly differ in their personality attributes. (2) Students taught through indirect

teaching influence style would make greater learning gains than those taught through direct teaching influence style. (3) Students taught through indirect teaching influence style were likely to perceive such a teaching style as more effective than those taught, through direct teaching influence style. Methodology: The present causal comparative-cum-experimental study was conducted in Bijnor district of UP, 60 teachers teaching either biology or civics to grade XI students, and 300 civics students and 300 biology students from class XI were selected, using stratified random sampling procedure. Standardized achievement tests on botany, zoology and political science were constructed. Other tools used were Progressive Matrices (Raven), Teacher-Pupil Interaction Analysis Scale (Flander), a Hindi adaptation of Cattell's Sixteen Personality Factors Questionnaire (Kapoor) and the Teaching Effectiveness Rating Scale. The data were analyzed using t-test and ANOVA.

Major findings: (i) The Indirect teaching style teachers in general were characterized by higher scholastic mental capacity, higher ego strength, less dominance, weaker super ego, alexia, autia, shrewdness, radicalism, group adherence and a high self-concept. (ii) The indirect teaching style teachers were characterized by lower mental scholastic ability, lower ego strength, dominance, strong super ego, pretension, alertness, conservatism, self-sufficiency and low integration. (iii) The teachers with a normal teaching style had been found to have an average position in respect to the 11 personality traits. (iv) Intellectually superior teachers tended to adopt indirect teaching style and less superior teachers adopted direct teaching style. (v) Young teachers used to teach through indirect style of teaching and elder teachers adopted direct teaching style. (vi) Teachers teaching through an indirect teaching style were able to develop greater learning gains among their pupils than teachers teaching through a direct teaching style. (vii) Indirect teaching style teachers were perceived by their students to be more effective in teaching than the direct teaching style teachers.

**Padmanabhaiah (1986)** conducted study of Job Satisfaction and Teaching Effectiveness of Secondary School Teachers with the objectives: (i) To estimate the general level of dissatisfaction among secondary school teachers, (ii) To find out the influence of personal and demographic variables on teachers' job satisfaction or dissatisfaction, (iii) To find out the relationship between job satisfaction and job-related variables, job satisfaction and (job discrimination index and job involvement), and general satisfaction variables (family satisfaction and life satisfaction), (iv) To identify the personality factors which influenced the level of job satisfaction of teachers, (v) To develop an instrument for measuring teaching

effectiveness, (vi) To find out the influence of personal and demographic variables on teaching effectiveness, (vii) To find out the relationship between teaching effectiveness and each one of the job related variables and general satisfaction variables, (viii) To identify the personality characteristics that contributed to or affected teaching effectiveness, and (ix) To develop multiple regression equations in order to predict job satisfaction and teaching effectiveness with the help of different groups of independent variables.

Methodology: A total of 960 secondary school teachers (from 180 schools situated in both rural and urban areas) from all the three regions of the state served as subjects for the study. In all, 180 heads of institutions and 2160 students were used for obtaining the ratings on the teaching effectiveness of 960 teachers included in the sample. The tools used included, (i) a job satisfaction scale, (ii) a job discrimination index, (iii) a family and life satisfaction scale, and (iv) a rating scale to measure teaching effectiveness-all developed by the investigator after establishing the validity and reliability of the instruments. Data were also collected using an adapted version of, (i) Lodahl and Kejner's Job Involvement Scale, (ii) Cattell's 16 PF Questionnaire, and (iii) Scheier and Cattell's Neuroticism Scale Questionnaire (NSQ). The data were analyzed employing appropriate statistical techniques like chi-square, critical ratio, F-ratio, and Multiple R.

Major findings: (i) The teachers in general (72 per cent) were dissatisfied with their job. (ii) The teachers in general were satisfied with the factors of job satisfaction-HM, suitability, students and co teachers and were dissatisfied with factors like policy matters, physical facilities, management policies, nature of work and activities of others. (iii) All the personal and demographic variables, except the variable 'Qualifications of the teachers', could significantly influence the level of satisfaction with various job factors but not the total job satisfaction. (iv) Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction. (v) There was no significant difference between the teachers working in rural and urban areas in their level of satisfaction/dissatisfaction with their job as a whole. But the two groups were significantly different in their level of dissatisfaction with policy matters and management policies. (vi) The teachers working in high schools were significantly more dissatisfied with physical facilities than those working in junior colleges. This may be due to very poor physical facilities existing in most of the high schools. (vii) Married and unmarried teachers were significantly different in their level of satisfaction with only three job factors, viz., policy matters, suitability and students. (viii) The three groups of teachers with low, average and high discrimination indices were

significantly different in the level of their satisfaction with all the jobs factors as well as with their job as a whole.

**Prakasham (1986)** conducted a Study of Teacher Effectiveness as a Function of School Organizational Climate and Teaching Competency. Objectives: (1) To study the effect of school organizational climate on teacher effectiveness, (2) To study the effect of teaching competency on teacher effectiveness, and (3) To study the effect of school organizational climate on teaching competency. Methodology: The sample of the study consisted of 800 teachers teaching in classes IX, X and XI of different higher secondary schools of Raipur and Bilaspur districts of Madhya Pradesh, along with 92 principals of these schools. In all, 504 teachers were teaching in government schools, 73 in local body schools, 163 in Private, Non-Christian schools, and 60 in Christian schools. The relevant data were collected by employing the School Organizational Climate Description Questionnaire by Moti Lal Sharma, the General Teaching Competency Scale by B.K. Passi and M.S. Lalitha, and the Teacher Effectiveness Scale by Parmod Kumar and D.N. Mehta. Mean, T-values, coefficient of correlation, ANOVA and F-ratios were computed for analysing the data.

Major findings: (1) Teachers working in an open school climate were better in teaching competency and teacher effectiveness than those employed in schools with autonomous, familiar, controlled, paternal and closed climates. (2) Teachers working in schools situated in industrial areas were found better in teaching competency than teachers working in semi-urban and rural, areas whereas teachers of semi-urban and rural areas were better in teacher effectiveness than the teachers of industrial areas. However, teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher's effectiveness. (3) No significant difference was found in the teaching competency and teacher effectiveness of the teachers working in government and non-government schools in global terms. However, teachers working in schools run by local bodies were found better in teacher effectiveness and teaching competency than those working in government schools, Christian schools and non-Christian schools (4) No significant difference was observed between male and female teachers on the tests of teaching competency and teacher effectiveness on the global scale, though female teachers were found moderately better in teaching competency under all types of variations, whereas, they were found moderately better than male teachers in teacher effectiveness only under Christian management. In other types of variations no significant differences were observed

in the teacher effectiveness of male and female teachers. (5) A positive and significant relationship was observed in the teacher effectiveness and teaching competency of teachers in different types of organizational climates. (6) Among the various independent variables affecting teacher effectiveness, the main effect of teaching competency was found significantly higher than territorial variations or school organizational climate.

**Awasthi (1989)** has studied personality profile of popular and unpopular teachers and their relationship with teaching proficiency with the objectives: (i) To study the personality profile of popular teachers, (ii) To study the personality profile of unpopular teachers, (iii) To compare the personality profile of popular and unpopular teachers, (iv) To find the relationship of personality profile of popular teachers with their teaching proficiency. Methodology: this was an independent study wherein initial sample comprised 99 male and female teachers from six intermediate college of Kanpur. The final sample comprised of 80 teachers who were administered Cattell's 16-PF Questionnaire and Verma's 25-rating scale of traits to select popular and unpopular teachers. Mean, S.D., 't' value and correlation were computed while treating the data.

Major Findings: The popularity of teachers in their profession is related to their prescribed traits-that is, they were Reserved (A-) which indicated qualities of detachment and coolness, Assertive (E-), Sober (F-), Conscientious (G+), Slightly Tough Mind (I-), Extremely Shrewd (N+), Slightly Experimenting (Q1), Slightly Self Sufficient (Q2).

**Wholey & Hatry (1992)** studied the case for Performance Monitoring and examined the feasibility and value of performance monitoring in the public sector. They presented brief examples of performance monitoring systems that had helped to improve the performance and credibility of public programs, examined concerns raised about performance monitoring and regular reporting, and discussed some of the actions that legislators, chief executives, and agency heads could take to stimulate useful performance monitoring. They had suggested that as Performance monitoring systems regularly measure the quality of service delivery resulted in better performance satisfaction so, the outcomes (results) achieved in public programs with monitoring needed to do at least annually, and if possible one should go for quarterly or even more frequently.

**Dave (1993)** inquired into the Professional Attitude of the Teachers in the context of Teachers Effectiveness and Responsibility and its Impact on the achievement of the Pupils

during research work under Ph.D. in Education at Gujarat University, Ahmadabad. The objectives of the study were: (1) To adapt tools to measure the teacher effectiveness, the teacher responsibility, and the teacher attitude and to find out their reliability coefficients. (2) To study the impact of Area, Sex, Experience, Effectiveness and their various interactions on teachers' professional attitude. (3) To study the impact of Responsibility, Caste, Grade and their Interactions on Teachers' Professional Attitude. (4) To study the impact of Sex, Teachers' Attitude, Effectiveness, Responsibility and their Interactions on the scores of pupils achievement. The sample consisted of 710 teachers teaching in grades V, VI and VII, drawn from two districts, Mehsana and Banaskantha of Gujarat State. Among them 365 were males and 345 females. The standardized tools were adapted in Gujarati with the necessary changes. Thus, adapted teacher Effectiveness Scale (Mutha & Kumar). Teacher Attitude Scale (Ahluwalia) and Responsibility for student Achievement Questionnaire (Guskey) were used.

Major findings of the study were: (1) Urban teachers had higher professional attitude than the rural teachers. (2) Effectiveness with the contribution of 51.17% was the most predominant factor affecting teachers' attitude. The high effective teachers expressed the higher attitude. (3) Sex and Experience did not influence significantly professional attitude of the teachers. (4) Responsibility was a significant factor on teachers' professional attitude. (6) The main effects of effectiveness, responsibility and attitude of the teachers were significant on achievement of the pupils, whereas sex was insignificant.

**Tagomori (1993)** established that the assessment used by universities and colleges to appraise a professor's teaching effectiveness were conducted by evaluation through instruments they design, borrow, or adapt from other universities and colleges therefore the reliability of the instruments used is generally unknown and comprehensive content analysis of faculty evaluation instruments has not been conducted. As a result, faculty members in higher education may be evaluated with flawed evaluation instruments, conceivably leading to unfair assessment of their teaching performance. Tagomori did a content analysis of 4,028 evaluation items contained in the 200 evaluation instruments analyzed and analysis revealed 54.6% of the items were ambiguous, unclear and/or subjective. Another 24.5% of the items did not correlate with classroom teaching performance. Altogether a total of 79.1% of the items were either flawed or did not identify with teaching performance. The content analysis also revealed 58% of the 200 evaluation instruments contained responses to evaluation items

that were ambiguous, positively skewed or negatively skewed. Based on a frequency-count recording and frequency distribution of the data, the conclusion for this study is that evaluation instruments used in their present form are unreliable.

**Anuradha (1995)** had research on “An appraisal of Teacher Training in Andhra Pradesh Primary Education Project (APPEP) at Osmania University, Hyderabad”. The objectives of the study were: (1) To ascertain the impact of In-service education of the teachers provided as a part of A.P. Primary Education Project. (2) To know the impact of APPEP’s Teacher Centres based training on organization of teaching-learning experiences in the classroom. (3) To know the overall impact of APPEP on Pedagogical practices of teachers. Sample of 200 teachers of Hyderabad and Secunderabad who’s undergone the in-service training of APPEP was drawn.

The findings of the study related to present study were: (1) The activities, like, group activities, practice teaching sessions with the pupils and discussion sessions after practice teaching were found to be very useful in preparing the respondents to apply the six pedagogical principles of APPEP in their teaching. (2) The overall influence of APPEP was more on the non-government school teachers than the Government school teachers in respect of the way of teaching. (3) The classroom activities, classroom organization, time spent by children on learning tasks and evaluation was not influenced by the training. Other classroom activities of the respondents, like, feedback, teacher directed activity were positive remark of appraisal (4) More than half of the respondents felt that the innovative approach to classroom teaching could be adopted even without APPEP. (5) The attendance in the schools improved a bit due to appraisal (6) With regard to transfer of training based on the six pedagogical principles it was found that there was maximum transfer in providing learning activities and promoting learning by doing. Only half of the respondents could create interesting classrooms. Majority of them were unable to recognize individual differences. Transfer of training did not take place in areas, like, monitor system, working together in groups, increasing students’ interest and using the local environment.

**Brahmbhatt (1997)** had conducted study of the expected role of the teacher from the viewpoint of educationists, leading persons of various classes of the society and principals of secondary schools of Ahmadabad city. The Objectives of the study were: (1) To compare the opinions of the leading persons of various classes and principals of secondary schools about the expected role of the teacher. Total 410 respondents (10 educationists, 200 principals of

secondary schools and 200 doctors; advocates & engineers) were selected as sample unit. Tools used for data collection were evaluation sheet (close form questionnaire) for interview and an opinionnaire.

The major findings related to present study were: (1) The similarity was founded between the opinions of the leading persons of various classes. (2) The similarity was founded between the opinions of the various variables of the secondary school principals. (3) There was no similarity of opinions found between the principals of secondary schools and the leading persons of various classes up to 45 years age & less than 10 years experience of women principals.

**Goldstein (2001)** studied Performance of school and teachers using Pupil Performance data and their scope and limitations within England and Wales's Education System. Performance information for school age children traditionally had been available using public examination results at the end of compulsory schooling, and also at 'A' level. And found that great deal of inappropriate use of performance data had been done for judging schools and teachers. However, it was difficult to see that any of the more useful schemes could be worked really while teacher appraisal based upon pupil achievements, school targets and common objectives of education were continued. There, what was required is a commitment to phasing out current procedures. The system which served a purpose was largely politically driven, which was widely viewed as irrelevant and which, in its misleading nature, it might lead to fundamental harm to education.

**Jayaramanna (2001)** did study at primary level on Teacher Effectiveness in relation to Work Orientation and Achievement of students. The objectives of study were: (1) To know the influence of dimensions of the aspects, namely, Personal, Professional, Intellectual, Strategies of Teaching and Social aspects on the Teacher Effectiveness and to know the total effect of all these dimensions on Teacher Effectiveness. (2) To study the significant differences of Teacher Effectiveness among Primary School Teachers with reference to Demographic and Professional variables. (3) To study the significant differences of Work Orientation among Primary School Teachers with references to Demographic and Professional variables. (4) To study the relationship between five dimensions of Teacher Effectiveness and Academic Achievement of the students at Primary level. The study was conducted on 250 Primary School Teachers and 750 students of class V from 160 selected School of Vizianagarm District.

The findings of the study were: (1) Regarding Teacher Effectiveness and Work Orientation among Teachers and Achievement of class V students, Rural locality scored significantly higher than Urban and Tribal localities. (2) By having a glance at the five dimensions of Teacher Effectiveness, strangely it was noticed that teachers who are undergraduates with T.T.C. excel well than graduate trainees. Sex, Age, Professional Cadre and Teaching Experience did not make a mark on entire Teacher Effectiveness as well as Personal aspect of Teacher Effectiveness. (3) There is no influence at all to any of Demographic and Professional variables on Intellectual aspect of Teacher Effectiveness. (4) Regarding fourth dimension – Strategies of Teaching, it was noticed that Teachers working in rural localities excel well than their Tribal counterparts. (5) Regarding Work Orientation of Teachers as perceived under two sub scales – Affiliation and Achievement Orientation which are opposing ideologies, all Demographic variables except urban versus rural have a vital influence on Achievement Orientation and all Professional variables except Professional cadre did not possess any influence.

**Singh (2002)** did a comparative study of Job Satisfaction of Teacher Educators in relation to their Values, Attitude towards Teaching and Teacher Effectiveness. The objectives of the study were: (1a) To compare the relationship between its job satisfaction and values among male and female teacher educators. (1b) To compare the relationship between job satisfaction and values among male Teacher Educators. (1c) To compare the relationship between job satisfaction and values among female Teacher Educators. (1d) To compare the relationship between job satisfaction and values among male and female Teacher Educators for high, low and average level of satisfaction groups. (2a) To compare the relationship between job satisfaction and attitude towards teaching among male and female Teacher Educators. (2b) To compare the relationship between job satisfaction and attitude towards teaching among male Teacher Educators. (2c) To compare the relationship between job satisfaction and attitude towards teaching among female Teacher Educators. (2d) To compare the relationship between job satisfaction and attitude towards teaching among male and female Teacher Educators for high, low and average level of satisfaction group. (3a) To compare the relationship between job satisfaction and teacher effectiveness among male and female Teacher Educators. (3b) To compare the relationship between job satisfaction and teacher effectiveness among male Teacher Educators. (3c) To compare the relationship among female Teacher Educators. (3d) To compare the relationship between job satisfaction and

teacher effectiveness among male and female Teacher Educators for high, low and average level of satisfaction groups. (4a) To study and compare the joint effect of values, attitude towards teaching and teacher effectiveness towards the prediction of job satisfaction among male and female Teacher Educators. (4b) To study and compare the joint effect of value, attitude towards teaching and teacher effectiveness towards the prediction of job satisfaction among male Teacher Educators. (4c) To study and compare the joint effect of value, attitude towards teaching and teacher effectiveness towards the prediction of job satisfaction among female Teacher Educators. The sample comprised 250 Teacher Educators from the college of education affiliated to Punjab University, Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University Patiala selected using multistage sampling. The job satisfaction scale by Singh and Sharma, Personal Value Questionnaire by Sherry and Verma, Ahluwalia Teacher Attitude Inventory and Teacher Effectiveness Scale by P. Kumar and Mutha were used for data collection.

The findings of the study were: (1) That job satisfaction was negatively correlated with some values as well as job satisfaction was positively correlated with other than those values. (2) There was a positive correlation between job satisfaction and attitude towards teaching for male and female Teacher Educators but not significant. (3) The correlation between job satisfaction and attitude towards teaching separately for male and female Teacher Educators were positive but not significant. (4) Critical ratios between correlation coefficients of job satisfaction and attitude towards teaching among male and female Teacher Educators at high, average and low level of satisfaction were found significant. (5) Correlation between job satisfaction and teacher effectiveness for male and female teacher was positive and significant. It was also positive and significant separately for male and female teachers. (6) Critical ratio's between correlation coefficients of job satisfaction and teacher effectiveness for male and female Teacher Educators at high, average and low level of satisfaction were not significant. (7) The joint prediction for job satisfaction among male and female Teacher Educators was significantly higher as compared to their separate prediction. (8) The value, attitude towards teaching and teacher effectiveness jointly predicted job satisfaction significantly higher as compared to their separate prediction for male Teacher Educators. (9) The joint prediction of job satisfaction by values, attitude towards teaching and teacher effectiveness for female Teacher Educators was significantly more as compared to their separate predictions.

**Raval (2003)** established Approaches of coping with stress factors and Teacher Performance. The objectives related to present research were: (1) To develop a tool for measuring of school teachers. (2) To study the influence of Sex, Education Level, Teaching Experience, Area of the school and Social Status of the teacher on their Stress Factors pattern. (3) To study the influence of Sex, Education Level, Teaching Experience, Area of the school and Social Status on the Approaches of Coping with Stress Factors. (4) To study the effect of Stress on overall Performance of the teachers. The sample comprised of 200 Primary School Teachers, 150 Secondary School Teachers and 100 Higher Secondary School Teachers selected through Stratified Random Sampling Technique. There were males and females also. The tools used were Teacher Stress Inventory, Teachers Classroom Teaching Performance Scale and Teachers Overall Performance Scale.

The findings were: (1) Most Stress creating Stress Factors were low level of Intelligence of students, Apathy of Parents towards Parents meetings, lack of extra Teaching arrangements for weak students, Inadequate Educational Facilities in the school & students' low Achievement in the examinations. (2) The feeling about Stress Factors were more revision should be done, parents must understand the importance of their interest in the education of their children, all teachers should teach students in the leisure time, it damages the reputation of the school & teachers feel unhappy about the poor result of their subject. (3) The Stress scores of male & female teachers; primary, secondary and higher secondary teachers; teachers having Teaching Experience upto 5 years, between 5 to 10 years & more than 10 years; urban, semi-urban, & rural teachers; SC, ST, SEBC & other castes were stable. (4) Teachers having lower Stress were overall performing better as compared to those having high Stress.

**Milanowski (2004)** established the relationship between Teacher Performance Evaluation Scores and Student Achievement. The relationship between teacher evaluation scores and student achievement on district and state tests in reading, mathematics, and science were taken for the purpose. In that study author coated (Odden & Kelley, 2001)'s study which says that "The performance evaluation system was designed to provide the foundation for the knowledge and skill-based pay system". The study results provided evidence that the CPS teacher evaluation scores had a moderate degree of criterion-related validity. They suggested that the teacher assessment system was able to identify which teachers had students with higher than expected levels of achievement, as measured by test scores. This result also

supported the use of the assessment system as a basis for teacher evaluation and pay differentiation and for other human resource management purposes such as needs assessment for professional development or performance remediation. The results also suggested that teacher evaluation scores might be useful as representations of teaching practices that affect student learning.

**Feeney (2007)** conducted study on feedback mechanism in one school of Nevada district of California state. The title of the study was 'Quality Feedback: The Essential Ingredient for Teacher Success' where researcher observed the classes of teachers and made constructive feedback for the same. Researcher came up with three recommendations; the first one was to provide focused feedback, which needs to be based on a performance rubric that clearly defines the characteristics of effective teaching. The rubric should be communicated to teachers prior to engaging in the evaluation process. The feedback provided to teachers should be descriptive and based on what the teacher and students actually do, supported by evidence of student outcomes throughout the lesson. Recommendation two was to prepare reflection tool for feedback to teachers, as it would help teachers to improve their teaching. And third said that continue to experiment with the evaluation process. Support teachers in establishing professional goals that are measured in terms of student learning. As an evaluator, search for new strategies and tools to support teachers in their professional learning.

**Wolf & Janssens (2007)** studied Effects and side effects of inspections and accountability in education: an overview of empirical studies. The numbers of researches were taken into consideration for the purpose and concluded as followed in three major points. Where the first conclusion was that the studies did not provide a clear answer to the question of whether inspections have positive causal effects on the quality of schools. Second, results of studies of publications on public performance indicators were more unambiguous. That lead us to the conclusion that although principals and teachers believe performance indicators were important, but parents and pupils take very little notice of these indicators when choosing schools. A third conclusion concerned the occurrence of side effects of school inspections and other control mechanisms in education.

**D'Agostino & Powers (2009)** conducted study on Predicting Teacher Performance with Test Scores and Grade Point Average: A Meta-Analysis, where A meta-analysis was conducted to

examine the degree to which teachers' test scores and their performance in preparation programs as measured by their collegiate grade point average (GPA) predicted their teaching competence. For the purpose results from 123 studies that yielded 715 effect sizes were analyzed, and the mediating effects of test and GPA type, criterion type, teaching level, service level, and decade of data collection were considered. From the study it was clear that test scores were at best modestly related to teaching competence and that performance in preparation programs was a significantly better predictor of teaching skill. Results also revealed that test scores likely did not provide additional information beyond pre-service performance to defend the community from incompetent teaching. The results of this study indicated an irony in state practices and centralized laws pertaining to teacher testing. Conventional wisdom holds that pre-service programs cannot be trusted to properly and comprehensively prepare teachers and thus must be held responsible with external tests. After reviewing large evidence, researcher discovered that test scores have been less related to teaching performance than students' success levels in the pre-service programs.

**Hill, et.al. (2012)** conducted study on Teacher Quality and Quality Teaching: Examining the Relationship of a Teacher Assessment to Practice. The sample for investigating the relationship between teacher knowledge and practice consists of 10 elementary teachers in two districts and 24 middle school teachers in a third district in the United States. There were frequently Multiple-choice assessments tool used for measuring teacher quality. The test was aligned with the skills and knowledge deployed by teachers in classrooms than at certification assessments. However, research rarely examined whether results from such assessments generalize to practice. To illuminate this issue, researchers had compared teacher performance on a mathematics assessment, during mathematics instruction, and by student performance on a state assessment in the subject. Poor performance on the written assessment predicted poor classroom performance; likewise, strong performance on the written assessment predicted strong classroom performance. However, classroom performance of teachers assessment distribution varied significantly depending on input they were given.

**Liew (2012)** conducted study on 'Perform or else: the Performative Enhancement of Teacher Professionalism'. Here, major of researcher was to examine the relationship between performance, Performance Appraisals and performativity. That was done by examining the principle of participative self-management implicit in the Enhanced Performance Management System (EPMS), and then analyzes the workings of the EPMS with reference to

the contents and intents of the Work Review Form for teachers. The continuous cycle of planning, coaching and evaluation was suggested in institution for better performance and progress. This study provided a critical perspective on the disciplinary technologies of performance management in the context of teacher professionalization in Singapore. A critical insight is that teachers' knowledge, skills and dispositions did not exist independently of their discursive realizations; rather, teachers' performances are positively framed by the categorical constructs of institutionally sanctioned performance indicators. And it was found that appraisal of teachers affected the professionalism and performance standard of teachers.

### **Summary:**

From the above section of Review of Related Literature regarding the Major Perspectives on Performance, a total twenty two studies were reviewed. These studies were in general related to Performance evaluation and Performance Appraisal. From these reviewed studies, it was found that different variables impacts positively as well as negatively on performance of the Teacher Educators. The synoptic view of all these studies is presented in the next section entitled 'Implication of the Review of Related Literature' of the chapter.

### **2.3 Implication of Review of Related Literature**

The fourth objective of review of related literature was, "To identify the gaps and implications from the reviewed". Under this objective researcher has tried to justify the concept of apprising Teacher Educators by different appraise through studies carried out so far in the field of education. A total of forty nine studies were examined under first three objectives of Review of Related Literature, shown below in Table 2.1.

**Table 2.1: Different Studies Reviewed under Review of Related Literature**

<b>Areas</b>	<b>Indian</b>	<b>Foreign</b>	<b>Total</b>
Studies related to Indicators	11	06	17
Studies related to different Appraisers	07	03	10
Studies related to major perspectives on Performance Appraisal	11	11	22
<b>Total</b>	<b>29</b>	<b>20</b>	<b>49</b>

Efforts had been made to summarize all the studies category wise so that clear objectives for the study can be constructed. The reviewed literature implies that

- ❑ The teachers' performance evaluation helped in increasing teacher's effectiveness.
- ❑ There were certain indicators like Teaching Efficiency, Motives, Needs, Attitude Towards The Teaching Profession, Risk Taking Behavior, Total Teaching Experience, Intelligence Quotient (IQ), Aptitude, Personality, Job Satisfaction, Self-Concept, Intelligence, Values, Creativity, Flexibility, Personal Relation, Maturity, Involvement, Confidence, Intellectual Efficiency and Motivation to Achieve, School Climate in raising teacher's performance were positively related to Teacher's Effectiveness.
- ❑ The scales were also prepared at different level for only students to appraise their teachers' performance. That was more towards the effectiveness of teachers, like Reddy (2001), Singh (2002) and Kaur (2004) studied Job Satisfaction and Teacher Effectiveness and not overall aspect.
- ❑ Medley et. al. (1981) were of the view that indicators should be defined by teachers to provide feedback on that.
- ❑ Wali (1985) appraise Mathematics and Science teacher performance at secondary level but not in general. Further, Witty(1988), More (1988), Kukreti (1992), Shah (1998), Sofat (1977), Kumar, Patel, & Ramachary (2007), Padmanabhaiah (1986), Awasthi (1989) were conducted studies at secondary level but not at higher education level.
- ❑ Yorke (1991) established performance indicators for higher education level in U.K., but no studies were found in India.
- ❑ Payne and Manning (1986) had validated the FIACS model for Classroom Management by Teacher Educators at par of Performance Appraisal.
- ❑ Anitha (1996) had developed tool for Performance Appraisal of teachers with respect to effectiveness of teacher, but that tool was developed for teachers of Mentally retarded persons.
- ❑ Chanchal (1988) and Prakasham (1986) had studied at higher secondary level regarding teachers' Performance Appraisal and studies of Tharyani (1986), Singhal, (1990), Mishra, (1983), Subbarayan (1985), Deshpande (1991), Kumar (2007) & Balwankar (1984) were found at higher education level but not for Teacher education level.
- ❑ In one study, Kumar (2007) scale was prepared for university teachers but it contains only student evaluation and was also not comprehensive enough or discipline specific
- ❑ One study of Tagomori (1993) also found that the tools through which the teachers are evaluated, were flaw.

- ❑ Some demographic variables are also observed to measure performance and the demographic variables widespread used under studies for appraisal of teachers' performance are given in Table 2.2.
- ❑ From the Table 2.2, also cleared that the demographic variables like Caste, Gender, Qualification/basic Discipline, Type of Institution in working and Experience are the common factors studied by researchers for checking effectiveness of teachers and hence their performance.

**Table 2.2: Researcher and their Demographic Variables taken under Study**

<b>Demographic variables</b>	<b>Sofat (1977)</b>	<b>Wali (1985)</b>	<b>Agrawal (1986)</b>	<b>Padmanabhah (1986)</b>	<b>Prakasham (1986)</b>	<b>More (1988)</b>	<b>Shah (1998)</b>	<b>Kaur (2004)</b>
<b>Type of institution</b>	√		√	√	√		√	√
<b>Experience</b>	√	√		√			√	√
<b>Basic Qualification</b>	√	√		√			√	
<b>Gender</b>	√			√	√	√		√
<b>Caste</b>	√	√						√
<b>Age</b>		√						√
<b>Marital status</b>				√				

- ❑ In these studies there was a mixed response of these factors. In some studies these factors affects significantly while in other it was not having significant effect on teachers' performance. So, a need was felt to study the relation of demographic variables to Performance in present situation for Teacher Educators.

**Table 2.3: Researcher with their Source of Appraisal taken for the Study**

<b>Sr.no</b>	<b>Researcher</b>	<b>Self</b>	<b>Head</b>	<b>Peer</b>	<b>Students</b>
1.	Morizon (1974)		√		
2.	Sofat, S.L.(1977)	√	√		
3.	Mishra, P.K.(1983)	√		√	√
4.	Subbarayan, P.(1985)	√		√	√
5.	Deshpande,S.(1991)	√	√		√
6.	Kumar, Patel & Ramachary(2007)				√
7.	Kumar, S.(2007)				√
8.	Thomas(2007)	√			√
9.	Yariv (2009)	√	√		
10.	Jackson & Lunenburg (2010)	√	√		

- ❑ An alternative approach in appraising teacher performance is self-appraisal – where teachers rate and evaluate themselves based on a well-define set of competencies or characteristics. Sofat, (1977), Mishra (1983), Subbarayan (1985), Deshpande (1991) & Thomas (2007) had made the observation that self-evaluation have the greatest potential of producing changes in teaching practices which was depicted from Table 2.3.
- ❑ From Table 2.3, it was clear that Mishra (1983), Subbarayan (1985), Deshpande (1991), Kumar, Patel & Ramachary (2007), Kumar (2007) & Thomas (2007) were of opine that student are best judge of teachers’ teaching. Here, the concept of performance of teachers outside the classroom was missing.
- ❑ So, for teaching related activities self appraisal and their students’ appraisal was the best source as they are the direct stake holders of the teacher learning process.
- ❑ Mishra (1983) and Subbarayan (1985) also suggested peer appraisal where, peer appraisal was a process or system to appraise performance of teacher by a peer or colleagues. The method of peer review provided for a more constructive feedback for the improvement of teachers’ performance on internal relation and external work. It indeed provided lift to professional growth. Peterson, et.al. (1987) suggested feedback to the teacher on their behavior in classroom. But, in one of the study by Subbarayan (1985) it was found that in research and publication related activities self-appraisal was significant, where as peer and student rating differ significantly from actual.
- ❑ Sofat (1977) and Deshpande (1991) had also consider head evaluation in their studies and Sofat(1977) came up with positive relation of students’ and heads’ rating but in Deshpande (1991) study it was not found positive with student’s rating and therefore confusion remains about the appraisal by head. So, it is necessary to study the appraisal of Teacher Educators by head.
- ❑ Lack of latest studies in the area of Performance Appraisal except Kumar (2007) & Thomas (2007). Hui and Wong (2008) suggested for the cycle of Performance Appraisal containing feedback for the better performance.

It was clear from the Conceptual Framework that appraisal system for teaching performance at teacher education level and colleges must be systematically revised and the purpose for their use must also be constructively addressed. Moreover, UGC’s API based PBAS has given several indicators to look upon for enhancement of the performance at higher education level. Considering all above constraints, researcher could not locate a study in literature related to Performance Appraisal of Teacher Educators by Self, Peers, Head and Students’

rating collectively. Further, there was no study was found where data of Performance of Teacher Educators been collected/analyzed before and after the feedback was given. The performance transformation after the feedback was given, was not systematically studied in any of the study. This frames the rationale for the present study which is also discussed in the next chapter.

So, from the Conceptual Framework and Reviewed Literature, the gaps have been found and it has been discussed under chapter III, Rationale and Methodology of the study.