

**A STUDY OF SCHOOL TEACHERS
PERFORMANCE IN RELATION TO
SELECTED VARIABLES**

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CHAPTER-I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

1.1 Introduction

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. The social, cultural and material status of educators should be considered as a matter of priority.

The progress of any country is the only result of the hard working hand of teacher of the nation, preparing a base for good citizens for the nation. As there is a place of gardener in the garden, there is a place of teacher in the school. It is the great responsibility carried out by the gardener in the form of teacher to blossom flower in the form of child/students watering and modeling in the form of education by taking a lot of care as the parents, as the teacher called the second parents of the child. In the primary school first stage of the modeling life of children is began in the educational and social life. Moreover the children of this stage are imitative. They have the idea and different thoughts in their mind that is the truth as stated and done by the teacher by the great way. In the most of the primary school most of the female teachers are serving as the teacher. Therefore it can be said that if powers lying among female teachers must be prepare in a proper direction, the same may be helpful in development of personality of a person. So it is very necessary to study the personality traits and characteristics of the female teachers in the various context of personality.

Human is the social in the nature. In the Indian context female teachers are continuously engaged in her daily life by acting different active role and put her in the family, society and education field for serving her service of teacher as well as related social relationships, and tries to adjust with the different desirable and undesirable situations. Female teachers are always trying to adjust and work in the unique atmosphere of the individual school. In all the process of education, teacher is the key-person in the center of the education system. Teacher is an expert, efficient, loving, co-operative, honest, enthusiastic and responsible person.

As is mentioned in National Policy on Education (1986) that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor

to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

Effective teachers have high expectations for all students and help them to learn and to bring positive academic, attitudinal and social outcomes for the betterment of society. Effective teacher is one who consistently achieves his goals that are related either directly or indirectly to student learning. Teacher educators are, as such, the avenues of effective teaching and the strategies adopted for that purpose needs orientation and reorientation with changing needs and priorities in teacher education. The quality of nation depends upon the quality of its citizens and the quality of its citizens depends indirectly upon the quality of teacher education. The quality of teacher education depends more than any other factor, upon the quality of their teachers, so the education of teachers should be given more importance.

Teacher has a role as an instructor, as a scholar, as a pedagogue, as a trainer, as an educator, as stimulator and as a guide for the students. It is an established fact that teacher's qualities, personality, character help the pupils to become good human beings thereby, contribute in building a knowledgeable and coherent society. In addition to the personality, personal qualities like; qualifications, interest, Teacher Performance, good mental health are certain very important characteristics of the teacher, which affect his teaching and effectiveness. Teachers are the leaders and shapers of the classroom and should be vested in making education work. Whole system of education depends upon the quality, the competence and the devotion of the teachers. The ability to adjust his or her style to meet the student needs is important when determining high quality outcomes. Effective teachers build strong relationships with the parents of their students. They communicate regularly with parents, treat them with respect and make them feel welcome, in their classrooms. It is, now, being increasingly realized that teacher is a factor, which promotes quality in education, also observes by the Indian Education

Commission (1964-66) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant. National Policy of Education (1986) also recommended incentives for good teachers. Teachers are considered the most important asset for any institution. Effective teacher is that who

has clear standards for classroom behavior, clear and focused instruction, and use effective questioning techniques, provided feedback, and used a variety of assessment strategies. Teachers are the social doctors. Criterion for culturally relevant teaching is nurturing and supporting competence in both home and school cultures. Teachers should use the students' home cultural experiences as a foundation upon which to develop knowledge and skills. Content learned in this way is more significant to the students and facilitates the transfer of what is learned in school to real-life situations. Teachers should encourage such a classroom environment that is inviting, respectful, supportive, inclusive and flexible among students.

Effective and consistent communication of high expectation helps students to develop a healthy self-concept. Teacher provides the structure for intrinsic motivation and fosters an environment in which the student can be successful. Effective teachers engage children in challenging discussions and writing in response to what they have read. According to National Reading Panel (2000) effective teachers teach word recognition and comprehension strategies as well as skills. They teach children how to transfer word recognition and comprehension skills they have learned into strategies they can use independently when reading or writing.

Effective teachers do not rely only on teacher-directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning but effective teachers provide motivating instruction and foster active pupil involvement. They give their students many opportunities to engage in meaningful reading and writing activities. Effective teachers have high expectations for their students' behavior and their reading growth. They believe their students can achieve at high levels in reading and writing. They also believe their students will work hard whether they are with the whole class, in a small group, with a partner or working on their own. Effective teachers of excellent classroom managers work with their students to develop class rules and routines and are persistent in seeing these rules and routines honored in the classroom.

1.2 Conceptual framework

Adjustment behavior of teachers is not thinking about what to do; they are responding in a predictable manner to the student behavior. In establishing a

productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline and transitions. Kulsum (2006) stated that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement whereas Effective teacher is one who achieves the goals set by him or have set for him by others. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved. The extent to which teachers are able to deal effectively with their own and others' emotions can be considered a reflection of their own emotional intelligence. Most influential dramatic behaviors include controlling mood: telling a good story, catching people to laugh, being entertaining and are concomitant with being perceived as an effective teacher. Effective teacher is one who produces positive outcomes in all three domains of learning: positive student affect, behavioral commitment to the course content and student cognitive learning. Positive affect is central to understanding students' perception of effective teaching. So an effective teacher is the product of number of variables they may be age, experience, sex, academic, qualifications, marital status, and income and in service programme.

Effective teachers know how to use instructional techniques, such as mastery learning and cooperative learning and uses different resources to plan and structure learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence ,contribute to the development of classrooms and schools that value diversity and civic mindedness and collaborate with other teachers, administrators, parents, and education professionals to ensure student success. Effective teacher plays an important role in shaping and molding the habits, manners and strong character of the students. Practicing learner centered approaches use their self-efficacy in order to be effective in teaching. The use of learner centered practices was seen as effective warrant having high ratings based on student's assessment.

So it can be concluded that adjustment of the effective teachers possesses well balanced personalities, good character and positive attitudes towards the profession and shows more emotional maturity, satisfaction in life, higher level of intelligence and creativity than ineffective teachers. In the classroom effective teachers use various teaching skills, appropriate strategies to solve the classroom problems and

create excellent environment for learning, whereas ineffective teachers cannot show such type of classroom behaviour. Teacher adjustment behavior effectiveness can also be assessed from the students' achievement and teacher's place in the school and community.

Personality is the key stone of teacher effectiveness. Teacher's personality affects their own and the pupil's behavior, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as effective teacher and of children as learners. Together with intelligence, the topic of personality constitutes the most significant area of individual difference study. Personality is purely a matter of social perception which it is meaningless to speak of anyone's personality apart from the particular people who interact with him, get impressions about him, and use trait terms in describing him. Trait theory studies personality by its location or position on a number of scales, each of which represents a trait. Personality is the integration of those systems or habits that represent an individual's characteristic adjustment to the environment. Personality is a stable system of complex characteristics by which the life patterns of the individual may be identified. Mogan et al. (1983) viewed positive relationship between teaching effectiveness and personality traits of a teacher. These traits include the attitudes, emotional tendencies, and character traits that form the personality of the teacher. Elias (2001) also stated that personality is the set of abilities that helps us to get along in life with other people in all kinds of life situations. It's our ability to express emotions, to detect emotions in others, to regulate our strong feelings when we have them. Personality as the characteristic pattern of behaviour, cognitions and emotions that may be experienced by individual and manifest to others. There are some important determinants which influence personality more than other factors. Genetic factors are basic that determine the personality development of an individual. Physiological determinants such as ductless glands, nervous system, emotion and motivation, all play an important role in the development of an individual's personality. Then there are a number of psychological factors which directly and indirectly influence growth and development. Social and cultural factors also help in moulding personality. Personality is the supreme realization of the innate idiosyncrasy of a living being.

Nelson (1964) viewed that teachers and pupils deviate significantly in terms of their attitudes toward each other. He viewed that teachers are cognitively oriented

toward pupils while pupils are affectively oriented toward teachers. Teacher's personality is, therefore, directly and indirectly related to learning and teaching in the affective cognitive and psycho motor domains. But Evans et al. (1970) viewed that personality refers to the combination of characteristics that distinguished one person from all others. Personality is organized into a pattern or structure, which includes the social stimulus value and the self-concept or ego. Personality assessment is one means of discovering the potential abilities and limitation within the self.

It is shown that impact of external factors, parents and society on personality development from childhood to adulthood distinguished between the identifications that help shape a growing personality, and the identity that is later achieved. That is, the child identifies himself with significant people, such as parents and teachers, and incorporates attitudes, ideals, and personality traits from them. According to Erikson's theory, every person must pass through a series of eight interrelated stages over the entire life cycle. Infant ,toddler, preschooler school-age child ,adolescent ,young adult ,middle-aged adult and older adult .Whereas Hilgard (1965) stated that reports of great teachers commonly stress their personalities, rather than their scholarship or technical teaching skills. He suggested that we should not be afraid of showing feeling. Objectivity can be served by showing that there are those who believe otherwise, but we need not do obeisance to other viewpoints by sterilizing our own enthusiasm into a vapid eclecticism.

Allport (1966) defined personality as the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Whereas Fernald et al. (1978) opined that personality is generally defined as the unique and characteristic ways in which an individual reacts to his or her surroundings; it is composed of relatively consistent patterns of behaviors. Something is being common to other individuals and other being distinct from all other individuals. Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual. The teacher whose personality helps in creating and maintaining a classroom or learning environment in which students feel comfortable and in which they get motivation to learn is said to have a desirable teaching personality. It can be postulated from the theory of interpersonal perception that a learner's attitudes toward the teacher will affect his attitudes toward the courses taught by the teacher and toward the school. It

may be further postulated that the learner's attitude toward a teacher is a function of the teacher's personality whereas

Feldman (1986) stated that there is positive relationship between effectiveness of faculty members and personality of teachers as perceived by students whereas according to Chauhan (1987) personality is what makes individuals unique. The behavioral characteristics that are typical of an individual and are unique to them are traits of personality. Traits are consistencies in the characteristics mode of behavior exhibited by an individual in diverse settings. An individual's personality may be described as an organization of traits. McCrae and Costa (1987) stated that big five factor of personality are five broad domains or dimensions of personality which are used to describe human personality. The big five factors are openness, conscientiousness, extraversion, agreeableness and neuroticism. Personality as an individual word I, as a person separate from all others. We get a good idea of what personality is by listening to what we say when we use "I" when you say I, you are in effect, summing up everything about yourself- your likes and dislikes, fears and virtues, strengths and weakness. But Little (1996) stated that personality system has been compared with a multistory house, with traits at the bottom and other aspects of personality- motivation, adaptations, and personal narratives and so on built above. Personality is in a sense, self-expression of one to the outer world. An individual starts shaping his personality from birth through his interaction with numerous variables: that is, he lays the foundations of his own life, cognitive approach to personality and considers factors such as encoding of stimuli, effect, goal setting and self-regulatory beliefs.

Personality is a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behaviour, thoughts, and feelings. Moynihan et al. (2001) also stated that personality traits are the key antecedent of an individual's cognitions an defective states that may influence his or her task and interpersonal or socio emotional rude behavior whereas Barbian (2001) emphasized that personality identification has been used for many purposes in various organizations: to forecast a worker's ability to fill certain roles, to establish harmonious relationships, to determine team effectiveness and to predict future behavior.

Kwan et al. (2002) opined that personality aspects and traits arise from biological causes i.e. genes and important influence on traits is exercised from the

individual's social environment, accurate knowledge and positive but realistic, expectations are important for enhancing the acceptance of individual is as good personality person. Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her behavior in various situations. Easwari (2004) emphasized those three factors representing the personality as body, ego or self and social or the influence of culture. Influence of the teacher is often a conscious one, a fact that implies the possession of a pre-conceived idea of the person under his charge. This influence is prized by many, it is a force which is admired in class work, it adds power to the efficient teacher, who explains, questions, introduces, summarizes, or connects ideas before her class.

Individuals who were trained on the type of personality of team members were helped to improve communication, trust, and interdependence in spite of differences; teacher plays an important role in shaping and molding the habits, manners and strong character of the students. Briggs et al. (2006) expressed that a heterogeneous mix is actually preferable in most organizations. In their study of accountants, they suggest that many corporate collapses can be traced to a skill/personality mismatch of workers. Application of personality type knowledge has been used in many areas in society such as in career guidance, managing employees, counseling and in teacher education.

1.3 Statement of the problem:

Significantly teacher performance is very essential and necessary to the growth of educational system and undertaken the problem for research titled as follows.

A STUDY OF SCHOOL TEACHERS PERFOEMENCE IN RELATION TO SELECTED VARIABLES

1.4 Objectives of the study

1. To study of School teachers performance in Relation to their Gender.
2. To study of School teachers performance in Relation to their Category.
3. To study of School teachers performance in Relation to their Type of school.
4. To study of School teachers performance in Relation to their teaching experience.

1.5 Operational definitions of the terms used

Some terms have wide scope of meaning in different contexts and for

working knowledge of the study, the researcher should put into precise terms the connotations and meanings of the terms involved in the statement of the problem. It is also essential for the researcher to define some terms frequently used in a specific sense with some limitations in the study. The key words are given below.

1.6 Hypothesis of the study

1.6.1 Gender-wise effect of Teacher Performance on Habitat, Category and Experience of Secondary teachers:

- Ho1. There will be no significant difference between mean score of urban male and urban Female Secondary teachers on Teacher Performance Rating Scale.
- Ho2. There will be no significant difference between mean score of rural male and rural Female Secondary teachers on Teacher Performance Rating Scale.
- Ho3. There will be no significant difference between mean score of reserved male and reserved Female Secondary teachers on Teacher Performance Rating Scale.
- Ho4. There will be no significant difference between mean score of unreserved male and unreserved Female Secondary teachers on Teacher Performance Rating Scale.
- Ho5. There will be no significant difference between mean score of male and Female Secondary teachers having experience less than ten years on Teacher Performance Rating Scale.
- Ho6. There will be no significant difference between mean score of male and Female Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.
- Ho7. There will be no significant difference between mean score of male and Female Secondary teachers of total sample on Teacher Performance Rating Scale.

1.6.2 Habitat-wise effect of Teacher Performance on Gender, Category and Experience of Secondary teachers:

- Ho8. There will be no significant difference between mean score of female urban habitat and female rural habitat Secondary teachers on Teacher Performance Rating Scale.

- Ho9. There will be no significant difference between mean score of male urban habitat and male rural habitat Secondary teachers on Teacher Performance Rating Scale.
- Ho10. There will be no significant difference between mean score of reserved urban habitat and reserved rural habitat Secondary teachers on Teacher Performance Rating Scale.
- Ho11. There will be no significant difference between mean score of unreserved urban habitat and unreserved rural habitat Secondary teachers on Teacher Performance Rating Scale.
- Ho12. There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers having experience less than ten years on Performance Rating Scale.
- Ho13. There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.
- Ho14. There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers of total sample on Teacher Performance Rating Scale.

1.6.3 Category-wise effect of Teacher Performance on Gender, Habitat and Experience of Secondary teachers:

- Ho15. There will be no significant difference between mean score of urban reserved and urban unreserved Secondary teachers on Teacher Performance Rating Scale.
- Ho16. There will be no significant difference between mean score of rural reserved and rural unreserved Secondary teachers on Teacher Performance Rating Scale.
- Ho17. There will be no significant difference between mean score of male reserved and male unreserved Secondary teachers on Teacher Performance Rating Scale.
- Ho18. There will be no significant difference between mean score of female reserved and female unreserved Secondary teachers on Teacher Performance Rating Scale.

Ho19. There will be no significant difference between mean score of reserved and Unreserved Secondary teachers having experience less than ten years on Teacher Performance Rating Scale.

Ho20. There will be no significant difference between mean score of reserved and Unreserved Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.

Ho21. There will be no significant difference between mean score of reserved and Unreserved Secondary teachers of total sample on Teacher Performance Rating Scale.

1.6.4 Experience-wise effect of Teacher Performance on Gender, Habitat and Category of Secondary teachers:

Ho22. There will be no significant difference between mean score of urban Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

Ho23. There will be no significant difference between mean score of rural Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

Ho24. There will be no significant difference between mean score of male Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

Ho25. There will be no significant difference between mean score of female Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

Ho26. There will be no significant difference between mean score of reserved Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

Ho27. There will be no significant difference between mean score of unreserved Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

Ho28. There will be no significant difference between mean score of total sample of Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

1.7 Significance of the study

The most fundamental way to improve the quality of education is through the improvement in teacher performance; therefore, it is required to identify the factors influencing teacher's competence. The effectiveness of the Teacher Performance becomes vital to face the emerging challenges of globalization and liberalization on the one side, and mushrooming of the educational institutions on the other side. Only the effective teachers can explore the hidden capacities of the students and mould their behavior into desirable directions. An effective teacher's Teacher Performance proves himself as an instrument to meet the desired goals of education. Who are an effective teacher and what are his attributes are important to be known, so as to make educational programme successful. Hence, a proper and systematic study in this respect is very essential. In the present era of globalization, there is fierce competition in every sphere of life. Quality education becomes mandatory to compete in the international global market, but quality of education depends upon the potential and efficacy of the teachers. It is an established fact that teacher's qualities, character help the pupils to become good human beings thereby, contribute in building a knowledgeable and coherent society. In addition to the personality, personal qualities like; qualifications, interest, Teacher Performance with good mental health are certain very important characteristics of the teacher, which affect his Teacher Performance and effectiveness. Teacher Performance is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow, so teacher has to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his Teacher Performance, not only mars the presents of the child but also the future. This study explored the relationship of Teacher Performance with teachers' effectiveness. The results of review of related literature revealed that teacher related sources of Teacher Performance seems to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and other benefits, material rewards and advancement. It will also help policy makers realize the reason for some choices made by teachers. Also, it will increase teachers' performance by influencing the teachers decisions based on Teacher Performance. The findings of the study will be helpful in the selection of right type of candidates for the teacher training programmes for teaching Teacher Performance and also for

promotions of the teachers already in Teacher Performance. Significantly Teacher Performance is very essential to the growth of educational system. Hence, it was thought worthwhile to undertake the problem for research titled.

1.8 Delimitation of the study

The scope of the present study is selected very extensive with reference to characteristics of Teacher Performance of secondary school teachers, so in this concern researcher had delimited the limits of the study are given as follows.

- Present study is delimited to the only Secondary school teachers from the secondary school of Anand District from the Gujarat state.
- Present study is delimited to the only Secondary school teachers from the Secondary school education from the Gujarat state, with reference to preparation of tools in Gujarati Medium only.
- Present study is delimited to the only teachers from the Secondary school education serving during their academic year of 2014-15.

1.9 Variables of the Study:

Variables of the present study are as follows.

Variable of study of Clerical Aptitude

Sr. No.	Type of Variables	Variables under the Investigation
1.	Dependent Variable	(a) Teacher performance Rating Scale
2.	Independent Variable	(b) Teacher' Perceptions
3.	Moderate Variables	(a) Gender (b) Habitat (c) Category (d) Experience

1.10 Area of Research:

The present research was conducted taking sample from teachers from the Anand District Gujarat Region.

1.11 Type of Research:

The present research was Descriptive Survey by its nature.

1.12 Method of Research:

In the proposed research, investigation survey method was employed.

1.13 Universe of the Research:

For any good research, it is mandatory on the part of the researcher to study the population and sample in depth. To define population and sample is necessary for good research work. According to Kulbirsing Sindhu (1999), "By population we mean the aggregate on totality of objects or individuals regarding which inferences are to be made in a sampling study. A population is any group of individual that have one or more characteristics in Common that are of the research." Sometimes it is not possible to examine every item in population. Sometimes it is possible to obtain sufficiently accurate results by studying only part of the total "population". However, in certain cases, a few items are selected from the population in such a way that they are representative of the universe. Such a section of the population is called a sample and the process of selection is called sampling. A sample is the reflection of the universe and bears all the characteristics of the universe. According to D. N. Elehance, "The main aim of sampling studies is to obtain maximum information about the phenomenon under study with the least sacrifice of money, time and energy,"

The researcher had decided to perform the research of teacher performance total 200 secondary teachers were selected among them 100 male secondary teachers and 100 female secondary teachers were selected who are serving regularly during the year of 2014-2015.

1.14 Research Method: Tools of the Study:

To collect the data for the present investigation the investigator had prepared Teacher Performance Rating Scale according to Lickert Type Rating scale contains 50 items related to teacher performance were finalized after preliminary try out. Five point rating scale was prepared in which teachers have to right tick mark on his/her perception towards Teacher performance. Five points rating given and from each one of them marked 5, 4, 3, 2 and 1 for positive item and 1, 2, 3, 4 and 5 for negative item. Reliability and Validity were carried out and found high in nature

1.15 Data Collection and Statistical Treatment:

Data for the present research were collected by the investigator by taking permission of principal from the selected secondary school and proposed time duration research tool administration taken into prior permission and then tool applied by using random sampling technique. Selection and classification of the data of the study with reference to sample were classified as follows.

1. Gender wise sample of the study
2. Habitat wise sample of the study
3. Category wise sample of the study.
4. Experience wise sample of the study.

For the calculation of the data, the researcher were employed the formulas of Mean, Standard Deviation, t-value, F-Value and Correlation.

PLANNING OF NEXT CHAPTER

Planning of the chapter 2, 3, 4, and 5 are given as under.

Chapter-2: Review of related literature

Chapter-3: Research design

Chapter-4: Data Analysis and Interpretation

Chapter-5: Findings and suggestions for further research.

CHAPTER -II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

Review of related literature is a necessary step in researches of all variety. Such a review helps in taking systematic steps of research. A summary of writings of recognized authorities and of previous researches provide evidences that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based on past knowledge, this helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provide a background for the research work, and make the reader aware of the status of the issue.

According to Walter (1983)-: *“the related literature in any field forms the foundation, upon which all feature works will be built.”*

According to Mouly (1964): *“the review of reference literature is essential to the development of problem and derivation of the effective approach to its solution”*.

In searching the related literature, the researcher should follow certain important elements:

- Reports of the study, closely related to the problems that have been investigated.
- Design of the study, including procedures employed and data gathering instruments.
- Population that was sampled and sampling methods employed.
- Variables that was defined.
- Extraneous variables that could have affected the findings.
- Faults that could have been avoided.
- Recommendations for further research.

Capitalizing on the reviews of expert researches can be fruitful in providing helpful ideas and suggestions. Even though the review of related literature is presented as a second step in the present research study, the search for the related

literature is one of the first steps in the research process. It is valuable guide to define problem, to recognize its significance, and to suggest promising data gathering devices, appropriate study design and sources of data.

Today the notion of building healthy self-perceptions in individual moved in “the self-esteem controversy” that has been subject of intense dialogue and much ridicule. Fortunately, prominent voice in educational psychology have signaled a shift in focus as regards the issues critical to human functioning, and student’s self-beliefs have once again become the subject of use area on academic motivation the shift has been so successful that, after a thorough analysis of the state of knowledge related theories and principles of academic motivation.

According to Mouly (1977) *Man is the only animal that does not have to begin new in every generation but can take advantage of the knowledge, which has accumulated through centuries.* This fact is of particular important in research which operates as a continuous function of ever closer approximation to the truth. The investigator can be sure that his problem does not exist in a vacuum and that considerable work has already been done on problems, which are directly related to his proposed investigation.

Allport stresses the complimentary of motives (1961) in his view, the past is not important unless it can be shown to be active in the present. He believes that historical factors about a person’s past, while helping to reveal the total course of individual’s life, do not adequately explain the person’s conduct today. In his words ‘past motives explain nothing unless they are also present motives’

Giving importance to self: - Allport was one of the strongest advocates of the self as a key feature of personality. In the field of learning, personality factors are quite significantly influential. Personality factors were in fact late being recognized compared to cognitive factors determining achievement and related to behavior. The present section summarizes studies relating to personality. Personality profiles of students reading in different fields of science, humanities, commerce, engineering, medicine, law, agriculture, etc. and observed significant differences in value patterns and vocational interests for males and females. Conformity behavior was studied in relation to certain basic personality traits and was found to have had a negative relationship with extraversion and authoritarianism (Prasad, 1971).

After the selection of research subject, it is most important to know about the depth of this subject related research. So the study of related literature is essential

here. George G. More writes for the importance of the study of related literature

The review of the reference literature is essential for the development to the problem and to the derivation of an effective approach to solution. Desai and Desai(1989) stated; *Review of related study is most important to identify the problem and investigate the research planning.*

The study of related literature is useful for the subject concern information, findings of the researches, solved problems, different research techniques, utilizations of the research findings etc. The study of related literature is also useful for the implementation of effective approach to solve the unknown problems.

Present study included different variables, achievement motivation, adjustment and Teacher Performance related review in related literature analysis. Research analysis of the related field is very important work for any research.

A human can develop and progress with the experiences of the past. Published and collective knowledge in the books may be motivated for a person. The researcher should have considered following factors before decide the direction and the dimension of his work.

- The researcher decides usefulness of his research in different fields of education.
- The researcher take awareness for his research should not be the repetitive research than other research.
- The researcher indicates the extraordinary matters of the present study than other research.

The review of the pre research analysis is guide for problem solving and to help in identification of the problem for present researcher. The horizon of knowledge expands by the study of the past research. The point of view may expand and researcher's grip on his research may be strong. So here the researcher has not only done the nonuse exercise, but it is an investment for education.

The research is a whole unit. Research work is more conscious than other mechanical work. It is individual too. Related research analysis is important for an identity of the special matters of the present study.

There is no any definite method to present the presentation the appropriate form of related literature. One method presents the views according to its time and related circumstances while another represents with the reference of their operational

definitions of different variables, definitions, methods, findings of the study, analysis of the study etc. Here the researcher has presented the related study with their time.

2.2 Importance of Review of related literature

Review of related literature is the power of increasing productive work of research. It provides to choose technique in direction for inquiry of the problem in a scientific way.

According to Bourg and Goll (1983)“the related literature in any field forms the foundation upon which all future works will be built.”

Review of related literature is the way to discussing and found the nature of the problem in the context of research in scientific manner.

According to Kalbirsinh (1984).“*A review of related literature helps the investigator to get the frontier in the field of his/her research and develop a research project which will contribute something to the knowledge already existing in the field.*”

2.2.1 Agrawal (1975) discussed the importance of review of related literature is given as under.

1. Researcher cannot develop the research project plan with proper framework, until he/she not gets the work done under the selected field of the problem.
2. Researcher gets and provides the information about the Review of related literature.
3. Researchers discuss the plan of procedure of to collect the information regarding the research point.
4. Researcher can take care to classification of chapters and presentation of the research work according to their importance and needs.
5. Review of related literature provides baseline of information about research problem.
6. Review of related literature provides the information that which kind of tools, approach and technique were used by the other researcher for particular objectives/research. It also helps the researcher to take action according to nature of the problem.
7. Review of related literature provides significant programmed to plan and to draw research design.

8. With this process researcher comes to know actively, and get direction to find out the various approaches of the particular field of the research.

To keep in mind the above important points, present research work carried out, which is described in full length herewith.

2.2.2 Objectives of Reviewing related literature

Main objectives of the reviewing related literature is follows as under.

- To know about the study of Teacher Performance, Adjustment and Achievement motivation in various research.
- To identify various educational fields through the study of different research.
- To know about the tools utilized for the measurement of Teacher Performance, Adjustment and Achievement motivation.
- To study of an effectiveness of independent variable at different levels of dependent variable.
- To study about different statistical techniques utilized for the analysis of different researches.
- To know about the findings of various researches. Present review of related literature depends on two kinds of literature.
- Literature for theatrical evidence.
- The linkage of past studies to the present studies

2.2.3 The research analysis of the practical factors

Present study depends on three major factors like Teacher performance of secondary school teachers. Different definitions and concepts of Teacher performance were most important to study here. The researcher has found out the resources of theatrical evidence. Here following the researcher has narrated these factors as per their time.

The review of the pre research analysis is guide for problem solving and to help in identification of the problem for present researcher. The horizon of knowledge expands by the study of the past research. The point of view may expand and researcher's grip on his research may be strong. So here the researcher has not only done the nonuse exercise, but it is an investment for education. The research is a whole unit. Research work is more conscious than other mechanical work. It is individual too. Related research analysis is important for an identity of the special matters of the present study. There is no any definite method to present the presentation the appropriate form of related literature. One method presents the views

according to its time and related circumstances while another represents with the reference of their operational definitions of different variables, definitions, methods, findings of the study, analysis of the study etc. Here the researcher has presented the related study with their time.

2.3 Review of Related literature

Within the discipline of psychology, personality is the field of study rather than a particular aspect of individual. Although there are many different approaches to personality, there is some general agreement about what the study of personality much to include. Traditionally "*Personality is that branch of psychology which is concerned with providing a systematic account of the ways in which initials differ from one another*" (Wiggins, 1979)

The main focus is on individual is that- The most distinctive feature of any individual is his personality. This is the overall pattern, or integration, of his structures, modes of behavior; interest attitudes, intellectual abilities, aptitudes and many of distinguishable characteristics. Thus the personality after to the whole individual viewing a person as he goes about the various activities of his everyday life, we usually obtain a total impression of personality as "arguable", "desirable", "dominating", "Submissive" the like.

Personality may be defined as the must charters tics integration of an individual's stretchers, modes of behavior, interests, attitudes, abilities and aptitudes especial from the stand point of adjustment in social situations. Measurable aspects of personality refried as personally traits. No two individuals have the same personality. This is true even identical twins. Whether a newborn child does or does not have personality is controversial, but there is no doubt that clearly recognizable personality traits are present in the first few months of life. More appear with age and experience, sereneness to differentiate out of a pre-existing whole. Biological and situational influences are both significant for personality. One biological influence is represented by the id (psychological needs). By a process referred to as a reality testing, the ego (self) and superego (conscience) develop.

Allport sees most normal adults' motives as no lingerer having a functional relation to their hysterical riots (1961). Allport Stresses the contemporary of motives, in his view past motives explain nothing unless they are also present motives. Allport was one of the strongest advocates of the self as a key factor of personality. To avoid a homunculus or manikin-in-the mind conception of self, he has coined the term

program. In his view program (self) contains the riot of the consistency that characterizes attitudes, goals and values. This program (self) is not innate (a new both do not have a self) it develops in time. If presides a sense of self identity, self-esteem and self-image.

2.3.1 Description of Review of related literature in reference to present study.

Review of the related literature with context of Personality, Adjustment and Teacher Performance study description of various references is listed with respect to point of Name of the investigator, title of the study, degree of investigation, university, year, objectives of the study, sampling, tools of the study and major findings of the study is given as follows.

Name: Prabhavati kumari

Title: Personality Needs, Moral Judgment and value Patterns of Secondary School Teachers.-A co relational study.

Degree: Ph.D. Edu.

University: Gor Uni.

Year: 1978.

Objectives:

1. To make a comparative study of mean scores of male and female teachers in the inventories on personality needs, value and moral judgments
2. To make a comparative study of mean scores of teachers belonging to different localities (rural and Urban) in the inventories mention above.
3. To make a comparative study of mean scores of teacher belonging to of two generalizations (young, below thirty years, and old, forty five years and above in the three variables.
4. To determine the degree of relationship between the scores of male and female teachers.

Sample:

The sample consisted of 500 teachers (300 male and 200 female). The teachers from rural and urban secondary schools were selected through a stratified sampling procedure.

Tools:

Inventories on Personality needs and moral judgments were prepared by the researcher. Inventory on Spranger's six value prepared by Yashvirsinh was used.

Findings:

1. Male teachers showed a high preference for affiliation need and female teacher proffered need for maintain order. Male teachers secured better points in aesthetic, political and social values.
2. Male urban teachers secured better points in aesthetic, theoretical values than the rural male teachers. Urban male teachers secured express high preference for achievement need.
3. Urban male teachers secured better points in judgment inventory.
4. Urban female teachers preferred economic and social values while rural female teachers preferred for aesthetic and religious value. Urban female teachers preferred high score for affiliation and order needs. Urban female teachers showed better average score in moral adjustment inventory.
5. Teachers belonging to the age group of forty five and above, preferred aesthetic, social and religious values. They also expressed preference for need of achievement and order. Most of the variables were found to be correlated.

Name : Chaube

Title : A study of some personality traits and pressing problems of junior high school students,

Degree : Ph.D., Education

University : MEE. University

Year : 1982

Objectives of the study

The objective were

1. To analyze the personality traits of junior high school students,
2. To ascertain the problem areas of junior high school students,
3. To study the problem areas with regard to the personality factors of junior high school students, and
4. To identify the pressing problems of junior high school students.

Hypotheses

- (1) There is a significant difference between boys and girls with regard to their personality traits.
- (2) Junior high school students of classes six, seven and eight have different personality factors.
- (3) There is a significant difference between boys and girls in their problem areas with regard to personality factors.

(4) There is a significant difference among sixth, seventh and eighth class students in their problem areas with reference to personality factors.

Sample

In the study, the multi-stage cluster sampling method was used. The primary sampling unit was the institution; the secondary sampling units were the VI, VII and VIII classes of each sex separately. The sample comprised 2032 students (976 boys and 1086 girls). Personality was measured with the help of the high school personality questionnaire (Hindi Version) by S. D. Kappor and Sharadamba Rao (originally prepared by R. B. Porter and R. B. Cattell). The Students problem checklist prepared by the investigator was also used for finding out the pressing problem. The data were analyzed by using chi-square technique.

Findings

The findings were:

1. The girls were more critical and had lower mental capacity. They were unable to handle abstract problems, more emotionally mature, stable, constant in interests and calm. They did not obscure the realities of a situation, were adjusted to facts, more silent, introspective, full of cares, concerned, reflective, non-communicative, given to stick to inner values, slow and cautious as compared to boys. On the other hand boys were more stoical, complacent, deliberate, not becoming easily jealous, self-effacing, talkative, cheerful, happy-go-lucky, frank, and expressive, reflecting the group. Quick alert, unsentimental, self-reliant. They took responsibility, acted on practical logical evidence kept to point and did not do well on physical disabilities.
2. As the boys grew from class VI to VIII, the intensity in traits, viz. undemonstrative, deliberativeness. In traits, viz., undemonstrativeness, deliberativeness, in activeness, staginess, enthusiasm, needlessness, and happy-go-luck nature increased. They become less shy timid, thereat sensitive, apprehensive, self-reproaching, insecure, worrying, trouped, tensed, frustrated, and driven overwrought.
3. The most pressing problems of the total sample were: anxiety regarding securing good marks in examinations, parents taking too many pains for them, feeling much too ashamed for doing something wrong, anxiety about attaining success in life, losing one temper quite often wanting to plan for the future,

finding it hard to forget certain mistakes, anxiety about what happens after death, parents worries due to paucity to money.

4. Parents taking too many pains for than anxiety regarding securing good marks in examinations, having bad handwriting, losing one's temper quite often, feeling too shy, anxiety about attaining success life, feeling much too ashamed for doing something young, feeling perturbed in a crowd.
5. Reserved, detached critical, aloof and stiff boys faced more problems in the area of home and family and relations with people in general than those who tended to be warm-hearted, cut going, easygoing and participating.
6. Affected by feelings, emotion laid less stab easily upset and changeable girls faced more problems the area of health and physical development while those who were emotionally stable, calm, mature and aced reality, faced more problem in the areas of hone and family and relations with people in general.

Name : **Verma B.P., Singh and Sharma K.P.**
Title : **Relationship between Stress Burnouts and Teachers Effectiveness**
Year : **2003**
Study : **Research paper Published**
Name of Journal : **The Educational review, Page-38**

Objectives of the study:

- To study the effect of job satisfaction among school teachers.
- To study the effect of job satisfaction among school teachers with reference to gender.
- To study the effect of job satisfaction among school teachers with reference to Habitat.
- To study the effect of job satisfaction among school teachers with reference to Seniority.

Sample of the study:

Research was designed a study to find out how college and university teachers perceive their roles in various situations outside the college and university departments. As sample for the study 615 teachers were selected out the total 3918 teachers of the Pune University.

Tools used for the study:

Opinionnaires and Nihert scale were used as tools in the study. Teachers had favorable role presentation. 65% teachers were found highly satisfied with their jobs and had a positive co-relation between perception and job satisfaction.

Findings of the study:

- Findings reveled that there was significant influence of sex on job satisfaction of teachers.
- Female teachers were found to be more job satisfaction than male teachers and there was significant influence of experience of job satisfaction of teachers.
- Senior teachers were found to be more satisfied than junior teachers.

Name : Chand R.
Title : Work motivation and job satisfaction of physical Education teachers in high schools of Himachal Pradesh in relation to existing sports facilities.
Year : 2005
Study : Unpublished Ph.D.
University : Himachal Pradesh University

Objectives of the study:

1. To study the work motivation and job satisfaction of the physical education teachers with reference to various facilities of the sports.
2. To study the work motivation and job satisfaction of the physical education teachers with reference to various facilities of the sports

Sample of the study

In this present study total 300 teachers providing physical education in the sports from the schools were selected randomly from the Himachal Pradesh University.

Tools used for the study:

Work motivation and Job satisfaction Scale

Major findings of the study:

- Physical education teachers in high schools of Himanchal Pradesh and revealed that teachers posted in low level sports facilities schools possessed higher mean then average level of sports facilities with respect to job situation component of work motivation.
- Job satisfaction and work motivation of physical education teachers were not related to the level of sports facilities.

Name : **Choudhury ,Das, S.R**
Title : **Professional Awareness vis-à-vis Job Satisfaction of
College and University Teachers in Assam.**
Year : **2007**
Study : **Unpublished Ph.D.**
Journal : **Educational Tracks**

Objectives of the study:

- Study was attempted to find out the relationship between professional awareness and job satisfaction of teachers with respect to the following variables: Institution: qualification; experience; type of management of college; location of the college.

Sample of the study

The sample was comprised 400 teachers teaching in the faculties of Arts, Science, Commerce and Agriculture from Gauhati University, Dibrugarh University, Assam Agriculture University and their affiliated colleges.

Tools used for the study:

Teacher's professional awareness scale, teacher's job satisfaction scale were used as research tool.

Major findings of the study:

- It was found that there was no significant relationship between professional awareness and job satisfaction of the college and university teachers.
- There was no significant relationship between professional awareness and job satisfaction of the college and university teachers with respect to their qualification.
- There was no significant relationship between professional awareness and job satisfaction of the experienced college and university teachers.
- There was no significant relationship between professional awareness and job satisfaction of the rural college teachers, whereas there was a significant relationship between those two variables in case of urban college teachers.
- There was no significant relationship between professional awareness and job satisfaction of the aided college teachers, whereas there existed a significant relationship between these two variables in case of government college teachers.

Researcher : **Thummar Kajal R.**
Title : **A study of Personality of secondary and higher
Secondary school teachers of Ahmedabad city**
University : **Gujarat University**
Year : **May 2010**
Degree : **P.G. Diploma in counseling psychology schools of
Psy. Education and philosophy**

Objectives :

- To study the different traits of personality of teachers of secondary school serving in the secondary school of the Ahmedabad city.
- To study the different traits of personality of teachers of higher secondary school serving in the secondary school of the Ahmedabad city.

Research design:

In this present study survey type of research design was used.

Sample

In this present study all the teachers from the secondary and higher secondary school from the Ahmedabad City were considered as the population of the study.

Instrumentation

In this present study according to objectives Personality Inventory named as 'MANSALE' constructed by the Eysnec, which is translated in Gujarati Medium Dr. D. J. Bhatt was used.

Data analysis

In this presently study, mean, mode, standard deviation, t-value level of significance statistical techniques were used.

Major findings of the study

- Gender-wise significant difference found on the Slow-Psychological denaturation on the sample of teachers secondary and higher secondary schools of Ahmedabad City.
- Habitat-wise significant difference found on the fitful behavior on the sample of teachers secondary and higher secondary schools of Ahmedabad City.
- Gender-wise significant difference found on the Introvert personality behavior on the sample of teachers secondary and higher secondary schools of Ahmedabad City.

- Gender-wise significant difference found on the Extrovert personality behavior on the sample of teachers secondary and higher secondary schools of Ahmedabad City.
- According to Level of Education-wise significant difference found on the Slow-Psychological denaturation on the sample of teachers secondary and higher secondary schools of Ahmedabad City.
- According to Level of Education-wise significant difference found on the fitful stability on the sample of teachers secondary and higher secondary schools of Ahmedabad City.
- According to Level of Education-wise significant difference found on the Introvert personality behavior on the sample of teachers secondary and higher secondary schools of Ahmedabad City.
- According to Level of Education-wise significant difference found on the Extrovert personality behavior on the sample of teachers secondary and higher secondary schools of Ahmedabad City.
- According to Level of Education and Gender-wise no any significant difference found on the Slow-Psychological denaturation on the sample of male and female teachers of secondary schools of Ahmedabad City.
- According to Level of Education and Gender-wise no any significant difference found on the fitful stability on the sample of male and female teachers of secondary schools of Ahmedabad City.
- According to Level of Education and Gender-wise no any significant difference found on the Introvert personality on the sample of male and female teachers of secondary schools of Ahmedabad City.
- According to Level of Education and Gender-wise no any significant difference found on the Extrovert Personality on the sample of male and female teachers of secondary schools of Ahmedabad City.
- According to Level of Education and Gender-wise no any significant difference found on the Slow-Psychological denaturation on the sample of male and female teachers of higher secondary schools of Ahmedabad City.
- According to Level of Education and Gender-wise no any significant difference found on the fitful stability on the sample of male and female teachers of higher secondary schools of Ahmedabad City.

- According to Level of Education and Gender-wise no any significant difference found on the Introvert personality on the sample of male and female teachers of higher secondary schools of Ahmedabad City.
- According to Level of Education and Gender-wise no any significant difference found on the Extrovert Personality on the sample of male and female teachers of higher secondary schools of Ahmedabad City.

Researcher : Bharat K. Patel

Title : A comparative study of Government v/s Non-Government Employees living in the Gujarat State with reference to their emotional marital adjustment.

University : Gujarat University

Year : July 2009

Degree : Ph.D.

Objectives:

In this present research social very important social urge and emotional marital adjustment variables were used to study the individual personality of Government v/s Non-Government Employees living in the Gujarat State.

- To study, measure and compare the social urge and emotional marital adjustment of Government and Non-Government Employees living in the Gujarat State and to know the superiority of the individual employee with reference their adjustment.
- To study, measure and compare the social urge and emotional marital adjustment of male and female Government and Non-Government Employees living in the Gujarat State and to know the superiority of the individual employee with reference their adjustment.
- To study, measure and compare the social urge and emotional marital adjustment of experience with 22-40 and experience with 41-48 years age Government and Non-Government Employees living in the Gujarat State and to know the superiority of the individual employee with reference their adjustment.
- To study, measure and compare the social urge and emotional marital adjustment of experience with 22-40 and experience with 41-48 years age

Government Employees living in the Gujarat State and to know the superiority of the individual employee with reference their adjustment.

- To study, measure and compare the social urge and emotional marital adjustment of experience with 22-40 and experience with 41-48 years age Non-Government Employees living in the Gujarat State and to know the superiority of the individual employee with reference their adjustment.

Variables of the study:

- Experimental variable: Types of Institution, Gender and Age
- Dependent Variable: Response of the Government and Non-Government Employees towards social urge and emotional marital adjustment.

Research design:

In this present study survey type of research design was used.

Sample

In this present study all the Government and Non-Government Employees were considered as the population of the study. For the research purpose total 880 employees were selected randomly. 440 employee from Government servicing employer and 440 Non-government Servicing employer were selected among them 108 female 116 male and Government servicing employer and among them 106 female 110 male and Non-Government servicing employer were selected.

Instrumentation

In this present study according to objectives two different types of the tools were used and named as Social Adjustment Inventory and marital adjustment questionnaire.

Data analysis

In this presently study, mean, mode, standard deviation, t-value level of significance statistical techniques were used. SPSS 13-0 software used for the data analysis.

Major findings of the study:

- There is significant difference found between mean score of social urge and emotional marital adjustment of Government and Non-Government Employees.
- There is significant difference found between mean score of social urge and marital adjustment of Government and Non-Government Employees.

- There is significant difference found between mean score of marital adjustment social adjustment of Government and Non-Government Employees.

Researcher : Bhatt D.J.

Title : A study of mannerism of adjustment of rural older Person

Year : July 2002

Source : Manovigyan darshan Bhag-1, 2002 page no-52

Objectives:

- In this present research objective was carried out to study the effect of variable of economic factors and social changes on the mannerism of adjustment of rural older person.

Variables of the study:

- Independent variable: Economical and Social changes
- Dependent Variable: Response of the rural older person towards mannerism of adjustment.

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the mannerism of adjustment of rural older person, totally 240 older persons were selected randomly from the block of Jamkodarna of Rajkot District, among them 120 older persons were selected from the lower economical background and 120 older persons from the higher economical background, both of each group 60 female older persons and 60 male person were selected randomly for research purpose. The age group of the older person was delimited by the age of year of 60 to 65 year and second one group is from the age of year of greater than 65 years were taken care for the sampling purpose.

Instrumentation

In this present study according to objectives Adjustment Inventory and questionnaire prepared and reformed by the Pramodkumar was used for the data collection and research purpose.

Data analysis

In this presently study, mean, mode, standard deviation, ANOVA of significance statistical techniques were used.

Major findings of the study:

- There is no any significant difference found on the socio-economic status of rural older person on the mannerism of adjustment of the older person.
- Mannerism of adjustment of the older rural male person is found significantly higher than the mannerism of adjustment of the older rural female person.
- There is no any significant difference found on the age of rural older person on the mannerism of adjustment of the older person.

Researcher : **Nayi Subhash**

Title : **A study effect of adjustment of professional working married women of Gujarat state on their working-status, Marriage-area, socio-economics status of family and marriage.**

Year : **2005**

Source : **Gujarat Journal of Psychology, 2005, Volume -14**

Objectives:

- In this present research objectives was carried out to study the effect of professional working married women of Gujarat state on their working-status, Marriage-area, socio-economics status of family and marriage, with reference to equal status of women and equal work allocation as well as their, battle, self-confidence, frustration and maladjustment.

Research design:

In this present study survey type of research deign was used.

Sample

In this present study to study respondent were selected total women, who are working for their jobs. There is four type of the status were divided as the higher status, middle status, lower status and house-wife. Their marriage-life in the year were divided in to three parts as 25-30 years, 31-38 years and above 38 years and socio-economic status was divided as the higher status, middle status and lower status and finally 4X3X3=36 were selected among each group total 25 women were selected randomly for the research purpose.

Instrumentation

In this present study according to objectives two types of the tools were used named as:

- Marriage-Adjustment Inventory
- Socio-Economic Status Inventory

Data analysis

In this presently study, mean, mode, standard deviation, ANOVA of LSD test significance statistical techniques were used.

Major findings of the study:

- Significant effect of working status was found on the marriage-life adjustment. Mean was found among the house-wife at first order and (mean=149.64), Mean was found among the (doctor, engineer, professor like as) at second order and (mean=149.26), Mean was found among the (nurse, teacher like as middle status) at third order and (mean=128.23). Mean was found among the (daily-worker, peon, servant like as...) at fourth order and it was found very less in the compression of the above stated status of the women (mean=123.23).
- There is great adjustment at first order was found among the women of age of 31 to 38 years aged women (mean=148.5), adjustment at second order was found among the women of age of 23 to 30 years aged women (mean=149.2) and adjustment at third and last order was found among the women of age of above 38 years aged women, which focus to causes of this reason for further research to answer this question.
- Socio-economic status of the women was also found significant on the adjustment of the women. Great adjustment at first order was found among the women of high socio-economic status (mean=161.28), adjustment at second order was found among the women of average middle socio-economic status (mean=149.86) and adjustment at third and last order was found among the women of lower socio-economic status (mean=124.97). From the present research it is conclude that there is high adjustment found among the selected sample of the women on their marriage-life.

Researcher : Vaghela Savita

Title : A study of Mental Health Adjustment among executive and non-executive working women.

Year : 2005

Source : Pranchi Journal of Psycho-Cultural dimensions (2005)

Objectives:

In this present research objective was carried out to study are stated as follows.

- To study the effect of mental health and adjustment among women on the sources of the profession.
- To study the effect of mental health and adjustment among executive and non-executive profession of working women.
- To study the effect of mental health and adjustment among high caste and lower caste of working women.
- To study the effect of mental health and adjustment among high socio-economic status and low socio-economic status of working women.

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the sample was selected from the working women executive and non-executive profession from the different institution, different caste.

Instrumentation

In this present study according to objectives Bell Adjustment Inventory was used for the data collection and research purpose.

Data analysis

In this presently study, mean, mode, standard deviation, t-test of significance statistical techniques were used.

Major findings of the study:

- There is no any significant difference found on working status of the women, women working with the educative post were found low health adjustment, it is due to the working status and taking responsible decision for the profession.
- There is great and high mental health adjustment was found among the women of lower caste than the high caste women.
- There is also effect of mental health adjustment found among the working women combined family.

- From the research it was conclude that status, caste, types of family are becomes a responsible, socio-economic status has found a lower effect on the of mental health adjustment found among the working women.

Title : **A comparative study of level of adjustment among servicing Male and Female.**

Year : **2007**

Source : **Souvenir State level seminar on Gender discrimination.**

Objectives:

- In this present research objective was carried out to study and comparison study of level of adjustment among servicing male and Female.

Research design:

In this present study survey type of research deign was used.

Sample

In this present study to study the total 80 people were selected and two groups were selected, among them 40 working female and 40 working male were selected for the research purpose.

Instrumentation

In this present study according to objectives following tool was used.

- Adjustment Inventory (Bell)

Data analysis

In this presently study, mean, mode, standard deviation, t-test of significance and Co-relation statistical techniques were used.

Major findings of the study:

- There is high adjustment found among the working female than the working male.

Researcher : **Nasimuddin**

Title : **Marital Adjustment among working women and house-wife: A comparative**

Year : **2008**

Source : **Souvenir: 9th International and 40th National Conference.**

Objectives:

- In this present research objective was carried out to study Marital Adjustment among working women and house-wife.

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the total 200 women were selected about the age of 25 to 40 age according to working women and house-wife.

Instrumentation

In this present study according to objectives following tool was used.

Marriage Adjustment Questionnaire

- Security and Insecurity Inventory
- Achievement Motivation test

Data analysis

In this present study, mean, mode, standard deviation, t-test of significance statistical techniques were used.

Major findings of the study:

- There is high adjustment found among the house-wife than the working women on the selected above test.

Researcher : Vyas Krupa A.

Title : Adjustment Pattern and problems among working women in the corporate sector of South Gujarat Region –Balancing Work and family life.

Year : 2008

Source: Souvenir: National Conference of the Indian association of Human Behavior: 2008, Sardar Patel university.

Objectives:

- In this present research objective was carried out to study Adjustment Pattern and problems among working women in the corporate sector of South Gujarat Region and Balancing Work and family life with selected variables.

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the sample total 100 working women was drawn from the South Gujarat Region with area of Surat, Navsari, Valsad, Daman, Selvassa those who are related with different kind of jobs with their professional job. In this study

data were collected to study Adjustment Pattern and problems among working women in the corporate sector of South Gujarat Region.

Instrumentation

In this present study according to objectives following tool was used.

- Bell Adjustment Inventory

Data analysis

In this presently study, mean, mode, standard deviation, t-test of significance statistical techniques were used.

Major findings of the study:

- There is high adjustment need to balance the working women from the corporate background, family and professional work is balanced due to the adjustment of the individual.

Researcher : Panchal Vaishali and Mheta Rekha B.

Title : A study of some Areas of Family, Adjustment of working women.

Year : 2008

Source : Souvenir: National Conference of the Indian association of Human Behavior: 2008, Sardar Patel university.

Objectives:

- In this present research objective was carried out to study of some Areas of Family, Adjustment of working women.

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the sample total 60 working women were drawn from the rural and urban habitat working women with the medical profession.

Instrumentation

In this present study according to objectives following tool was used.

- Family- Adjustment Inventory(VishavaVijaysinh)

Data analysis

In this presently study, mean, mode, standard deviation, t-test of significance statistical techniques were used.

Major findings of the study:

- In this present research rate of adjustment of working women with urban habitat area was found high than the working women with rural habitat area, including the variable of adjustment of self, adjustment with family, adjustment with husband and children.

Researcher : Pansuriya daya H. and Jogsan Yogesh A.

Title : A Comparative study of emotional maturity and marital adjustment among Government and Private school Employee.

Year : 2008

Source : Souvenir: National Conference of the Indian association of Human Behavior: 2008, Sardar Patel university.

Objectives:

- In this present research objective was carried out to study emotional maturity and marital adjustment among Government and Private school Employee.

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the sample total 120 working women were drawn from Government and Private school Employee.

Instrumentation

In this present study according to objectives following tool was used.

- Emotional Maturity Inventory(Mahesh Bhargav)
- Marriage Adjustment Inventory(Pramodkumar and Kanchan)

Data analysis

In this presently study, mean, mode, standard deviation, F-test of significance and correlation statistical techniques were used.

Major findings of the study:

- In this present research rate of there is significant difference found between the Emotional maturity and marital adjustment among male and female Government and Private school Employee. Positive co-relation with 0.93 values found between the Emotional maturity and marital adjustment among male and female Government and Private school Employee.

Researcher : Vaghela Parikshit and Kazi S.M.

Title : A Comparative study of Social adjustment among literate and illiterate people.

Year : 2009

Source : Souvenir: 13th International and Jammu National Conference of Indian Academy and Applied Psychology: 30, 31 January and 1 Feb. 2009.

Objectives:

In this present research objective was carried out to study Comparative study of Social adjustment among literate and illiterate people.

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the sample total 240 people were selected among them 120 people were literate and 120 people were illiterate variable selected randomly for the research purpose.

Instrumentation

In this present study according to objectives following tool was used.

- Social Adjustment Inventory(Dr. R.C. Deva)

Data analysis

In this presently study, mean, mode, standard deviation, t-test of significance statistical techniques were used.

Major findings of the study:

- In this present research there is significant difference found between the Social adjustment among literate and illiterate people.

Researcher : KSB Nayar

Title : Differential Effects of Organization climate and size on Job Satisfaction and role stress.

Year : July 2005

Source : Gujarat University

Degree : Ph.D.

Objectives :

- In this present research objectives were carried out to study are given as follows.

- To study the effects of perceived organizational climate and size on Job satisfaction.
- To study the effects of perceived organizational climate and size on organizational role stress.
- To study the relation between job satisfaction and organizational role stress.
- To study moderating effects of organizational climate and size on relationship between job satisfaction and organizational role stress.

Variables of the study:

- Achievement, Extension, Expert Influence, Control, Dependency and affiliation

Research design:

In this present study survey type of research design was used.

Sample

In this present study to study the sample total 154 people were selected among them 111 from the engineering branch and 43 from the non-engineering branch were selected randomly.

Instrumentation

In this present study according to objectives following tool was used.

- Motivational Achievement test
- Satisfaction and dissatisfaction Inventory.
- Organizational Role stress scale

Data analysis

In this presently study, mean, mode, standard deviation, t-test of significance statistical techniques were used.

Major findings of the study:

- Inter role distance has been found significant relationship with achievement and oriented climates.
- Role stagnation had found significant relationship with affiliation and extension oriented climates.
- Role expectation conflict has significant relationship with affiliation and extension oriented climates.
- Role overload has no significant relationship with any climate factor.

2.4 Conclusion

There were lots of tools available to measure the Teacher Performance in any professions. But very few of tools are available to measure the Teacher Performance of *school* teacher. Teacher Performance rating Scale needs to standardized and implemented on *secondary schoolteachers* to measure the Teacher Performance of them. Past studies implemented on 20 to 4000 characters in the sample. There was no any research available on Ph.D. level to measure the Teacher Performance of *secondary schoolteachers*.

CHAPTER: III

Research Design

3.1 Introduction:

Research is purposive, scientific and pointed deliberation. After the selection and generalization of problem definition and delimitation of the problem the adoption of suitable measures becomes very imperative. Research design is the logical and systematic planning of a piece of research. Young (1968) stated, “Most meaningful and revealing studies are those that are conceived from a definite point of view and for the success of any investigation careful planning is essential.” Problems in the field of education all over the world are numerous. A scientific study and successful solution to these problems is not easy task. The success of any educational research depends upon the selection of the sample, use of appropriate method and tools.

Thus, a research process involves a number of inter-related activities or operations that overlap continuously rather than follow a prescribed sequence. The operations involved in the research process are so interdependent that the earlier steps or operations determine to an appreciable extent the nature of later ones. It is obvious that each one of various operations will have an effect on the quality of research. A small omission anywhere affects adversely the quality of the study, just as a small lapse even in the manner it served, affects the satisfaction of the people from a recipe. Hence all the steps of planning in educational research need a careful attempt for their execution. The first step of planning of educational research is its methodology followed by sampling procedure. The second step is the instruments used for the measurement of variables. This step includes justification of the instrument and evidence of their reliability and validity; its standardized tests are used by the researcher. The last step is the description of the statistical formulas used to test hypotheses of the research problem.

Teacher is the backbone of our society. Teacher can preserve the values in the student’s life. Each teacher is able to implement and identify the hidden skill of the student. Today’s world is a world to achieve something with the use of skill. Skill development is a lifelong process. It is a process that helps individuals grow and mature, learn to have confidence in one’s own decisions and discover sources of strength within and outside oneself. Among all other skills, the ‘Life Skills’ are very much important for the development of one’s personality, talents, adjustment and

psychological as well as physical abilities to their fullest potential. These skills are nothing but 'Living skills', which ultimately lead towards the holistic development of an individual. Hence, these are to be developed towards the goals of achieving lifelong learning as well as prolonged sustainable development. Here the researcher has tried to find out the Achievement motivation of female Secondary school teachers.

Today the future of our country has lacking of the above proverb. The globalization has added new dimensions to the educational scenario. It leads to the growth of knowledge societies, breaking all geographical boundaries and barriers. It has changed the perception of primary education. We know that school is a shadow of our society. In spite Teacher Performance is an important factor to perform your duty well. If a teacher cannot adjust in present school system, he cannot serve the best. So here the researcher has tried to find out the Teacher Performance of secondary schoolteachers.

Teacher Performance is more important than the job for a person. To serve in a fix and low salary job is very tough for any one presently. Here the researcher has tried to find the Teacher Performance. In the present economy research activity is part and parcel of each and every systematic knowledge area. Research has now become an integral part, not only of academic pursuits but for practical achievements by all areas of modern society. Research is a careful and scientific inquiry into every subject, subject matter or area, which is an endeavor to discover variable information which would be useful for further application. Present chapter is drawn under the subject of research design with reference to, construction of the tools, population, sample, data analysis and method of using statistical technique is primarily introduced as a plan of research design.

3.2 The research analysis of Problem

Present study depends on Teacher Performance of secondary school teachers. Different definitions and concepts of Teacher Performance of secondary school teachers were most important to study here. The researcher has found out the resources of theatrical evidence. Here following the researcher has narrated these factors as per their time.

Within the discipline of psychology, personality is the field of study rather than a particular aspect of individual. Although there are many different approaches to personality, there is some general agreement about what the study of personality

much to include. Traditionally “*Personality is that branch of psychology which is concerned with providing a systematic account of the ways in which initials differ from one another*” (Wiggins, 1979)

The main focus is on individual Teacher Performance of secondary school teachers is that- The most distinctive feature of any individual is his personality. This is the overall pattern, or integration, of his structures, modes of behavior; interest attitudes, intellectual abilities, aptitudes and many of distinguishable characteristics. Thus the personality after to the whole individual viewing a person as he goes about the various activities of his everyday life, we usually obtain a total impression of personality as “arguable”, “desirable”, “dominating”, “Submissive” the like.

3.3 Population and sample of the study

There are two types of words used for the population interchangeably, one is Population and second one is Universe. A population is defined as the totality of particular characteristics for any specified groups of individuals or objects.

Population means sample which is selected from group. Thus all the primary secondary school teachers from Anand District organized with Gujarati Medium Instruction as a language, School from the Gujarat state were considered as the population of the study. According to F.M. Kerlinger, sample means a part of population, which is representing the population. In the present study, for sample selection the geographical area of the Anand District of Gujarat state were drawn randomly and from the block, school and secondary teachers were selected randomly by using lottery system for the selection of the sample for the present study.

3.3.1 Sample of the study

A sample may be defined as a selected number from the population to represent it. Generally, this selection is done according to some rule or plan. By studying the sample, some inferences may be made about the population. In sampling study’s conclusions derived from the population by just watching a few units or few individuals of the population. So it is necessary to examine the question of the degree of reliance which can be placed on the sample estimates.

Generally three type of sampling technique most used for research.

- (1) Random sampling
- (2) Purposive sampling
- (3) Mixed sampling.

In this present research, colleges were selected by stratified random Sampling.

According to Agrawal J.C.- There will be wastage of time, money and energy, if the research is not generalizable to some degree beyond the sample used in the research. By studying the sample of the defined population research aims at making generalizations which can be applied to the population.

3.3.2 Sample of the study

According to Cochran, W.G: “In every branch of science we lack the resources to study more than a fragment of the phenomena that might advance our knowledge”. For studying any problem, it is difficult to study the whole population or universe. Studying the entire universe is not viable in many ways. It is therefore convenient to pick up a sample out of the universe proposed to be covered by the study. But sampling needs most care. After finalizing the variables of the present study, consideration was given to whether the entire population is to be made the subject for data collection or a particular group of it is to be selected as representative of the whole population. The above two techniques, the selection of a group as a representation of the whole population was found to be more convenient and suitable. This technique leads to a considerable saving of time, effort and finance. The number included in the sample, there is every possibility, and sometimes it does happen, that certain important group is likely to be left unrepresented. But in stratified sampling method, no important group is likely to be left out. Before actually selecting the sample, certain fundamental principles were considered to make the sample scientific and clear cut.

Firstly, the universe was clearly defined. In the technical phraseology of research, the whole population out of which the samples are to be selected is known as the universe. For the present research work, the universe includes all the teachers of the Gujarat state from the primary school. The study was limited to secondary school teachers from the Anand District, as to study appropriate sample selection and to study the Teacher Performance to avoid bias and prejudice. According to the second principle, decision has to be made about units of the sample. A unit of sample may be a house, a family, and a group of individuals or a single individual. A good unit should possess the following characteristics.

(1) Clarity: The unit should be clearly defined in unambiguous terms. This would make the study easy and efficient for the present research work.

(2) Suitability: A good unit should be well suited to the problem under study. Since the problem is the possession and comparison Teacher Performance of secondary school teachers. If the units selected are difficult to reach and if he fails to make use of them, the study would be vitiated.

The third principle to be considered while selecting a sample is the availability and preparation of the source list. For the present research work, a source list, consisting of the names of secondary school in Anand District of the Gujarat State is used. Care was taken to see that the source list was up to date and valid and that there was no repetition of names of the school. The source list was found to be relevant and suitable because it included primary school as the study deals with the obtained academic degree. Besides considering these principles, it is extremely important to think about the size of the sample to be selected. If the sample is either too small or too large, it will make the study difficult and also make the results untenable.

3.3.3 Method of sampling

In any social research, various methods are utilized for selection and drawing of samples. After a detailed study of all these methods, and considering the variables selected for the research work, the stratified sampling and the simple random sampling were found to be most suitable. Especially Stratified random sampling applied for the present study. This is the most popular, basic method of sampling it is considered the most trustworthy method of securing representativeness of the whole population. But it is neither arbitrary, nor careless or haphazard. Random method of selection provides an unbiased cross section of the population.

Ideally, this would require each population member to be assigned a number, and then the sample would be selected from a table of random numbers or some other random selection. This study was confined to Anand District of Gujarat State only. The present study attempts to check the Teacher Performance of secondary school teachers. For this study survey method was used. The simple Stratified random sample technique was adopted for this sampling study. The Secondary schools were selected by the simple random techniques i.e., lottery system. It means that the researcher used lottery system to select the Secondary school by simple random technique to collect the data. In this case researcher used tickets with the names of secondary schools of Gujarat Board. The tickets were thoroughly mixed up and used to select teachers from the selected Secondary school teachers for the sampling. Totally 200 teachers of secondary schools of Gujarat Board were selected.

In this present study total four Block according to Anand district selected randomly for the present study. According to the need of adequate data, sampling was distributed in the four zones according to the geographical location of the Gujarat State,

3.3.4 Block-Wise Sample from the Anand District:

Block-Wise Sample from the Anand District Description of the sample is given as follows.

Table no 3.1

Block-Wise Description of the sample:

		Grant in Aid	Private	Total
1	Block-1	45	5	50
2	Block-1	45	5	50
3	Block-1	45	5	50
4	Block-1	45	5	50
		180	20	200

From the above table it can be shown that total Four Block from the Anand district from the Gujarat state were covered for sampling which are stated and each one of them 45 Secondary School Teachers from the Grant in Aid Secondary School and 5 Secondary School Teachers from the Private Secondary School and finally total 50 were Secondary School Teachers were selected randomly from the each Block and same as total 200 Secondary School Teachers were selected randomly for the research purpose.

3.4 Instruments of the study:

According to Mahesh Bhargav :“In the hand of tested a psychological test is an objective and standardized, instrument to measure quantitatively and qualitatively the variables psychological aspects are as abilities, potentialities, achievement, interest and personality charters tics with reveal the behavior of the individual at a phase in a systematic and scientific fashion. It also involves the study of individual differences and the study of various groups whom they are company.” In this present study following types of the tools are used as follows.

Construction of the tool is one of the most important and necessary technique works for research. Preparation of Teacher Performance Rating Scale is one of the objectives of the study.

Steps of Test construction:

Steps of Construction of tool/test are as follows.

- Planning the test
- Preparing the preliminary draft of the test
- Trying out of the preliminary draft or pilot study of the step.
- Evaluating the test
- Construction of final draft of the test.

Planning the test of Teacher Performance Rating Scale:

Planning of the present test of Teacher Performance Rating Scale; main sources of plan prepared by collecting necessary terminologies for the research, collection of statement for the present tool are given as under.

- Review of literature
- Discussion with sample mode
- Visit to experts

3.5 Piloting of the Teacher Performance rating Scale

Every single instrument has need of primary testing earlier its operation on the real population. This testing or piloting of the project has a scope to receive feedbacks from the teachers, different resource persons and from the students. Researcher has to make certain changes according to the feedbacks received. Present primary form of the Teacher Performance Rating Scale was sent to the experts. List of the questions sent to the experts of education field for verify. Form sent to the teachers of Education Department of various universities, Principals and teachers of the B.Ed. College and the experts in education field. Experts' opinions invited for the structure and the appropriateness of the sent questions. In each factor a column also added for missing questions concern to the factor. A stamp attached and address of the researcher written envelop also sent with the primary form of Teacher Performance rating Scale. There were 12 experts responded. The primary form of Teacher Performance Rating Scale was again sent to 12 experts. Out of them, three experts replied. Some important instructions were written by the experts concern to the structure of the questions. Essential amendments and necessary instructions were followed by the researcher in

primary form of Teacher Performance Rating Scale. Some new statements also added which were suggested by the experts. Ultimately, the Teacher Performance Rating Scale was reconstructed. The researcher had done the changes in the questionnaire as per the directions of the resource persons and carved out the final version of the questionnaire.

Following were the chief characteristics of the implementation of primary form of Teacher Performance Rating Scale on Secondary school teachers.

- 1 Inter correlation verify among each of the statement.
- 2 To identify the difficulties concern to the instructions given in the tool.
- 3 To study the difficulties during responses.
- 4 To measure the time limit of the tool.

There were one hundred Secondary school teachers selected for the primary implementation of the Teacher Performance Rating Scale. This sample of Secondary school teachers was selected from various school of Gujarat State.

Pre-preliminary Try-out

After collecting the necessary adequate statements Rating Scale is given to the tool experts for further improvement of the tool. For the present study of Teacher Performance Rating Scale and their component items collected from the interview the teachers, principals of college's professor of colleges and expert of research, to make more effective items suggestion of Adverts (1957) follows they are as under:

- Avoid past-tenses sentence items
- Avoid two or more meaning of items.
- According to suggestion of ad arch researcher has collected items for the Teacher Performance Rating Scale.

Teacher Performance Rating Scale contains selected items were posted to experts of tools, for getting suggestions for further improvement of tools. The objectives to give to experts are given as under.

- To get suggestions for improvement of tools.
- To check items necessity according to objectives of research.

(Total 12 Experts of tools have given their ideas and suggestions for further development of tools are given as follows.)

- There are spelling-mistakes, confused word or statement refer it by the guidance of the expert team and avoid the raised error of creating the unique meaning of the statement.
- Make a simple sentence items and according to understanding of sample mode.
- There is need to improve grammatical sentence for purpose of tool and practice of meaning of each statement.
- For the final try out of tool it is necessary to take suggested items.
- It is very necessary to balance positive and negative sentence.

Pre Try out of test of tool of Teacher Performance Rating Scale

In this present research Constructed tool is tested under preliminary try out of the study on the sample of the given as follows.

Objectives of getting suggestion of experts

- To decide significance of item
- To check content of tools is adequate or not
- To check adequate of items according to item
- To check and decide positive and negative items
- To divide total items for the tools

Preliminary Try out of the Study.

Objectives Preliminary Try out of the Study is given as under.

- To find t-value of each items (significance) as Lickert method.
- To check and decide the effectiveness of statement (items).
- To decide time-limitation and necessary instruction regarding the tools.
- To know the problems during the administering the tools, and to make solution of that problem.
- To select the items for final try out.

For the present study 500 teachers were selected according to variables of the study.

3.5.1 Sample for the Preliminary Try-out

In this present study total 1000 rating scale administrated on 100 teachers. 90 Rating scales selected for the final try out. Collected data for the pre-try out study calculated and Lickert type method applied to the item analysis for the tool. Total score for the each tool is calculated and score is given. Collected data were arranged

from law score to high score in sequence. 27% of the score sheet of Upper level of whole group and 27% of the score sheet of lower level of whole group is selected for the comparison and 't-value' and 'r' calculated. 27% of upper level and 27% of lower level of group score were selected for the item analysis by Lickert method. Each item of 27% of upper group and 27% of lower group is calculated mean, SD, t-value and correlation are find out for the upper level data and lover level data of group for further standardization of the tool.

3.5.2 Data Collection for the Preliminary Try-out

Data Analysis and Item Selection for the Preliminary Try-out

Table: 3.2

Item analysis of Teacher Performance rating Scale

SR. NO	N	MEAN	SD	SED	t-Value	SEL/
1	50	4.72	0.834	0.27	5.26	SEL
	50	3.3	1.71			
2	50	3.9	1.2976	0.3	4.4	SEL
	50	2.58	1.64			
3	50	4.88	0.5938	0.18	3.78	SEL
	50	4.2	1.12			
4	50	2.44	1.6557	0.33	0.06	REJ
	50	2.42	1.6			
5	50	4.84	0.5095	0.15	2.4	SEL
	50	4.48	0.97			
6	50	2.98	1.6962	0.34	1.18	REJ
	50	2.58	1.73			
7	50	4.74	0.7231	0.18	3.11	SEL
	50	4.18	1.06			
8	50	2.76	1.7677	0.29	3.31	SEL
	50	1.8	1.09			
9	50	4.08	1.2911	0.26	2.69	SEL
	50	3.38	1.29			
10	50	3.02	1.6962	0.3	2.93	SEL
	50	2.14	1.31			
11	50	2.9	1.8979	0.34	0.06	REJ

	50	2.92	1.43			
12	50	2.8	1.8626	0.35	0.91	REJ
	50	2.48	1.58			
13	50	4.64	1.0053	0.2	4.5	SEL
	50	3.74	1.03			

SR. NO	N	MEAN	SD	SED	t-Value	SEL/
14	50	1.62	1.3076	0.22	0.45	REJ
	50	1.52	0.84			
15	50	4.46	1.2488	0.27	2.3	SEL
	50	3.84	1.48			
16	50	4.42	1.1796	0.29	6	SEL
	50	2.68	1.7			
17	50	4.3	1.4179	0.25	1.2	REJ
	50	4	1.05			
18	50	3.72	1.7384	0.34	2.65	SEL
	50	2.82	1.66			
19	50	4.88	0.4798	0.26	5.38	SEL
	50	3.48	1.75			
20	50	3.9	1.594	0.31	2.13	SEL
	50	3.24	1.49			
21	50	4.82	0.6908	0.2	3	SEL
	50	4.22	1.27			
22	50	3.76	1.685	0.32	4.06	SEL
	50	2.46	1.49			
23	50	4.92	0.3405	0.18	4.22	SEL
	50	4.16	1.22			
24	50	4.38	1.1933	0.25	8.8	SEL
	50	2.18	1.27			
25	50	4.96	0.2828	0.23	5.74	SEL
	50	3.64	1.57			

26	50	4.76	0.716	0.23	8.43	SEL
	50	2.82	1.48			

SR. NO	N	MEAN	SD	SED	t-Value	SEL/
27	50	4.82	0.5223	0.22	7.27	SEL
	50	3.22	1.48			
28	50	4.28	1.4988	0.28	7	SEL
	50	2.32	1.32			
29	50	4.78	0.7637	0.23	5.65	SEL
	50	3.48	1.47			
30	50	4.36	1.3815	0.28	6.93	SEL
	50	2.42	1.46			
31	50	4.72	0.8816	0.23	5.48	SEL
	50	3.46	1.39			
32	50	4.66	0.9392	0.21	12	SEL
	50	2.14	1.18			
33	50	4.9	0.8503	0.15	0.4	REJ
	50	4.84	0.65			
34	50	4.62	0.9452	0.23	11.48	SEL
	50	1.98	1.33			
35	50	5	0	0.08	5.5	SEL
	50	4.56	0.54			
36	50	2.32	1.7664	0.32	0.44	REJ
	50	2.18	1.37			
37	50	4.78	0.6481	0.14	1.86	REJ
	50	4.52	0.74			
38	50	4.14	1.4144	0.27	5.26	SEL
	50	2.72	1.33			
39	50	4.74	0.7231	0.22	3.36	SEL

	50	4	1.41			
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SR. NO	N	MEAN	SD	SED	t-Value	SEL/
40	50	3.66	1.394	0.3	2.6	SEL
	50	2.88	1.59			
41	50	4.96	1.1979	0.24	4.17	SEL
	50	3.96	1.19			
42	50	4.72	0.8581	0.25	7.76	SEL
	50	2.78	1.53			
43	50	4.7	0.8864	0.21	4.29	SEL
	50	3.8	1.21			
44	50	3.18	1.8256	0.31	3.16	SEL
	50	2.2	1.25			
45	50	4.94	0.2399	0.17	7.76	SEL
	50	3.62	1.18			
46	50	4.94	0.2399	0.25	6.48	SEL
	50	3.32	1.78			
47	50	4.92	0.3405	0.16	5.13	SEL
	50	4.1	1.07			
48	50	3.9	1.6194	0.31	4.52	SEL
	50	2.5	1.43			
49	50	4.92	0.5657	0.17	3.18	SEL
	50	4.38	1.09			
50	50	4.14	1.4287	0.26	7.46	SEL
	50	2.2	1.18			
51	50	4.84	0.6503	0.16	2.75	SEL
	50	4.4	0.93			
52	50	4.76	0.744	0.25	6.4	SEL
	50	3.16	1.61			

SR. NO	N	MEAN	SD	SED	t-Value	SEL/
53	50	4.9	0.5803	9.33	0.03	REJ
	50	4.64	66			
54	50	3.94	1.6088	0.33	3.7	SEL
	50	2.72	1.68			
55	50	4.48	1.015	0.24	1.83	REJ
	50	4.04	1.32			
56	50	3.56	1.5539	0.3	3.13	SEL
	50	2.62	1.43			
57	50	4.88	0.5206	0.19	4.11	SEL
	50	4.1	1.23			
58	50	3.74	1.688	0.27	6.3	SEL
	50	2.04	0.88			
59	50	4.76	0.6565	0.19	3.58	SEL
	50	4.08	1.21			
60	50	4.48	1.111	0.24	7.75	SEL
	50	2.62	1.28			
61	50	4.82	0.8003	0.23	5.74	SEL
	50	3.5	1.39			
62	50	4.92	0.3405	0.18	4	SEL
	50	4.2	1.25			
63	50	5	0	0.2	4.2	SEL
	50	4.16	1.39			
64	50	5	0	0.2	3.4	SEL
	50	4.32	1.38			
65	50	5	0	0.11	2.36	SEL
	50	4.74	0.75			

From the above table it can be seen that majority of the selected items were found to be significant at 0.05 and 0.01 level of the significance from the t-value is found to be equal to be 1.98 and greater than 1.98. It is also noted that there is significant difference found between the group having higher score on Teacher Performance rating scale considered as the upper level group and group having lower score on Teacher Performance rating scale considered as the lower level group. From the description of the calculated value it is concluded that the above selected items of the tool all the selected items were differ significantly. It can be said that upper level group on the selected items were found significantly higher than the lower level group prepared according to Likert method. Teacher Performance related items were significantly differing from the different level of the group according to their response on the items of statements of individual related to the Teacher Performance of the individual. Hence it can be generalized that above selected items are significant to differ the human response of different group and it is the tool which is able to measure the response of the individual in terms of score on Teacher Performance rating scale.

From the above table it can be seen that majority of the rejected items e.g. 4,6,11,12,14,17,33,36,37,53, and 55 were not found to be significant at 0.05 and 0.01 level of the significance from the t-value is not found to be equal to be 1.98 and greater than 1.98. So, it is noted that there is not any significant difference found between the group having higher score on Teacher Performance rating scale considered as the upper level group and group having lower score on Teacher Performance rating scale considered as the lower level group. From the description of the calculated value it is concluded that the above rejected items of the tool, 4, 6, 11, 12, 14, 17, 33, 36, 37, 53, and 55 items were not differ significantly for the different group. It can be said that upper level group on the selected items were not found significantly higher than the lower level group prepared according to Likert method and both group response equilateral for the items rejected. : ***(Tool of Teacher Performance Rating scale for Final tries out, is shown in Appendix: A)***

3.6 Final Try out of test of tool of Teacher Performance Rating Scale

Psychological test is just like a measurement scale. Effectiveness of test is depending upon the adequate steps, and carefulness while administering the test. Validity and Reliability of the test depend upon the adequate instruction, information and implementation of necessary steps regarding the way of administering the tool.

In this present research, 240 tool of Teacher Performance Rating Scale printed for the final try out, and applied for the selected sample of the study. Teacher Performance Rating Scale given at a same time to the sample of the study, for the allocation of time of school, telephone, interview of college and reply letter posted to selected school teachers for the getting permission for the research purpose. For the development of same kind of environment while administering the tool, researcher has informed and discussed with the sample of the study

3.6.1 Scoring Method of Tool

After administering the tool checking and scoring pattern applied to the tool. Information regarding the careful checking of tool is given as follows.

- To select only one clear response for scoring for each item, if there is more than one response on items is rejected.
- Reject the Rating scale, which are not properly filled up/is not filled in a proper way/same or particular misguiding response in all columns.
- Scoring pattern is follows as under.
- Respondent have to (√) tick mark in only one item of statement.

Table no:3.3

Scoring Pattern for Teacher Performance Rating Scale

Sr. No.	Response	Positive Item	Negative Item
1	Always	5	1
2	Frequently	4	2
3	On 50 % Occasion	3	3
4	Rarely	2	4
5	Never	1	5

3.7 Reliability of Teacher Performance Rating Scale

Generally Reliability term used as depend consistency or stability of a psychological test measured by a coefficient of a correlation between two scores on two halves of a test (internal Validity), alternate / forms of the test, or retest with same group of people being given the same test on two occasions. Inters corer agreement is the degree of freedom to which different score arrives at the same judgments about the same test data.

Types of Reliability

1. Test-Retest Method
2. Parallel test method
3. Split Half Method
4. Method of Rational equivalence

Test-Retest method, parallel test method and Split half method used for the present study.

3.7.1 Reliability of present tool Teacher Performance rating Scale

Reliability of the Teacher Performance Rating Scale is described in detail as under.

Definitions of Reliability:

Definition of Reliability is as follows under

According to Anne Anastasi

“Reliability refers to the consistency of scores obtained by the same individuals when re-examined with the same test on different occasions, or with different sets equivalent items, or under other variable examining conditions.”

Generally, the Reliability of a test or of a measuring instrument depends upon the consistency with which it gauges the ability to which it is applied. There are two essential characteristics of a good measuring instrument its Reliability and Validity. Reliability refers to the accuracy of the measurement.

Reliability means consistency of scores obtained by same individual when reexamined with the test on different sets of equivalent entities or under other variable examining conditions

Anastasi (1968)

After the construction of the tool, the reliability was found. Test reliability means to observe that a test will give the same result in different events. If the tool is reliable, the score at different level, at different situation and at different event are same. The score of a tool is a sum of original score and the measurement error.

There are plenty of methods to find out the reliability level but here Test-Retest Method was used to find out reliability level.

J.P. Guilford has suggested three methods of estimating reliability of test scores –

- 1 Internal consistency or simple internal consistency.
- 2 Alternative forms or Parallel forms

3 Retest or Test-retest reliability

3.7.1.1 Test-Retest Method: (Repetition Method)

Repetition (Test-Retest method) is the simplest method of determining between two sets of scores, the test is given and repeated on the same group, and the correlation computed between first and second sets of scores.

For the present study after 2 month of sufficient time Test-Retest administrated on the 40 sample of the Secondary school teachers. Correlation on total sample found between two tests, (Stability coefficient) which near value of 1.00. So, it can be said that stability coefficient of Test-Retest method is very high.

Description of calculation r (Product Moment Method) is constructed by scatter gram for two variations of test and Retest drawn up as a given Table.

Table No: 3.3

r (Product Moment Method) by scatter gram for Test and Re-test of Teacher Performance rating Scale (2 Month Duration)

		RETEST									
Test	Score	100-120	121-140	141-160	161-180	181-200	201-220	221-240	241-260	261-280	
	261-280	0	0	0	0	0	1	2	2	1	6
	241-260	0	0	0	1	1	2	3	9	0	16
	221-240	0	1	2	2	2	2	10	5	0	24
	201-220	0	0	0	1	2	11	6	0	0	20
	181-200	0	0	2	1	8	6	5	0	0	22
	161-180	0	0	1	2	1	2	2	0	0	8
	141-160	0	0	2	0	0	0	0	0	0	2
	121-140	1	1	0	0	0	0	0	0	0	2
	100-120	0	0	0	0	0	0	0	0		0
Total	1	2	7	7	14	24	28	16	1	100	

$$\begin{aligned}
 \bar{x} &= 1.19 & \bar{y} &= 1.12 \\
 \bar{6x} &= 1.64 & \bar{6y} &= 1.659 \\
 \bar{cx} &= 1.33 & \bar{6x6y} &= 2.70
 \end{aligned}$$

$$r = 0.91$$

Description of the observation:

From the above table present study after 2 month of duration of the time Test-Retest was administrated on the 100 sample of the Secondary school teachers. It is evident that the correlation between score of test and retest on the Teacher Performance Rating Scale was found 0.91 by using test retest method, which is presented in the above scatter diagram. Calculated vale of the correlation on the total 100 sample of the Secondary school teachers is found very high (Value of the correlation Stability coefficient 0.91 is very near to the value of 1.00). So, it can be said that the Test-Retest reliability of present Teacher Performance Rating Scale is very high.

3.7.1.2 The Split-half method:

In the Split-half method, the test is first divided into two equivalent 'halves' and correlation found for these two half-tests. From the Reliability of the half-test, the self-correlation of the whole test is the estimated by the Spearman-Brown prophecy formula.

In this present study, the Reliability coefficient of whole test of Teacher Performance Rating Scale was calculated by Split-half method using spearman-brown formula Reliability found high.

Present study of correlation is calculated by using following formula is given as under.

1. Correlation by Spearman-Brown Formula.
2. Correlation by Rullon Formula.
3. Correlation by Flanagan Formula.

Table No: 3.4

r (Product Moment Method) by scatter gram for Split-Half Method of Teacher Performance rating Scale

		EVEN ITEMS									
		50--60	60--70	71--80	81--90	91--100	101--110	111--120	121--130	131--140	
ODD ITEMS	131--140	0	0	0	0	0	1	2	2	1	6
	121--130	0	0	0	1	1	2	3	9	0	16
	111--120	0	1	2	2	2	2	10	5	0	24
	101--110	0	0	0	1	2	11	6	0	0	20
	91--100	0	0	2	1	8	6	5	0	0	22
	81--90	0	0	1	2	1	2	2	0	0	8
	71--80	0	0	2	0	0	0	0	0	0	2
	60--70	1	1	0	0	0	0	0	0	0	2
	50--60	0	0	0	0	0	0	0	0		0
		1	2	7	7	14	24	28	16	1	100

$$\begin{array}{lcl}
 cx = & 1.01 & cy = 1.22 \\
 6x = & 1.6217 & 6y = 1.553 \\
 cxcy = & 1.2322 & 6x6y = 2.518 \\
 \text{Split-r} = & 0.5709 & \\
 \mathbf{r} = & \mathbf{0.7268} &
 \end{array}$$

Description of the observation:

From the above table present study Split-half method was administrated on the 100 sample of the Secondary school teachers, in which correlation was found with each observation sum of score of the odd items and sum of the score of the even items were taken into consideration. In this test total 28 odd items 27 even items were covered for the data tabulation for splitting the test in two equal halves of on the Teacher Performance Rating Scale. From the calculation it is evident that the correlation between score of sum of odd items and sum of the score of the even items on the Teacher Performance Rating Scale was found 0.570 by using correlation method, which is presented in the above scatter diagram. Calculated vale of the correlation on the total 100 sample of the Secondary school teachers is found very high (Value of the correlation Stability coefficient 0.7268 is very near to the value of

1.00). So, it can be said that the Split-half reliability of present Teacher Performance Rating Scale is very high.

Reliability of tool of Teacher Performance Rating Scale by Rullon Method

Rullon has given a simple formula to find a coefficient of correlation method is calculated and it is given below for tool of Teacher Performance Rating Scale. Frequency of difference between total of odd and even items is given below.

Table 3.5

Rullon frequency distribution on Teacher Performance Rating Scale

Difference between Score of Even Items and Odd Items	Frequency
1	5
2	7
3	6
4	5
5	5
6	5
7	4
8	5
9	6
10	4
11	5
12	1
13	2
14	6
15	6
16	1
17	2
18	2
19	2
20	4
21	4
22	2
23	0

24	0
25	1

From the above Table, shows difference between total score on odd items and total score on even items of Teacher Performance Rating Scale. Total frequency standard deviation of the difference of score between odd and even items, standard deviation total score of odd and even items is calculated. Correlation and Standard Error of correlation is calculated by the deriving values by Rullon method, which is given as under.

Table no:3.6

Reliability by Rullon method on Teacher Performance Rating Scale

GROUP	Sample N	S.D. of Difference between Score of Odd and Even Items Σd	S.D. on total of Odd and Even items σt	Reliab ility rtt	Standard Error of Correlation SEr
Secondary school teachers	100	46.16	558.65	0.91	± 0.0044

From the above Table, it is conclude that Reliability of sample of 100 Secondary school teacher is found 0.91 and Standard error of correlation is found ± 0.0044 , with S.D. of Difference between Score of Odd and Even Items was found 46.16 and S.D. on total of Odd and Even items was found 558.65. Obtained value is very near the value of 1.00. So, it can be said that the Reliability of the Teacher Performance Rating Scale tool is very high.

Reliability of tool of Teacher Performance Rating Scale by Flanagan Method

Flanagan has given a parallel formula as Rullon, which is also justifying the Split Half Reliability of the tool. Standard Deviation of odd items, even items separately and standard deviation of total of odd and even items is calculated for the each group of Stream, which is given asunder.

Table no 3.7

Reliability by Flanagan method on Teacher Performance Rating Scale

GROUP	N	S.D. of Odd Items $\sigma_1(\text{Odd})$	S.D. of Odd Items $\sigma_2(\text{Even})$	S.D. of all items $\sigma(\text{total})$	Reli abili ty rtt	Standard Error of Correlation SEr
Secondary school teachers	100	13.40	12.27	23.63	0.81 7	± 0.010

From the above Table, it is conclude that Reliability of present sample of 100 Secondary school teachers sample is found 0.817. Standard error of correlation is found ± 0.010 . Obtained value is very near the value of 1.00. So, it can be said that the Reliability of the Teacher Performance Rating Scale tool is very high.

3.7.2 Validity of Teacher Performance Rating Scale

Validity is the most important factor for any psychological and educational test. The fulfillment of expectations from the test depends on its validity. External Measurement Scale generally used to measure the validity. The evaluation of test depends on its measurement scale.

The Validity of a test or of any measuring instrument, depends upon the Fidelity with which it measures who it purports to measure Validity is a relative term.

Validity of the Teacher Performance Rating Scale for Secondary school teachers is described as under.

Validity of Present Tool

In this present study, there is not a particular norm for face Validity of the study, so, there is no need to find faces Validity. There is also not a particular Syllabus for the present study, so there is also not need to find content Validity of the present research tool.

In this present research concurrent Validity and Factorial Validity is calculated for the research tool of Teacher Performance Rating Scale.

3.7.2.1 Factorial Validity of Tool:

According to Anastasi: “The factorial Validity of a test is the correlation between the test and the factor common to a group of test or other measures of Behavior”

The statistical method called factor analysis, the inter correlation of a large number of test are examined and if possible accounted for in terms of a much smaller number of more general “factors” or trait categories. The main purpose of factor analysis is to economies or minimizes or reduces a large number of inter-related to variables into a small numbers of independent variables by discovering common factors using the technique of correlation. This is known as ‘principle of parsimony’. Generally two types of variance found in factor analysis. (1) Common variance (2) Unique variance.

Factorial Validity by (Thurston: Centroid Method)

Thurston’s Centroid method is like as correlation matrix where the center follows gravity in terms of factor. Every highest correlation of each column is selected or guess as a communality (The communalities are the values that are consistent with correlation of coefficient – Guilford). In this process factor loading is arranged in matrix, so, it is called as centroid matrix.

Table No: 3.8

Factorial Validity of Teacher Performance Rating Scale

	2	3	4	5	6	7	8	9	10
1	0.272	0.041	0.263	0.088	0.025	0.115	0.226	-0.052	0.077
2		0.232	0.392	0.272	0.161	0.227	0.329	0.297	0.42
3			0.363	0.377	0.291	0.274	0.131	0.314	0.049
4				0.438	0.307	0.302	0.189	0.089	0.082
5					0.47	0.36	0.289	0.009	-0.023
6						0.497	0.206	0.096	-0.09
7							0.34	0.364	0.221
8								0.285	0.153
9									0.409
10									

Table No: 3.9**Centroid Factor matrix for Teacher Performance Rating Scale**

Component	Factor		Factor variance	
	a ₁	a ₂	a ₁ ²	A ₂ ²
1	0.268	0.05	0.072	0.003
2	0.61	0.057	0.372	0.003
3	0.495	0.208	0.245	0.043
4	0.578	0.202	0.334	0.041
5	0.556	0.315	0.309	0.099
6	0.497	0.384	0.247	0.148
7	0.646	0.038	0.417	0.001
8	0.503	0.057	0.253	0.003
9	0.448	0.17	0.201	0.029
10	0.347	0.088	0.12	0.008
			2.571	0.378
			87.19	12.81
	Percentage		87.19%	12.81%

From the above Table 3.8 and 3.9, it can be said that variance of first factor of Teacher Performance Rating Scale is 93.4% and second factor is 6.50% of variance. So, it can be said that the Validity of the factor analysis of Teacher Performance Rating Scale is 93.4%

3.8 Summary

From the above description construction of the Teacher Performance Rating Scale is carried out under the suggestion of the experts and finally reliability and validity of the Teacher Performance rating scale is carried out with different type of the test and it was found the reliability and validity of the present tool of Teacher Performance Rating Scale for Primary teachers were found very high.

CHAPTER:IV

DATA ANALYSIS, INTERPRETATION

4.1 Introduction:

After collecting adequate data it is very necessary to apply proper Statistical technique and its proper interpretation properly and carefully. Data analysis and process of interpretation becomes useful and meaningful for the information of the research. According to Oscar Kempthorne : “ *Whatever, contribution Statistic can make to the whole problem lies not so much in the provision of cook books by which problems are solved, but in providing a framework and a way of thinking about the problem.*”

4.2 Objectives of the research

1. To study of School teachers performance in Relation to their Gender.
2. To study of School teachers performance in Relation to their Category.
3. To study of School teachers performance in Relation to their Type of school.
4. To study of School teachers performance in Relation to their teaching experience.

4.3 Data Analysis and interpretation of effectiveness of score on Teacher Performance

Data Analysis of score on Teacher Performance is given as under.

- 5.3.1 Gender-wise effect of Teacher Performance on Habitat, Category and Experience of Secondary teachers
- 5.3.2 Habitat-wise effect of Teacher Performance on Gender, Category and Experience of Secondary teachers
- 5.3.3 Category-wise effect of Teacher Performance on Gender, Habitat and Experience of Secondary teachers
- 5.3.4 Experience-wise effect of Teacher Performance on Gender, Habitat and Category of Secondary teachers

4.3.1 Gender-wise effect of Teacher Performance on Habitat, Category and Experience of Secondary teachers:

Gender-wise effect of Teacher Performance on Habitat, Category and Experience of Secondary teachers are given as follows.

Table 4.1

Gender-wise effect of Teacher Performance

	Group	N	MEAN	SD	SED	t	SIG
1	Urban Male	64	156.45	19.96	4.29	1.81	NS
	Urban Female	36	164.23	20.95			
2	Rural Male	36	154.36	19.69	4.19	2.13	SIG
	Rural female	64	163.28	20.83			
3	Un-Reserved Male	41	159.34	20.32	6.2	1.22	NS
	Un-Reserved Female	16	166.87	21.28			
4	Reserved Male	59	151.47	19.32	3.37	2.72	SIG
	Reserved Femal	84	160.64	20.49			
5	Experience Male(<10Yrs)	61	158.66	20.24	3.56	1.09	NS
	Experience Female(<10Yrs)	72	162.54	20.73			
6	Experience Male(>10Yrs)	39	152.15	19.41	5.05	2.54	SIG
	Experience Female(>10Yrs)	28	164.97	21.04			
7	Male	100	155.405	19.82	2.88	2.9	SIG
	Female	100	163.755	20.89			

Ho1. There will be no significant difference between mean score of urban male and urban Female Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.1, it is evident that gender-wise mean score and standard deviation of urban male Secondary teachers were found 156.45 and 19.96 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban female Secondary teachers were found 164.23 and 20.95 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.81 with 4.29 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho1: is accepted. Thus it can be said that gender-wise observed mean difference between the groups is not significant. So it can be revealed that the Gender-wise mean score of the urban female Secondary teachers are not found significantly higher than the mean score of the urban male Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Gender-wise no any significant difference found on the group of urban Secondary teachers on Teacher Performance.

Ho2. There will be no significant difference between mean score of rural male and rural Female Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.1, it is evident that gender-wise mean score and standard deviation of rural male Secondary teachers were found 154.36 and 19.69 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of rural female Secondary teachers were found 163.28 and 20.83 respectively on Teacher Performance Rating Scale. Calculated t-value was found 2.13 with 4.19 standard error of mean, which is significant at 0.05 levels of confidence level of significance and hypothesis Ho2: is rejected. Thus it can be said that gender-wise observed mean difference between the groups is not significant. So it can be revealed that the Gender-wise mean score of the rural female Secondary teachers are found significantly higher than the mean score of the rural male Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Gender-wise Teacher Performance of rural female Secondary teachers is found significantly higher than the rural male Secondary teachers on the group of rural Secondary teachers.

Ho3. There will be no significant difference between mean score of un-reserved male and un-reserved Female Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.1, it is evident that gender-wise mean score and standard deviation of Un-reserved category male Secondary teachers were found 159.34 and 20.32 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of Un-reserved category female Secondary teachers were found 166.87 and 21.28 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.22 with 6.20 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho3: is accepted. Thus it can be said that gender-wise observed mean difference between the groups is not significant. So it can be revealed that the Gender-wise mean score of the un-reserved category female Secondary teachers are not found significantly higher than the mean score of the un-reserved category male Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Gender-wise no any significant difference found on the group of un-reserved category Secondary teachers on Teacher Performance.

Ho4. There will be no significant difference between mean score of reserved male and reserved Female Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.1, it is evident that gender-wise mean score and standard deviation of Reserved category male Secondary teachers were found 151.47 and 19.32 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of Reserved category female Secondary teachers were found 160.64 and 20.49 respectively on Teacher Performance Rating Scale. Calculated t-value was found 2.72 with 3.37 standard error of mean, which is significant at 0.01 levels of confidence level of significance and hypothesis Ho4: is rejected. Thus it can be said that gender-wise observed mean difference between the groups is significant. So it can be revealed that the Gender-wise mean score of the reserved category female Secondary teachers are found significantly higher than the mean score of the reserved category male Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Gender-wise Teacher Performance of Reserved female Secondary teachers are found significantly higher than the reserved male Secondary teachers on the group of rural Secondary teachers.

Ho5. There will be no significant difference between mean score of male and Female Secondary teachers having experience less than ten years on Teacher Performance Rating Scale.

From the above table no 4.1, it is evident that gender-wise mean score and standard deviation of male Secondary teachers having experience less than ten years were found 158.66 and 20.24 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of female Secondary teachers having experience less than ten years were found 162.54 and 20.73 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.09 with 3.56 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho5: is accepted. Thus it can be said that gender-wise observed mean difference between the groups is not significant. So it can be revealed that the Gender-wise mean score of the female Secondary teachers having experience less than ten years are not found significantly higher than the mean score of the male Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that Gender-wise no any significant difference found on the group of Secondary teachers having experience less than ten years on Teacher Performance.

Ho6. There will be no significant difference between mean score of male and Female Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.1, it is evident that gender-wise mean score and standard deviation of male Secondary teachers having experience greater than ten years were found 152.15 and 19.41 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of female Secondary teachers having experience greater than ten years were found 164.97 and 21.04 respectively on Teacher Performance Rating Scale. Calculated t-value was found 2.54 with 5.05 standard error of mean, which is significant at 0.05 levels of confidence level of significance and hypothesis Ho6: is rejected. Thus it can be said that gender-wise observed mean difference between the groups is significant. So it can be revealed that the Gender-wise mean score of the female Secondary teachers having experience greater than ten years are found significantly higher than the mean score of the male Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale. So it can be conclude that Gender-wise Teacher Performance of female

Secondary teachers having experience greater than ten years is found significantly higher than the male Secondary teachers having experience greater than ten years on the group of having experience greater than ten years Secondary teachers.

Ho7. There will be no significant difference between mean score of male and Female Secondary teachers of total sample on Teacher Performance Rating Scale.

From the above table no 4.1, it is evident that gender-wise mean score and standard deviation of total sample of male Secondary teachers were found 155.405 and 19.82 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of total sample of female Secondary teachers were found 163.755 and 20.89 respectively on Teacher Performance Rating Scale. Calculated t-value was found 2.90 with 2.88 standard error of mean, which is significant at 0.01 levels of confidence level of significance and hypothesis Ho7: is rejected. Thus it can be said that gender-wise observed mean difference between the groups is significant. So it can be revealed that the Gender-wise mean score of the total sample of female Secondary teachers are found significantly higher than the mean score of the total sample of male Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Gender-wise Teacher Performance of total sample of female Secondary teachers is found significantly higher than the total sample of male Secondary teachers on the group of total sample of Secondary teachers.

4.3.2 Habitat-wise effect of Teacher Performance on Gender, Category and Experience of Secondary teachers:

Habitat-wise effect of Teacher Performance on Gender, Category and Experience of Secondary teachers are given as follows.

Table no: 4.2
Habitat-wise effect of Teacher Performance

	Group	N	MEAN	SD	SED	t	SIG
8	Male Rural	36	154.36	19.69	4.12	0.51	NS
	Male Urban	64	156.45	19.96			
9	Female Rural	64	163.28	20.83	4.36	0.22	NS
	Female Urban	36	164.23	20.95			
10	Un-Reserved Rural	31	162.21	20.69	5.54	0.39	NS
	Un-Reserved Urban	26	164.37	20.97			
11	Reserved Rural	66	155.43	19.83	3.33	0.26	NS
	Reserved Urban	77	156.31	19.94			
12	Experience Rural(<10Yrs)	51	157.3	20.06	4.26	0.19	NS
	Experience Urban(<10Yrs)	39	156.49	19.96			
13	Experience Rural(>10Yrs)	49	160.34	20.45	3.97	0.97	NS
	Experience Urban(>10Yrs)	61	164.19	20.94			
14	Rural	100	158.82	20.26	2.88	0.53	NS
	Urban	100	160.34	20.45			

Ho8. There will be no significant difference between mean score of male urban habitat and male rural habitat Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.2, it is evident that Habitat-wise mean score and standard deviation of rural habitat male Secondary teachers were found 154.36 and 19.69 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat male Secondary teachers were found 156.45 and 20.95 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.51 with 4.12 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho8: is accepted. Thus it can be said that Habitat-wise observed mean difference between the groups is not significant. So it can be revealed that the Habitat-wise mean score of the urban habitat male Secondary teachers are not found significantly higher than the mean score of the rural habitat male Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Habitat-wise no any significant difference found on the group of male Secondary teachers on Teacher Performance.

Ho9. There will be no significant difference between mean score of female urban habitat and female rural habitat Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.2, it is evident that Habitat-wise mean score and standard deviation of rural habitat female Secondary teachers were found 163.28 and 20.83 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat female Secondary teachers were found 164.23 and 20.95 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.22 with 4.36 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho9: is accepted. Thus it can be said that Habitat-wise observed mean difference between the groups is not significant. So it can be revealed that the Habitat-wise mean score of the urban habitat female Secondary teachers are not found significantly higher than the mean score of the rural habitat female Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Habitat-wise no any significant difference found on the group of female Secondary teachers on Teacher Performance.

Ho10. There will be no significant difference between mean score of Un-reserved urban habitat and Un-reserved rural habitat Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.2, it is evident that Habitat-wise mean score and standard deviation of rural habitat Un-reserved category Secondary teachers were found 162.21 and 20.69 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat Un-reserved category Secondary teachers were found 164.37 and 20.97 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.39 with 5.54 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho10: is accepted. Thus it can be said that Habitat-wise observed mean difference between the groups is not significant. So it can be revealed that the Habitat-wise mean score of the urban habitat Un-reserved category Secondary teachers are not found significantly higher than the mean score of the rural habitat Un-reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Habitat-wise no any significant difference found on the group of Un-reserved category Secondary teachers on Teacher Performance.

Ho11. There will be no significant difference between mean score of unreserved urban habitat and unreserved rural habitat Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.2, it is evident that Habitat-wise mean score and standard deviation of rural habitat reserved category Secondary teachers were found 162.21 and 20.69 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat reserved category Secondary teachers were found 164.37 and 20.97 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.39 with 5.54 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho11: is accepted. Thus it can be said that Habitat-wise observed mean difference between the groups is not significant. So it can be revealed that the Habitat-wise mean score of the urban habitat reserved category Secondary teachers are not found significantly higher than the mean score of the rural habitat reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Habitat-wise no any significant difference found on the group of reserved category Secondary teachers on Teacher Performance.

Ho12. There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers having experience less than ten years on Performance Rating Scale.

From the above table no 4.2, it is evident that Habitat-wise mean score and standard deviation of rural habitat Secondary teachers having experience less than ten years were found 157.3 and 20.06 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat Secondary teachers having experience less than ten years were found 156.49 and 19.96 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.19 with 4.26 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho12: is accepted. Thus it can be said that Habitat-wise observed mean difference between the groups is not significant. So it can be revealed that the Habitat-wise mean score of the urban habitat Secondary teachers having experience less than ten years are not found significantly higher than the mean score of the rural habitat Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that Habitat-wise no any significant difference found on the group of Secondary teachers having experience less than ten years on Teacher Performance.

Ho13. There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.2, it is evident that Habitat-wise mean score and standard deviation of rural habitat Secondary teachers having experience greater than ten years were found 160.34 and 20.45 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat Secondary teachers having experience greater than ten years were found 164.19 and 20.94 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.97 with 3.97 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho13: is accepted. Thus it can be said that Habitat-wise observed mean difference between the groups is not significant. So it can be revealed that the Habitat-wise mean score of the urban habitat Secondary teachers having experience greater than ten years are not found significantly higher than the mean score of the rural habitat Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale. So it can be conclude that Habitat-wise no any

significant difference found on the group of Secondary teachers having experience greater than ten years on Teacher Performance.

Ho14. There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers of total sample on Teacher Performance Rating Scale.

From the above table no 4.2, it is evident that Habitat-wise mean score and standard deviation of rural habitat total sample of Secondary teachers were found 158.82 and 20.26 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat total sample of Secondary teachers were found 160.34 and 20.45 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.53 with 2.88 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho14: is accepted. Thus it can be said that Habitat-wise observed mean difference between the groups is not significant. So it can be revealed that the Habitat-wise mean score of the urban habitat total sample of Secondary teachers are not found significantly higher than the mean score of the rural habitat total sample of Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that Habitat-wise no any significant difference found on the group of total sample of Secondary teachers on Teacher Performance.

4.3.3 Category-wise effect of Teacher Performance on Gender, Habitat and Experience of Secondary teachers:

Category-wise effect of Teacher Performance on Gender, Habitat and Experience of Secondary teachers are follows.

Table no 4.3
Category-wise effect of Teacher Performance

	Group	N	MEAN	SD	SED	t	SIG
15	Urban Un-Reserved	26	164.37	20.97	4.7	1.72	NS
	Urban Reserved	77	156.31	19.94			
16	Rural Un-Reserved	31	162.21	20.69	4.45	1.53	NS
	Rural Reserved	66	155.43	19.83			
17	Male Un-Reserved	41	159.34	20.32	4.05	1.94	NS
	Male Reserved	59	151.47	19.32			
18	Female Un-Reserved	16	166.87	21.28	5.77	1.08	NS
	Female Reserved	84	160.64	20.49			
19	Experience Un-Reserved(<10Yrs)	19	157.23	20.05	5.6	0.54	NS
	Experience Un-Reserved(<10Yrs)	38	154.23	19.67			
20	Experience Un-Reserved(>10Yrs)	74	169.35	21.6	3.49	3.4	SIG
	Experience Reserved(>10Yrs)	69	157.51	20.09			
21	Un-Reserved	57	163.29	20.83	3.22	2.3	SIG
	Reserved	143	155.87	19.88			

Ho15. There will be no significant difference between mean score of urban reserved and urban unreserved Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.3, it is evident that category -wise mean score and standard deviation of urban habitat with un-reserved category Secondary teachers were found 164.37 and 20.97 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat with reserved category Secondary teachers were found 156.31 and 19.94 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.72 with 4.70 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho15: is accepted. Thus it can be said that category-wise observed mean difference between the groups is not significant. So it can be revealed that the category-wise mean score of the urban habitat with un-reserved category Secondary teachers are not found significantly higher than the mean score of the urban habitat with reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that category-wise no any significant difference found on the group of urban habitat with urban habitat Secondary teachers on Teacher Performance.

Ho16. There will be no significant difference between mean score of rural reserved and rural unreserved Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.3, it is evident that category -wise mean score and standard deviation of rural habitat with un-reserved category Secondary teachers were found 162.21 and 20.69 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of rural habitat with reserved category Secondary teachers were found 155.43 and 19.83 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.53 with 4.45 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho16: is accepted. Thus it can be said that category-wise observed mean difference between the groups is not significant. So it can be revealed that the category-wise mean score of the rural habitat with un-reserved category Secondary teachers are not found significantly higher than the mean score of the rural habitat with reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that category-wise no any significant difference found on the group of rural habitat with rural habitat Secondary teachers on Teacher Performance.

Ho17. There will be no significant difference between mean score of male reserved and male unreserved Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.3, it is evident that category -wise mean score and standard deviation of male with un-reserved category Secondary teachers were found 159.34 and 20.32 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of male with reserved category Secondary teachers were found 151.47 and 19.32 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.94 with 4.05 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho17: is accepted. Thus it can be said that category-wise observed mean difference between the groups is not significant. So it can be revealed that the category-wise mean score of the male with un-reserved category Secondary teachers are not found significantly higher than the mean score of the male with reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that category-wise no any significant difference found on the group of male with male Secondary teachers on Teacher Performance.

Ho18. There will be no significant difference between mean score of female reserved and female unreserved Secondary teachers on Teacher Performance Rating Scale.

From the above table no 4.3, it is evident that category -wise mean score and standard deviation of female with un-reserved category Secondary teachers were found 166.87 and 21.28 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of female with reserved category Secondary teachers were found 160.64 and 20.49 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.08 with 5.77 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho18: is accepted. Thus it can be said that category-wise observed mean difference between the groups is not significant. So it can be revealed that the category-wise mean score of the female with un-reserved category Secondary teachers are not found significantly higher than the mean score of the female with reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that category-wise no any significant

difference found on the group of female with female Secondary teachers on Teacher Performance.

Ho19. There will be no significant difference between mean score of reserved and Unreserved Secondary teachers having experience less than ten years on Teacher Performance Rating Scale.

From the above table no 4.3, it is evident that category -wise mean score and standard deviation of un-reserved category Secondary teachers having experience less than ten years were found 166.87 and 21.28 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of reserved category Secondary teachers having experience less than ten years were found 154.23 and 19.67 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.54 with 5.60 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho19: is accepted. Thus it can be said that category-wise observed mean difference between the groups is not significant. So it can be revealed that the category-wise mean score of un-reserved category Secondary teachers are not found significantly higher than the mean score of the reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be conclude that category-wise no any significant difference found on the group of Secondary teachers having experience less than ten years on Teacher Performance.

Ho20. There will be no significant difference between mean score of reserved and Unreserved Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.3, it is evident that category -wise mean score and standard deviation of un-reserved category Secondary teachers having experience greater than ten years were found 169.35 and 21.60 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of reserved category Secondary teachers having experience greater than ten years were found 157.51 and 20.09 respectively on Teacher Performance Rating Scale. Calculated t-value was found 3.40 with 3.49 standard error of mean, which is significant at 0.01 levels of confidence level of significance and hypothesis Ho20: is rejected. Thus it can be said that category-wise observed mean difference between the groups is significant. So it can be revealed that the category-wise mean score of un-reserved category Secondary teachers are not found significantly higher than the mean score of the reserved category Secondary teachers on Teacher Performance Rating Scale. So it can be

conclude that category-wise un-reserved category Secondary teachers having experience greater than ten years were reserved category Secondary teachers having experience greater than ten years on the group of Secondary teachers having experience greater than ten years on Teacher Performance.

Ho21. There will be no significant difference between mean score of reserved and Unreserved Secondary teachers of total sample on Teacher Performance Rating Scale.

From the above table no 4.3, it is evident that category -wise mean score and standard deviation of total sample of un-reserved category Secondary teachers were found 163.29 and 20.83 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of total sample of reserved category Secondary teachers were found 155.87 and 19.88 respectively on Teacher Performance Rating Scale. Calculated t-value was found 2.30 with 3.22 standard error of mean, which is significant at 0.01 levels of confidence level of significance and hypothesis Ho21: is rejected. Thus it can be said that category-wise observed mean difference between the groups is not significant. So it can be conclude that category-wise un-reserved category Secondary teachers having experience greater than ten years were reserved category Secondary teachers having experience greater than ten years on the group of Secondary teacher's total sample on Teacher Performance.

4.3.4 Experience-wise effect of Teacher Performance on Gender, Habitat and Category of Secondary teachers:

Experience-wise effect of Teacher Performance on Gender, Habitat and Category of Secondary teachers are given as follows.

Table no 4.4
Experience-wise effect of Teacher Performance

	Group	N	MEAN	SD	SED	t	SIG
22	Urban Experience (>10Yrs)	61	164.19	20.94	4.17	1.85	NS
	Urban Experience (<10Yrs)	39	156.49	19.96			
23	Rural Experience (>10Yrs)	49	160.34	20.45	4.05	0.75	NS
	Rural Experience (<10Yrs)	51	157.3	20.06			
24	Male Experience (>10Yrs)	39	152.15	19.41	4.05	1.61	NS
	Male Experience (<10Yrs)	61	158.66	20.24			
25	Female Experience (>10Yrs) Experience (>10Yrs)	28	164.97	21.04	4.67	0.52	NS
	Female Experience (>10Yrs) Female	72	162.54	20.73			
26	Reserved Experience (>10Yrs)	74	169.35	21.6	5.24	2.31	SIG
	Reserved Experience (<10Yrs)	19	157.23	20.05			
27	Un-Reserved Experience (>10Yrs)	69	157.51	20.09	5.2	0.05	NS
	Un-Reserved Experience (<10Yrs)	19	157.23	20.05			
28	Experience(<10 Years)	100	162.265	20.7	2.88	1.87	NS
	Experience(>10 Years)	100	156.895	20.01			

Ho22. There will be no significant difference between mean score of urban Secondary teachers having experience less than ten years and having

experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.4, it is evident that experience-wise mean score and standard deviation of urban habitat Secondary teachers having experience greater than ten years were found 164.19 and 19.16 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of urban habitat Secondary teachers having experience less than ten years were found 156.49 and 19.96 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.85 with 4.17 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho22: is accepted. Thus it can be said that experience-wise observed mean difference between the groups is not significant. So it can be revealed that the experience-wise mean score of the urban habitat Secondary teachers having experience greater than ten years are not found significantly higher than the mean score of the urban habitat Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that experience-wise no any significant difference found on the group of urban habitat Secondary teachers on Teacher Performance.

Ho23. There will be no significant difference between mean score of rural Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.4, it is evident that experience-wise mean score and standard deviation of rural habitat Secondary teachers having experience greater than ten years were found 160.34 and 20.45 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of rural habitat Secondary teachers having experience less than ten years were found 157.3 and 20.06 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.75 with 4.05 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho23: is accepted. Thus it can be said that experience-wise observed mean difference between the groups is not significant. So it can be revealed that the experience-wise mean score of the rural habitat Secondary teachers having experience greater than ten years are not found significantly higher than the mean score of the rural habitat Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that experience-

wise no any significant difference found on the group of rural habitat Secondary teachers on Teacher Performance.

Ho24. There will be no significant difference between mean score of male Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.4, it is evident that experience-wise mean score and standard deviation of male Secondary teachers having experience greater than ten years were found 152.15 and 19.41 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of male Secondary teachers having experience less than ten years were found 158.66 and 20.24 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.61 with 4.05 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho24: is accepted. Thus it can be said that experience-wise observed mean difference between the groups is not significant. So it can be revealed that the experience-wise mean score of the male Secondary teachers having experience greater than ten years are not found significantly higher than the mean score of the male Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that experience-wise no any significant difference found on the group of male Secondary teachers on Teacher Performance.

Ho25. There will be no significant difference between mean score of female Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.4, it is evident that experience-wise mean score and standard deviation of female Secondary teachers having experience greater than ten years were found 164.97 and 21.04 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of female Secondary teachers having experience less than ten years were found 162.54 and 20.73 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.52 with 4.67 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho25: is accepted. Thus it can be said that experience-wise observed mean difference between the groups is not significant. So it can be revealed that the

experience-wise mean score of the female Secondary teachers having experience greater than ten years are not found significantly higher than the mean score of the female Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that experience-wise no any significant difference found on the group of female Secondary teachers on Teacher Performance.

Ho26. There will be no significant difference between mean score of reserved Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.4, it is evident that experience-wise mean score and standard deviation of unreserved category Secondary teachers having experience greater than ten years were found 169.35 and 21.60 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of unreserved category Secondary teachers having experience less than ten years were found 157.23 and 20.05 respectively on Teacher Performance Rating Scale. Calculated t-value was found 2.31 with 5.24 standard error of mean, which is significant at 0.05 levels of confidence level of significance and hypothesis Ho26: is rejected. Thus it can be said that experience-wise observed mean difference between the groups is significant. So it can be revealed that the experience-wise mean score of the unreserved category Secondary teachers having experience greater than ten years are found significantly higher than the mean score of the unreserved category Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that experience-wise no any significant difference found on the group of unreserved category Secondary teachers on Teacher Performance.

Ho27. There will be no significant difference between mean score of unreserved Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.4, it is evident that experience-wise mean score and standard deviation of reserved category Secondary teachers having experience greater than ten years were found 157.51 and 20.09 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of reserved category Secondary teachers having experience less than ten years were found 157.23 and

20.05 respectively on Teacher Performance Rating Scale. Calculated t-value was found 0.05 with 5.20 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho27: is accepted. Thus it can be said that experience-wise observed mean difference between the groups is not significant. So it can be revealed that the experience-wise mean score of the reserved category Secondary teachers having experience greater than ten years are not found significantly higher than the mean score of the reserved category Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that experience-wise no any significant difference found on the group of reserved category Secondary teachers on Teacher Performance.

Ho28. There will be no significant difference between mean score of total sample of Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.

From the above table no 4.4, it is evident that experience-wise mean score and standard deviation of total sample of Secondary teachers having experience greater than ten years were found 162.265 and 20.70 respectively on Teacher Performance Rating Scale, while mean score and standard deviation of total sample of Secondary teachers having experience less than ten years were found 156.895 and 20.01 respectively on Teacher Performance Rating Scale. Calculated t-value was found 1.87 with 2.88 standard error of mean, which is not significant at 0.01 levels of confidence level of significance and hypothesis Ho28: is accepted. Thus it can be said that experience-wise observed mean difference between the groups is not significant. So it can be revealed that the experience-wise mean score of the total sample of Secondary teachers having experience greater than ten years are not found significantly higher than the mean score of the total sample of Secondary teachers having experience less than ten years on Teacher Performance Rating Scale. So it can be conclude that experience-wise no any significant difference found on the group of total sample of Secondary teachers on Teacher Performance.

CHAPTER-V
MAJOR FINDINGS, INTERPRETATION AND SUGGESTION FOR
FURTHER RESEARCH

5.1 Introduction

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. The social, cultural and material status of educators should be considered as a matter of priority.

The progress of any country is the only result of the hard working hand of teacher of the nation, preparing a base for good citizens for the nation. As there is a place of gardener in the garden, there is a place of teacher in the school. It is the great responsibility carried out by the gardener in the form of teacher to blossom flower in the form of child/students watering and modeling in the form of education by taking a lot of care as the parents, as the teacher called the second parents of the child. In the primary school first stage of the modeling life of children is began in the educational and social life. Moreover the children of this stage are imitative. They have the idea and different thoughts in their mind that is the truth as stated and done by the teacher by the great way. In the most of the primary school most of the female teachers are serving as the teacher. Therefore it can be said that if powers lying among female teachers must be prepare in a proper direction, the same may be helpful in development of personality of a person. So it is very necessary to study the personality traits and characteristics of the female teachers in the various context of personality.

Human is the social in the nature. In the Indian context female teachers are continuously engaged in her daily life by acting different active role and put her in the family, society and education field for serving her service of teacher as well as related social relationships, and tries to adjust with the different desirable and undesirable situations. Female teachers are always trying to adjust and work in the unique atmosphere of the individual school. In all the process of education, teacher is the key-person in the center of the education system. Teacher is an expert, efficient, loving, co-operative, honest, enthusiastic and responsible person.

As is mentioned in National Policy on Education (1986) that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise

above the level of its teachers. The government and the community should endeavor to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

Effective teachers have high expectations for all students and help them to learn and to bring positive academic, attitudinal and social outcomes for the betterment of society. Effective teacher is one who consistently achieves his goals that are related either directly or indirectly to student learning. Teacher educators are, as such, the avenues of effective teaching and the strategies adopted for that purpose needs orientation and reorientation with changing needs and priorities in teacher education. The quality of nation depends upon the quality of its citizens and the quality of its citizens depends indirectly upon the quality of teacher education. The quality of teacher education depends more than any other factor, upon the quality of their teachers, so the education of teachers should be given more importance.

Teacher has a role as an instructor, as a scholar, as a pedagogue, as a trainer, as an educator, as stimulator and as a guide for the students. It is an established fact that teacher's qualities, personality, character help the pupils to become good human beings thereby, contribute in building a knowledgeable and coherent society. In addition to the personality, personal qualities like; qualifications, interest, Teacher Performance, good mental health are certain very important characteristics of the teacher, which affect his teaching and effectiveness. Teachers are the leaders and shapers of the classroom and should be vested in making education work. Whole system of education depends upon the quality, the competence and the devotion of the teachers. The ability to adjust his or her style to meet the student needs is important when determining high quality outcomes. Effective teachers build strong relationships with the parents of their students. They communicate regularly with parents, treat them with respect and make them feel welcome, in their classrooms. It is, now, being increasingly realized that teacher is a factor, which promotes quality in education, also observes by the Indian Education

Commission (1964-66) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant. National Policy of Education (1986) also recommended incentives for good teachers. Teachers are

considered the most important asset for any institution. Effective teacher is that who has clear standards for classroom behavior, clear and focused instruction, and use effective questioning techniques, provided feedback, and used a variety of assessment strategies. Teachers are the social doctors. Criterion for culturally relevant teaching is nurturing and supporting competence in both home and school cultures. Teachers should use the students' home cultural experiences as a foundation upon which to develop knowledge and skills. Content learned in this way is more significant to the students and facilitates the transfer of what is learned in school to real-life situations. Teachers should encourage such a classroom environment that is inviting, respectful, supportive, inclusive and flexible among students.

Effective and consistent communication of high expectation helps students to develop a healthy self-concept. Teacher provides the structure for intrinsic motivation and fosters an environment in which the student can be successful. Effective teachers engage children in challenging discussions and writing in response to what they have read. According to National Reading Panel (2000) effective teachers teach word recognition and comprehension strategies as well as skills. They teach children how to transfer word recognition and comprehension skills they have learned into strategies they can use independently when reading or writing.

Effective teachers do not rely only on teacher-directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning but effective teachers provide motivating instruction and foster active pupil involvement. They give their students many opportunities to engage in meaningful reading and writing activities. Effective teachers have high expectations for their students' behavior and their reading growth. They believe their students can achieve at high levels in reading and writing. They also believe their students will work hard whether they are with the whole class, in a small group, with a partner or working on their own. Effective teachers of excellent classroom managers work with their students to develop class rules and routines and are persistent in seeing these rules and routines honored in the classroom.

Most influential dramatic behaviors include controlling mood: telling a good story, catching people to laugh, being entertaining and are concomitant with being

perceived as an effective teacher. Effective teacher is one who produces positive outcomes in all three domains of learning: positive student affect, behavioral commitment to the course content and student cognitive learning. Positive affect is central to understanding students' perception of effective teaching. So an effective teacher is the product of number of variables they may be age, experience, sex, academic, qualifications, marital status, and income and in service programme.

Effective teachers know how to use instructional techniques, such as mastery learning and cooperative learning and uses different resources to plan and structure learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence ,contribute to the development of classrooms and schools that value diversity and civic mindedness and collaborate with other teachers, administrators, parents, and education professionals to ensure student success. Effective teacher plays an important role in shaping and molding the habits, manners and strong character of the students. Practicing learner centered approaches use their self-efficacy in order to be effective in teaching. The use of learner centered practices was seen as effective warrant having high ratings based on student's assessment.

So it can be concluded that adjustment of the effective teachers possesses well balanced personalities, good character and positive attitudes towards the profession and shows more emotional maturity, satisfaction in life, higher level of intelligence and creativity than ineffective teachers. In the classroom effective teachers use various teaching skills, appropriate strategies to solve the classroom problems and create excellent environment for learning, whereas ineffective teachers cannot show such type of classroom behavior. Teacher adjustment behavior effectiveness can also be assessed from the students' achievement and teacher's place in the school and community.

Personality is the key stone of teacher effectiveness. Teacher's personality affects their own and the pupil's behavior, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as effective teacher and of children as learners. Together with intelligence, the topic of personality constitutes the most significant area of individual difference study. Personality is purely a matter of social perception which it is meaningless to speak of anyone's personality apart from the particular people who interact with him, get impressions about him, and use trait terms in describing him. Trait theory studies

personality by its location or position on a number of scales, each of which represents a trait. Personality is the integration of those systems or habits that represent an individual's characteristic adjustment to the environment. Personality is a stable system of complex characteristics by which the life patterns of the individual may be identified. Mogan et al. (1983) viewed positive relationship between teaching effectiveness and personality traits of a teacher. These traits include the attitudes, emotional tendencies, and character traits that form the personality of the teacher. Elias (2001) also stated that personality is the set of abilities that helps us to get along in life with other people in all kinds of life situations. It's our ability to express emotions, to detect emotions in others, to regulate our strong feelings when we have them. Personality as the characteristic pattern of behaviour, cognitions and emotions that may be experienced by individual and manifest to others. There are some important determinants which influence personality more than other factors. Genetic factors are basic that determine the personality development of an individual. Physiological determinants such as ductless glands, nervous system, emotion and motivation, all play an important role in the development of an individual's personality. Then there are a number of psychological factors which directly and indirectly influence growth and development. Social and cultural factors also help in moulding personality. Personality is the supreme realization of the innate idiosyncrasy of a living being.

Nelson (1964) viewed that teachers and pupils deviate significantly in terms of their attitudes toward each other. He viewed that teachers are cognitively oriented toward pupils while pupils are affectively oriented toward teachers. Teacher's personality is, therefore, directly and indirectly related to learning and teaching in the affective cognitive and psycho motor domains. But Evans et al. (1970) viewed that personality refers to the combination of characteristics that distinguished one person from all others. Personality is organized into a pattern or structure, which includes the social stimulus value and the self-concept or ego. Personality assessment is one means of discovering the potential abilities and limitation within the self.

It is shown that impact of external factors, parents and society on personality development from childhood to adulthood distinguished between the identifications that help shape a growing personality, and the identity that is later achieved. That is, the child identifies himself with significant people, such as parents and teachers, and incorporates attitudes, ideals, and personality traits from them. According to Erikson's

theory, every person must pass through a series of eight interrelated stages over the entire life cycle. Infant ,toddler, preschooler school-age child ,adolescent ,young adult ,middle-aged adult and older adult .Whereas Hilgard (1965) stated that reports of great teachers commonly stress their personalities, rather than their scholarship or technical teaching skills. He suggested that we should not be afraid of showing feeling. Objectivity can be served by showing that there are those who believe otherwise, but we need not do obeisance to other viewpoints by sterilizing our own enthusiasm into a vapid eclecticism.

Allport (1966) defined personality as the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Whereas Fernald et al. (1978) opined that personality is generally defined as the unique and characteristic ways in which an individual reacts to his or her surroundings; it is composed of relatively consistent patterns of behaviors. Something is being common to other individuals and other being distinct from all other individuals. Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual. The teacher whose personality helps in creating and maintaining a classroom or learning environment in which students feel comfortable and in which they get motivation to learn is said to have a desirable teaching personality. It can be postulated from the theory of interpersonal perception that a learner's attitudes toward the teacher will affect his attitudes toward the courses taught by the teacher and toward the school. It may be further postulated that the learner's attitude toward a teacher is a function of the teacher's personality whereas

Feldman (1986) stated that there is positive relationship between effectiveness of faculty members and personality of teachers as perceived by students whereas according to Chauhan (1987) personality is what makes individuals unique. The behavioural characteristics that are typical of an individual and are unique to them are traits of personality. Traits are consistencies in the characteristics mode of behavior exhibited by an individual in diverse settings. An individual's personality may be described as an organization of traits. McCrae and Costa (1987) stated that big five factor of personality are five broad domains or dimensions of personality which are used to describe human personality. The big five factors are openness, conscientiousness, extraversion, agreeableness and neuroticism. Personality as an individual word I, as a person separate from all others. We get a good idea of what

personality is by listening to what we say when we use “I” when you say I, you are in effect, summing up everything about yourself- your likes and dislikes, fears and virtues, strengths and weakness. But Little (1996) stated that personality system has been compared with a multistory house, with traits at the bottom and other aspects of personality- motivation, adaptations, and personal narratives and so on built above. Personality is in a sense, self-expression of one to the outer world. An individual starts shaping his personality from birth through his interaction with numerous variables: that is, he lays the foundations of his own life, cognitive approach to personality and considers factors such as encoding of stimuli, effect, goal setting and self-regulatory beliefs.

Personality is a dynamic organization, inside the person, of psychophysical systems that create a person’s characteristic patterns of behavior, thoughts, and feelings. Moynihan et al. (2001) also stated that personality traits are the key antecedent of an individual’s cognitions and defective states that may influence his or her task and interpersonal or socio emotional rude behavior whereas Barbian (2001) emphasized that personality identification has been used for many purposes in various organizations: to forecast a worker's ability to fill certain roles, to establish harmonious relationships, to determine team effectiveness and to predict future behavior.

Kwan et al. (2002) opined that personality aspects and traits arise from biological causes i.e. genes and important influence on traits is exercised from the individual’s social environment, accurate knowledge and positive but realistic, expectations are important for enhancing the acceptance of individual is as good personality person. Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her behavior in various situations. Easwari (2004) emphasized those three factors representing the personality as body, ego or self and social or the influence of culture. Influence of the teacher is often a conscious one, a fact that implies the possession of a pre-conceived idea of the person under his charge. This influence is prized by many, it is a force which is admired in class work, it adds power to the efficient teacher, who explains, questions, introduces, summarizes, or connects ideas before her class.

Individuals who were trained on the type of personality of team members were helped to improve communication, trust, and interdependence in spite of differences; teacher plays an important role in shaping and molding the habits, manners and strong

character of the students. Briggs et al. (2006) expressed that a heterogeneous mix is actually preferable in most organizations. In their study of accountants, they suggest that many corporate collapses can be traced to a skill/personality mismatch of workers. Application of personality type knowledge has been used in many areas in society such as in career guidance, managing employees, counseling and in teacher education.

5.2 Statement of the problem:

Significantly teacher performance is very essential and necessary to the growth of educational system and undertaken the problem for research titled as follows.

A STUDY OF SCHOOL TEACHERS PERFORMANCE IN RELATION TO SELECTED VARIABLES

5.3 Objectives of the study

1. To study of School teachers performance in Relation to their Gender.
2. To study of School teachers performance in Relation to their Category.
3. To study of School teachers performance in Relation to their Type of school.
4. To study of School teachers performance in Relation to their teaching experience.

5.4 Variables of the Study:

Variables of the present study are as follows.

Variable of study of Clerical Aptitude

Sr. No.	Type of Variables	Variables under the Investigation
1.	Dependent Variable	(a) Teacher performance Rating Scale
2.	Independent Variable	(b) Teacher' Perceptions
3.	Moderate Variables	(a) Gender (b) Habitat (c) Category (d) Experience

5.5 Area of Research:

The present research was conducted taking sample from teachers from the Anand District Gujarat Region.

5.6 Type of Research:

The present research was Descriptive Survey by its nature.

5.7 Method of Research:

In the proposed research, investigation survey method was employed.

5.8 Universe and sample of the Research:

For any good research, it is mandatory on the part of the researcher to study the population and sample in depth. To define population and sample is necessary for good research work. According to Kulbirsing Sindhu (1999), "By population we mean the aggregate on totality of objects or individuals regarding which inferences are to be made in a sampling study. A population is any group of individual that have one or more characteristics in Common that are of the research." Sometimes it is not possible to examine every item in population. Sometimes it is possible to obtain sufficiently accurate results by studying only part of the total "population". However, in certain cases, a few items are selected from the population in such a way that they are representative of the universe. Such a section of the population is called a sample and the process of selection is called sampling. A sample is the reflection of the universe and bears all the characteristics of the universe. According to D. N. Elehance, "The main aim of sampling studies is to obtain maximum information about the phenomenon under study with the least sacrifice of money, time and energy,"

The researcher had decided to perform the research of teacher performance total 200 secondary teachers were selected among them 100 male secondary teachers and 100 female secondary teachers were selected who are serving regularly during the year of 2014-2015.

5.9 Research Method: Tools of the Study:

To collect the data for the present investigation the investigator had prepared Teacher Performance Rating Scale according to Lickert Type Rating scale contains 50 items related to teacher performance were finalized after preliminary try out. Five point rating scale was prepared in which teachers have to right tick mark on his/her perception towards Teacher performance. Totally agree Agree, Neutral, and Disagree and totally disagree five points rating given and from each one of them marked 5, 4, 3, 2 and 1 for positive item and 1, 2, 3, 4 and 5 for negative item. Reliability and Validity were carried out and found high in nature

5.10 Major findings of the study

Major findings of the study are given as follows.

Table no 5.1
Major findings of the study

No	Hypothesis	t-Value	Sig.
1	There will be no significant difference between mean score of urban male and urban Female Secondary teachers on Teacher Performance Rating Scale.	7.78	NS
2	There will be no significant difference between mean score of rural male and rural Female Secondary teachers on Teacher Performance Rating Scale.	8.92	NS
3	There will be no significant difference between mean score of reserved male and reserved Female Secondary teachers on Teacher Performance Rating Scale.	7.53	NS
4	There will be no significant difference between mean score of unreserved male and unreserved Female Secondary teachers on Teacher Performance Rating Scale.	9.17	NS
5	There will be no significant difference between mean score of male and Female Secondary teachers having experience less than ten years on Teacher Performance Rating Scale.	3.88	NS
6	There will be no significant difference between mean score of male and Female Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.	12.82	NS
7	There will be no significant difference between mean score of male and Female Secondary teachers of total sample on Teacher Performance Rating Scale.	8.35	NS
8	There will be no significant difference between mean score of female urban habitat and female rural habitat Secondary teachers on Teacher Performance Rating	2.09	NS

	Scale.		
9	There will be no significant difference between mean score of male urban habitat and male rural habitat Secondary teachers on Teacher Performance Rating Scale.	0.95	NS
10	There will be no significant difference between mean score of reserved urban habitat and reserved rural habitat Secondary teachers on Teacher Performance Rating Scale.	2.16	NS
11	There will be no significant difference between mean score of unreserved urban habitat and unreserved rural habitat Secondary teachers on Teacher Performance Rating Scale.	0.88	NS
12	There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers having experience less than ten years on Performance Rating Scale.	0.81	NS
13	There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.	3.85	NS
14	There will be no significant difference between mean score of urban habitat and rural habitat Secondary teachers of total sample on Teacher Performance Rating Scale.	1.52	NS
15	There will be no significant difference between mean score of urban reserved and urban unreserved Secondary teachers on Teacher Performance Rating Scale.	8.06	NS
16	There will be no significant difference between mean score of rural reserved and rural unreserved Secondary teachers on Teacher Performance Rating Scale.	6.78	NS
17	There will be no significant difference between mean score of male reserved and male unreserved Secondary	7.87	NS

	teachers on Teacher Performance Rating Scale.		
18	There will be no significant difference between mean score of female reserved and female unreserved Secondary teachers on Teacher Performance Rating Scale.	6.23	NS
19	There will be no significant difference between mean score of reserved and Unreserved Secondary teachers having experience less than ten years on Teacher Performance Rating Scale.	3	NS
20	There will be no significant difference between mean score of reserved and Unreserved Secondary teachers having experience greater than ten years on Teacher Performance Rating Scale.	11.84	NS
21	There will be no significant difference between mean score of reserved and Unreserved Secondary teachers of total sample on Teacher Performance Rating Scale.	7.42	NS
22	There will be no significant difference between mean score of urban Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.	7.7	NS
23	There will be no significant difference between mean score of rural Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.	3.04	NS
24	There will be no significant difference between mean score of male Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.	6.51	NS
25	There will be no significant difference between mean score of female Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.	2.43	NS
26	There will be no significant difference between mean	12.12	NS

	score of reserved Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.		
27	There will be no significant difference between mean score of unreserved Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.	0.28	NS
28	There will be no significant difference between mean score of total sample of Secondary teachers having experience less than ten years and having experience greater than ten years on Teacher Performance Rating Scale.	5.37	NS

5.10.1 Gender-wise effect of Teacher Performance on Habitat, Category and Experience of Secondary teachers:

Gender-wise effect of Teacher Performance on Habitat, Category and Experience of Secondary teachers are given as follows.

- Gender-wise no any significant difference found on the group of urban Secondary teachers on Teacher Performance.
- Gender-wise Teacher Performance of rural female Secondary teachers is found significantly higher than the rural male Secondary teachers on the group of rural Secondary teachers.
- Gender-wise no any significant difference found on the group of un-reserved category Secondary teachers on Teacher Performance.
- Gender-wise Teacher Performance of Reserved female Secondary teachers are found significantly higher than the reserved male Secondary teachers on the group of rural Secondary teachers.
- Gender-wise no any significant difference found on the group of Secondary teachers having experience less than ten years on Teacher Performance.
- Gender-wise Teacher Performance of female Secondary teachers having experience greater than ten years are found significantly higher than the male

Secondary teachers having experience greater than ten years on the group of having experience greater than ten years Secondary teachers.

- Gender-wise Teacher Performance of total sample of female Secondary teachers are found significantly higher than the total sample of male Secondary teachers on the group of total sample of Secondary teachers.

5.10.2 Habitat-wise effect of Teacher Performance on Gender, Category and Experience of Secondary teachers:

Habitat-wise effect of Teacher Performance on Gender, Category and Experience of Secondary teachers are given as follows.

- Habitat-wise no any significant difference found on the group of male Secondary teachers on Teacher Performance.
- Habitat-wise no any significant difference found on the group of female Secondary teachers on Teacher Performance.
- Habitat-wise no any significant difference found on the group of Un-reserved category Secondary teachers on Teacher Performance.
- Habitat-wise no any significant difference found on the group of reserved category Secondary teachers on Teacher Performance.
- Habitat-wise no any significant difference found on the group of Secondary teachers having experience less than ten years on Teacher Performance.
- Habitat-wise no any significant difference found on the group of Secondary teachers having experience greater than ten years on Teacher Performance.
- Habitat-wise no any significant difference found on the group of total sample of Secondary teachers on Teacher Performance.

5.10.3 Category-wise effect of Teacher Performance on Gender, Habitat and Experience of Secondary teachers:

Category-wise effect of Teacher Performance on Gender, Habitat and Experience of Secondary teachers are follows.

- Category-wise no any significant difference found on the group of urban habitat with urban habitat Secondary teachers on Teacher Performance.
- Category-wise no any significant difference found on the group of rural habitat with rural habitat Secondary teachers on Teacher Performance.
- Category-wise no any significant difference found on the group of male with male Secondary teachers on Teacher Performance.

- Category-wise no any significant difference found on the group of female with female Secondary teachers on Teacher Performance.
- Category-wise no any significant difference found on the group of Secondary teachers having experience less than ten years on Teacher Performance.
- Category-wise un-reserved category Secondary teachers having experience greater than ten years were reserved category Secondary teachers having experience greater than ten years on the group of Secondary teachers having experience greater than ten years on Teacher Performance.
- Category-wise un-reserved category Secondary teachers having experience greater than ten years were reserved category Secondary teachers having experience greater than ten years on the group of Secondary teacher's total sample on Teacher Performance.

5.10.4 Experience-wise effect of Teacher Performance on Gender, Habitat and Category of Secondary teachers:

Experience-wise effect of Teacher Performance on Gender, Habitat and Category of Secondary teachers are given as follows.

- Experience-wise no any significant difference found on the group of urban habitat Secondary teachers on Teacher Performance.
- Experience-wise no any significant difference found on the group of rural habitat Secondary teachers on Teacher Performance.
- Experience-wise no any significant difference found on the group of male Secondary teachers on Teacher Performance.
- Experience-wise no any significant difference found on the group of female Secondary teachers on Teacher Performance.
- Experience-wise no any significant difference found on the group of unreserved category Secondary teachers on Teacher Performance.
- Experience-wise no any significant difference found on the group of reserved category Secondary teachers on Teacher Performance.
- Experience-wise no any significant difference found on the group of total sample of Secondary teachers on Teacher Performance.

5.11 Recommendations for further research

1. A research can be assumed with Principal of Training Colleges. i.e. P.T.C. or B.Ed. College to measure the, Adjustment, the Teacher Performance.
2. A further research can be held with Male and female separately Secondary school teachers to measure the Adjustment, the Teacher Performance.
3. A further research can be held with Male and female separately Secondary school teachers to measure the Adjustment, the Teacher Performance.
4. A further research can be held with Shiksan sahayak teachers to measure the Adjustment, the Teacher Performance and personality.
5. A future researcher can undertake with Adyapak sahayak teachers at college level to measure the Adjustment, the Teacher Performance.
6. A research can be assumed with different sampling (i.e. different town, city, villages, area of the states) or with different population (i.e.Gujarati Medium School Teachers, English Medium School teachers).
7. A further research can be held with Primary School teachers to measure the Adjustment, the Teacher Performance and personality with reference to different Variable.
8. A further research can be held with Secondary School teachers to measure the Achievement motivation, Adjustment and Teacher Performance.
9. A future researcher can undertake with the Principals of Secondary or Higher Secondary School to measure the Achievement motivation, Adjustment and Teacher Performance.

5.12 Summary

As from the research of the present study secondary teachers of schools Along with the findings, conclusion, and derivations there are certain by-products which the researcher has got at the end of the research. Followings are the Implications of this research are follows that As from the research of the present study gender wise, habitat wise, category wise and experience wise teacher performance is differed from few to wide level. Experience is the key factor which affects the teacher performance in large scale.

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