# TABLE OF CONTENTS

ACKNOWLEDGMENT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

<table>
<thead>
<tr>
<th>S.R NO</th>
<th>TABLE OF CONTENTS</th>
<th>PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>FEEDBACK</td>
<td>3</td>
</tr>
<tr>
<td>1.3</td>
<td>TYPES OF FEEDBACK</td>
<td>5</td>
</tr>
<tr>
<td>1.4</td>
<td>PRINCIPLES OF PROVIDING FEEDBACK</td>
<td>8</td>
</tr>
<tr>
<td>1.5</td>
<td>IMPORTANCE OF FEEDBACK AS RECOGNISED BY DIFFERENT ORGANISATIONS OF INDIA</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1.5.1 Role of NCERT and RMSA (2015) In Feedback</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>1.5.2 Role of DTE (Department of Teacher Education, 2013)</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>1.5.3 Role of NAAC (National Assessment and Accreditation Council) In Feedback By Students</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>1.5.4 Role of NCTE (National Council For Teacher Education)</td>
<td>13</td>
</tr>
<tr>
<td>1.6</td>
<td>IMPORTANCE OF STUDENTS’ FEEDBACK OF TEACHERS</td>
<td>13</td>
</tr>
<tr>
<td>1.7</td>
<td>WAYS TO COLLECT STUDENTS’ FEEDBACK OF TEACHERS</td>
<td>14</td>
</tr>
<tr>
<td>1.8</td>
<td>OCCUPATIONAL STRESS</td>
<td>15</td>
</tr>
<tr>
<td>1.9</td>
<td>TYPES OF STRESS</td>
<td>17</td>
</tr>
<tr>
<td>1.10</td>
<td>MEANING OF OCCUPATIONAL STRESS</td>
<td>18</td>
</tr>
<tr>
<td>1.11</td>
<td>OCCUPATIONAL STRESS AMONG TEACHERS</td>
<td>20</td>
</tr>
<tr>
<td>1.12</td>
<td>MODELS OF OCCUPATIONAL STRESS</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1.12.1 Person-Environment (P-E) Fit model by Harrison (1978)</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1.12.2 Job Demands-Resources (JD-R) model (Demerouti et al., 2001)</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1.12.3 Effort Reward Imbalance (ERI) Model:</td>
<td>22</td>
</tr>
<tr>
<td>1.13</td>
<td>SYMPTOMS OF OCCUPATIONAL STRESS</td>
<td>23</td>
</tr>
<tr>
<td>1.14</td>
<td>SOURCES OF OCCUPATIONAL STRESS</td>
<td>24</td>
</tr>
<tr>
<td>1.15</td>
<td>STRATEGIES TO MANAGE STRESS AT WORKPLACE (VIJYALAKSHMI, 2012)</td>
<td>26</td>
</tr>
</tbody>
</table>
1.16 PROFESSIONALISM 27
1.17 CHARACTERISTICS OF PROFESSION 28
1.18 DIFFERENCE BETWEEN PROFESSION AND OCCUPATION 29
1.19 MEANING OF PROFESSIONALISM 29
1.20 ESSENTIAL DIMENSIONS OF PROFESSIONALISM 30
1.21 CHARACTERISTICS OF PROFESSIONALISM 31
1.22 TEACHING AS PROFESSION 32
1.23 ESSENTIAL ELEMENTS CONTRIBUTING TO THE PROFESSIONALISM OF TEACHERS 33
1.24 MODELS OF PROFESSIONALISM 35
  1.24.1 Model Given By Schon (1991) 35
  1.24.2 The 4-p Model of Professionalism by Marco (1996) 36
  1.24.3 Model of Professionalism by Camp et al. (2004) 37
1.25 TEACHER EFFECTIVENESS 38
1.26 MEANING OF TEACHER EFFECTIVENESS 38
1.27 Characteristics of an Effective Teacher 40

1.28 Factors Affecting Teacher Effectiveness 42
1.29 Criteria of Teacher Effectiveness 45
1.30 Models of Teacher Effectiveness 46
  1.30.1 Model of Teacher Effectiveness By Nitsaisookand Postleth (1986) 46
  1.30.2 Model of Teacher Effectiveness by Collins (1990) 47
  1.30.3 Model of Teacher Effectiveness by Mcber(2000) 47
  1.30.4 Model of Effective Teacher by Clark and Walsh (2002) 48
  1.30.5 Model of Teacher Effectiveness by Mathew (2006) 48
1.31 OPERATIONAL DEFINITIONS 48

CHAPTER 2 REVIEW OF LITERATURE 50-86

2.1 REVIEW OF LITERATURE RELATED TO STUDENTS’ FEEDBACK OF TEACHERS 51
2.2 REVIEW OF LITERATURE RELATED TO OCCUPATIONAL STRESS 56
2.3 REVIEW OF LITERATURE RELATED TO PROFESSIONALISM 64
2.4 REVIEW OF LITERATURE RELATED TO TEACHER EFFECTIVENESS 70
2.5 REVIEW OF LITERATURE RELATED TO STUDENTS’ FEEDBACK OF TEACHERS AND OCCUPATIONAL STRESS 77
2.6 REVIEW OF LITERATURE RELATED TO FEEDBACK AND PROFESSIONALISM 79
2.7 REVIEW OF LITERATURE RELATED TO FEEDBACK AND TEACHER EFFECTIVENESS 81
2.8 RATIONALE OF THE STUDY 83
2.9 STATEMENT OF THE PROBLEM 85
2.10 OBJECTIVES OF THE STUDY 85
2.11 HYPOTHESES OF THE STUDY 86
2.12 DELIMITATIONS 86

CHAPTER 3 DESIGN AND PROCEDURE 87-99
3.1 DESIGN OF THE STUDY 87
3.2 SAMPLE DESIGN 88
3.3 TOOLS USED TO COLLECT DATA 90
3.4 DETAILED DESCRIPTION OF TOOLS 91
3.4.1 Students’ Feedback Scale of Teachers 91
3.4.2 Teacher’s Occupational Stress Scale (Toss) By Jamal and Raheem (2012) 93
3.4.3 Teacher Professionalism Scale By Rizvi (2001) 94
3.4.4 Kulsum Teacher Effectiveness Scale (2000) 96
3.5 PROCEDURE ADOPTED FOR DATACOLLECTION 98
3.6 STATISTICAL TECHNIQUES USED 99

CHAPTER 4 CONSTRUCTION AND STANDARDIZATION OF STUDENTS’ FEEDBACK SCALE OF TEACHERS 100-115
4.1 STUDENTS’ FEEDBACK SCALE OF TEACHERS 100
4.2 RATIONALE OF DEVELOPMENT STUDENTS’ FEEDBACK SCALE OF TEACHERS 100
4.3 REVIEW OF THE EXISTING SCALES 101
4.4 STEPS OF CONSTRUCTION AND STANDARDISATION OF STUDENTS’ FEEDBACK SCALE OF TEACHERS 103

CHAPTER 5 DATA ANALYSIS 116-168
5.1 DISTRIBUTION OF DATA 116
5.2 DESCRIPTIVE STATISTICS 117
5.2.1 DESCRIPTIVE STATISTICS FOR STUDENTS’ FEEDBACK OF TEACHERS (TOTAL SAMPLE) 118
5.2.2 DESCRIPTIVE STATISTICS FOR STUDENTS’ FEEDBACK OF TEACHERS (GOVT. SCHOOLS AND PVT. SCHOOLS) 120
5.2.3 DESCRIPTIVE STATISTICS FOR STUDENTS’ FEEDBACK OF TEACHERS (MALE AND FEMALE) 122
5.2.4 DESCRIPTIVE STATISTICS FOR STUDENTS’ FEEDBACK OF MALE TEACHERS (GOVT. SCHOOLS AND PVT. SCHOOL) 124
5.2.5 DESCRIPTIVE STATISTICS FOR STUDENTS’ FEEDBACK OF FEMALE TEACHERS (GOVT. SCHOOLS AND PVT. SCHOOLS) 126
5.2.6 DESCRIPTIVE STATISTICS FOR OCCUPATIONAL STRESS OF TEACHERS (TOTAL SAMPLE) 128
5.2.7 DESCRIPTIVE STATISTICS FOR OCCUPATIONAL STRESS OF TEACHERS (GOVT. SCHOOLS AND PVT. SCHOOLS) 130
5.2.8 DESCRIPTIVE STATISTICS FOR OCCUPATIONAL STRESS OF MALE TEACHERS AND FEMALE TEACHERS (TOTAL SAMPLE) 132
5.2.9 DESCRIPTIVE STATISTICS FOR OCCUPATIONAL STRESS OF MALE TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS) 134
5.2.10 DESCRIPTIVE STATISTICS FOR OCCUPATIONAL STRESS OF FEMALE TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS) 136
5.2.11 DESCRIPTIVE STATISTICS FOR PROFESSIONALISM OF TEACHERS 138
5.2.12 DESCRIPTIVE STATISTICS FOR PROFESSIONALISM OF MALE TEACHERS AND FEMALE TEACHERS (TOTAL SAMPLE) 140
5.2.13 DESCRIPTIVE STATISTICS FOR PROFESSIONALISM OF MALE TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS) 142
5.2.14 DESCRIPTIVE STATISTICS FOR PROFESSIONALISM OF FEMALE TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS) 144
5.2.15 DESCRIPTIVE STATISTICS FOR PROFESSIONALISM OF FEMALE TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS) 146
5.2.16 DESCRIPTIVE STATISTICS FOR TEACHER EFFECTIVENESS OF TEACHERS (TOTAL SAMPLE) 148
5.2.17 DESCRIPTIVE STATISTICS FOR TEACHER EFFECTIVENESS OF TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS) 150
5.2.18 DESCRIPTIVE STATISTICS FOR TEACHER EFFECTIVENESS OF MALE TEACHERS AND FEMALE TEACHERS (TOTAL SAMPLE) 152
5.2.19 DESCRIPTIVE STATISTICS FOR TEACHER EFFECTIVENESS OF MALE TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS)

5.2.20 DESCRIPTIVE STATISTICS FOR TEACHER EFFECTIVENESS OF FEMALE TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS)

5.3 COEFFICIENT OF CORRELATION

5.4 INTERPRETATION AND DISCUSSION BASED ON t-RATIO (TOTAL SAMPLE) PROFESSIONALISM OF TEACHERS (GOVT SCHOOLS AND PVT SCHOOLS)

CHAPTER 6 SUMMARY AND CONCLUSION 169-185

6.1 INTRODUCTION 169
6.2 RATIONALE OF THE STUDY 176
6.3 STATEMENT OF THE PROBLEM 178
6.4 OPERATIONAL DEFINITIONS 178
6.5 OBJECTIVES OF THE STUDY 178
6.6 HYPOTHESES 179
6.7 DELIMITATIONS 180
6.8 SAMPLE DESIGN 180
6.9 TOOLS USED TO COLLECT DATA 181
6.10 PROCEDURE ADOPTED FOR DATA COLLECTION 181
6.11 STATISTICAL TECHNIQUES USED 182
6.12 FINDINGS AND CONCLUSIONS 182
6.13 EDUCATIONAL IMPLICATIONS 184
6.14 SUGGESTIONS FOR FURTHER RESEARCH 185

REFERENCES 186-209

ANNEXURES