CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

India is the largest democratic country in the world. It has incredible potential for guiding the world in the route of progress and peace. One of the most important tasks before India is to fulfil the fundamental rights of education of its millions of children and provide high quality education (Rout and Sahu, 2013).

Education is a purposeful and mindful activity on the part of civilized societies to help their members to lead a socially meaningful and happy life. It determines the prosperity, welfare and security of the people. Education which shapes and moulds the quality of life of the people of a country and whose goals are extremely sacred and whose influences are permanent and developmental should be placed in the hands of appropriate and dedicated facilitators, i.e. the teachers who can be trusted to perform a dignified, admirable and challenging role in the educational process (Kohli, 2006).

Children are the future of any nation. It is the responsibility of a teacher to empower children to build a great future. Teacher is the most important part of an education system. He is believed to be a nation builder. It is only a teacher who can shape the destiny of a student in a classroom. He is a creator of happy homes, prosperous communities and a peaceful nation. He has not only the knowledge and skills to share with others but also has the vision to inspire others. Teachers are considered as the second parents to every child. After parents, it is only a teacher, who wishes for the prosperity and well being of a child. A teacher can bring tremendous changes among students through teaching as while teaching he not only instructs the students but also guides, motivates and inspires them to succeed in life. Therefore, it is said that teaching is hard work because it is a heart work.

According to NCTE (1998), no innovation or change can be implemented without teacher’s awareness, involvement and commitment. The quality and efficiency of education and its contribution to national development rest on the quality and competence of teachers. National Council for Teacher Education realised the need to prepare well trained dynamic teachers willing to acquire new competencies to augment those already acquired.
The impact of a teacher on a student and on any educational programme is known to be higher than any other educational programme. Swami Vivekanand said that a good teacher is like a candle – ‘it consumes itself to light the way for others’. Teaching is not an easy task. Being a good teacher, one needs to enjoy teaching, should be a subject expert, well planned and organised, confident, professional and impartial. A teacher needs to follow continuous learning, as he needs to keep himself acquainted with latest teaching methodology and subject matter. Students can’t be taught by old skills. So, in order to be successful in this profession, the teacher should accept this profession unconditionally and practice it with love and passion.

For most teachers, the greatest reward for their job is seeing students thrive and succeed. For many students, their teachers are their role models. A role model is a person who encourages others to strive for greatness and live to the fullest potential. A role model is someone one aspires to be like. Much of what students learn from their greatest teachers is not academic in nature. Teacher who helps his students to grow as people is responsible for imparting some of life’s most important lessons.

To ensure a better tomorrow, there is need of great teachers. Improvement in educational environment can’t be done without improving teachers. Any discussion on educational reform ultimately, boils down to improving teacher, his education and performance. As is the teacher, so is the education in a country. In India, education is in a bad shape because teacher is in a bad shape. No education can rise higher than the level of a teacher. A good teacher means good education and bad teacher means bad education. Good teacher means good teaching (Meenakshi, 2011).

All the teachers are rated. They are rated by the school board, by the children, by the supervisor, by patrons or by those in administrative positions. It is difficult to rate or judge the teacher authentically and only a few know what kind of challenges teachers face in their daily life. There are so many factors to be considered for the evaluation of a teacher like:

- Educational qualification of teacher
- Skills
- Professionalism
• Classroom environment
• Economic factor
• Teacher effectiveness
• Subject matter
• Parental expectations
• Occupational stress
• Values
• Behaviour

In this study, the investigator focused on Professionalism, Occupational Stress and Teacher Effectiveness and their impact on teacher’s feedback given by students.

1.2 FEEDBACK

Feedback is information that individuals receive regarding their performance and consists of a message that a sender conveys to a recipient. Feedback can motivate and guide effective behaviours as well as prevent ineffective behaviours. Thus, feedback can lead to positive behaviour change and enhanced performance, and it can boost self-awareness and self-confidence. However, the ability of feedback to accomplish these goals depends on several factors. Individuals vary in their receptivity to feedback and this is influenced by characteristics of the source of the feedback, the nature of the message, and characteristics of the feedback recipient. In fact, some types of feedback can lead to negative reactions, such as job dissatisfaction, anger or decreased effort (Levy et al., 2007).

Passi et al. (1984) regarded feedback as a device by means of which the effects of process of system are used to control the process of the system itself.

Winne and Butler (1994) provide an excellent definition, stating that feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics or strategies.
Kluger and DeNisi (1996) defined feedback as actions taken by an external agent to provide information regarding some aspect of one’s task performance.

According to Bhattacharya (2000) feedback means a part of the communication output feedback again into the input channel to monitor or modulate the communication process itself such as to improve accuracy or message transmission, reduce level of noise, increase channel capacity and so on.

McLaughlin (2006) defined feedback as, external information provided to increase learning.

Hattie & Timperley (2007) defined feedback as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding.

According to Comprehensive Dictionary of Education (2008) feedback is the information provided by another person in response to a specific behaviour that helps to shape future actions. In education grading systems are common form of feedback.

Shute (2008) defined feedback is information communicated to the learner that is intended to modify his or her thinking or behaviour for the purpose of improving learning.

According to Bartol and Martin (2012) feedback is the receiver’s response to the interpreted message.

Bovee and others (2012) describe feedback as, a response from the receiver that informs the sender how communication is being received in general.

According to Online Merriam Webster Dictionary (2016) feedback is the transmission of evaluative or corrective information about an action, event or process to the original or controlling source.

From the above definitions it can be concluded that feedback is the information given to an individual or group about their work so as to bring desirable changes so that they can come to know about their strengths and weaknesses and then work on those weaknesses to improve the quality of work being done.
1.3 TYPES OF FEEDBACK

Feedback can be categorised into various types. Following are the different types of feedback:

On the basis of source of information feedback is differentiated as intrinsic and extrinsic.1

Intrinsic Feedback- This type of feedback comes from within, like concerning the feel of the movement, for example the feeling of the balance during a handstand.

Extrinsic Feedback- This type of feedback comes from an external source, for example a teacher or a coach. This type of feedback is received by seeing and hearing and is used to support intrinsic feedback.

Extrinsic feedback is important for beginners/ cognitive learners who have yet to develop the feel of the movement.

According to Meenu (1988) extrinsic feedback can be categorised into ‘primary’ and ‘secondary’ feedback.

- Primary Feedback: Any knowledge of result which can be considered as being an integral part of task itself is referred to as primary feedback.

- Secondary Feedback: The information about performance from a source outside the task is called secondary.

For example, if one is to shoot the target, the holes in target will provide the primary feedback about performance, the comments and facial expressions of the instructor may be an excellent source of secondary feedback.

Beside this, feedback can be positive and negative.2

Positive Feedback- This type of feedback is received when a movement is correctly performed and is used to reinforce the action. Positive feedback can be intrinsic or extrinsic and is used to motivate performers; if they are told by their coach they are performing a skill correctly they will firstly feel an intrinsic reward for being praised and secondly continue to perform the skill to a high level. Positive feedback is even more essential for beginners to motivate them to continue with the learning process.

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1 http://www.slideshare.net/mazharlftikhar/types-of-feedback
2 http://www.slideshare.net/mazharlftikhar/types-of-feedback
Negative Feedback*– This type of feedback is received when a movement is incorrect in order to prevent the incorrect action being repeated. Negative feedback can be intrinsic or extrinsic. Extrinsic feedback reduces the chance of bad habits developing if given to cognitive and associative learners. Intrinsic negative feedback is used more for more experienced/autonomous performers who may begin to detect and correct their own errors; they need to be making small, specific corrections.

According to Mangal (2001) feedback can be classified into four categories viz.

- Based on type of contact,
- Based on sources of feedback,
- Based on mode of providing feedback and
- Based on time.

All these categories were further split into multiple types as shown in the figure 1.1

- Classification of feedback based on type of contact
  - Individual Feedback – This is the kind of feedback given to an individual and is mostly provided in a face to face manner. It is specially used to share the weakness and scope for improvement for an individual.
  - Group Feedback – This kind of feedback is shared with a group, and is commonly used to discuss the strengths and achievements of a group.

- Classification of feedback based on sources of feedback
  - Self Feedback – It is the feedback provided by the individual himself and he can do this by audio or video recording of his own lecture.
  - Feedback given by others – This kind of feedback if given by other stakeholders like students, experts, management etc.
  - Mechanical feedback – The feedback that is given through mechanical or technical sources like feedback used in noise reduction, computers and fuzzy logic etc.
• Classification of feedback based on mode of providing feedback
  
  o Positive – The feedback highlighting the strengths and other positive aspects of work.

  o Negative – This type of feedback shared the weaknesses and other negative aspects of work.

  o Mixed – Mixed feedback is given with an intention to share both the positive and the negatives of work or performance being discussed.

• Classification of feedback based on time of providing feedback
  
  o Immediate – The type of feedback is provided right after the work/action/performance is completed.

  o Delayed – Feedback is given or collected after some time (hours/days) of the work/action/performance is completed.

**Figure 1.1**

Classification of Feedback by Mangal (2001)
• Classification of feedback based on mode of providing feedback
  
  o Positive – The feedback highlighting the strengths and other positive aspects of work.
  
  o Negative – This type of feedback shared the weaknesses and other negative aspects of work.
  
  o Mixed – Mixed feedback is given with an intention to share both the positive and the negatives of work or performance being discussed.

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1.4 PRINCIPLES OF PROVIDING FEEDBACK

Feedback is a way of learning more about ourselves and the effect our behaviour has on others. Constructive feedback increase self awareness, offer guidance and encourages development, so it is important to learn both to give it and receive it. Constructive feedback does not mean only giving positive feedback. Skillfully given negative feedback can bring lots of changes. Destructive feedback given in very unskilful manner can leave the recipient feel very bad. There are some principles of giving effective feedback given by Garon (2000) and The University of Nottingham (2012) are listed below:

• Start with the positive: Most people expect encouragement when they do some good work. It should keep in mind that positive feedback should be given first so that they can listen the person patiently. There are some people who always focus on negative aspects only and in that rush they ignore the positive aspects.

• Descriptive rather than evaluative: Feedback should be descriptive rather than evaluative. It is not about the person judgement but based on the observed behaviour.
• Specific rather than general: While giving feedback one should be specific. The person who is giving feedback should avoid using general statements like “you were marvellous” or “you were pathetic”. Instead of this try to focus on the main things the person did.

• Seek/ offer alternatives: If you give feedback then try to turn it into the learning opportunity by asking the person what they could have done differently or would do different next time and if you find them unable to give ideas then you can suggest them some new ideas.

• Own the feedback: It can be easy to say to other person “you are.....” it appears like you are offering a universally accepted opinion about the person rather than just an individual one. It is important to take the responsibility for the feedback we offer. Start with the phrases like “I think....” or “I feel.....”

• Leaving the recipient with choice: Do not try to impose your decision on the receiver. You can suggest some ways or means regarding how to bring improvement in the performance.

• Effective feedback should be well timed: Feedback should be given at proper time when the recipient is ready to receive it.

• Effective feedback should be supportive: Feedback should be given in such a way that it motivates the individual to bring improvement. Negative feedback often discourages the receiver but it does not mean ignoring the mistakes. Instead instructor should identify both strong and weak points.

• Effective feedback should be valued: One must recognise the value of feedback. Individual who is motivated to value feedback will engage in the learning process more intensively and utilize the information with greater effectiveness.

• Effective feedback should be clearly understood: Before closing the feedback process, check to ensure that both the parties are leaving the discussion with a fair and accurate understanding of the behaviour and action that occurred.
• Focused on the behaviours rather than on the person: The feedback should be based on the behaviour or the performance of the person rather than the person himself.

1.5 IMPORTANCE OF FEEDBACK AS RECOGNISED BY DIFFERENT ORGANISATIONS OF INDIA

Teaching is an art which requires tremendous knowledge and skill. A good teaching ensures better future of students. It should be evaluated from time to time so that required changes can be done to make teaching learning process effective. Different organisation of India like NCERT, NAAC, NCTE, RMSA, DTE have recognised the importance of feedback by students.

1.5.1 Role of NCERT and RMSA (2015) In Feedback

The RashtriyaMadhyamikShikshaAbhiyan (RMSA) has the vision to provide good quality of education to young person of the age groups of 14-18 years. To achieve this aim, a number of quality programmes have been initiated by RMSA like recruitment of teachers, setting up of integrated science laboratories, art and craft room, libraries and computer rooms etc.

To assess quality of education, NCERT (National Council of Educational Research and Training) has developed QAT (Quality Assessment Tool, 2015) as per RMSA framework. This tool helps in evaluating quality of education at school level, district level and at state level. To develop this tool, NCERT undertook a series of workshops. The following format has been designed as part of the QAT:

- School Level Quality Assessment Formats
  - (a) School Quality Assessment Format
  - (b) Teacher Quality Assessment Format
  - (c) Classroom Process Quality Assessment Format

- District Level Quality Assessment Format
- State Level Quality Assessment Format
1.5.2 Role of DTE (Department of Teacher Education, 2013)

DTE has suggested some Performance Indicators (PINDICS, 2013) which are used to assess the performance and progress to teachers. PINDICS is based on the provision in section 24, 29 and the schedule specifying norms and standards for schools in the RTE Act 2009, NCF (National Curriculum Framework, 2005) and SSA (SarvaShikshaAbhiyan, 2011). In has been further modified by NCERT”s study, ‘In-Service education for teachers impact on classroom transaction, conducted in 2011.

PINDICS (Annexure,2) have some Performance Standard under which teachers are supposed to perform their responsibilities and these are:

- Designing learning experience for children
- Knowledge for facilitating learning
- Interpersonal relationship
- Professional development
- School development
- Teacher attendance

PINDICS can be used by teachers for self assessment. Even school administration or head master can also use this for the appraisal of teachers to provide constructive feedback to improve their performance.

Each Performance Indicator is rated on four point scale from 1 to 4 indicating the levels of performance. These are:

1. Not meeting the expected standard
2. Approaching the expected standard
3. Approached the expected standard
4. Beyond expected standard.
1.5.3 Role of NAAC (National Assessment and Accreditation Council) In Feedback By Students

NAAC in a report on Student Feedback and Participation (2007) mentioned that students are believed to be the most important part of higher education system. Students play a major role in internal and external quality assurance. Every institution should make sure that their students play decisive role in formulating learning and teaching practices. Their decision should be considered in evaluating quality of teaching and learning.

Taking notes of worldwide initiatives on students’ role in feedback, NAAC has decided to initiate a project for Students Participation in Quality Assurance. NAAC sent a project proposal to Asia Pacific Quality Network (APQN) and after getting approval, NAAC is working on this international project. The Student Feedback Approach is related to institutional practices, processes and frameworks that consider the students’ opinion about the quality of education they receive from their respective institution.

A two day International Conference was organised on Students Participation in Quality Enhancement with the support of APQN marked the culmination of the ‘NAAC 2006 Year of Student Participation in Quality Assurance’.

1.5.4 Role of NCTE (National Council For Teacher Education) In Feedback

Some reformers believe that teacher accountability can be measured by students’ performance on tests and to reform teaching learning process they expell ineffective teachers based solely on students test scores.

NCTE recognizes that quality assurance is an important responsibility of school leaders and a good evaluation system can help in making good decision like appraisal of teachers, their increments, increasing tenure of teachers and dismissal. NCTE has the opinion that students test scores are not reliable source to evaluate teacher’s performance (NCTE Executive Committee, 2012)

NCTE has suggested some effective measures to improve teacher evaluation and collecting feedback from students is one of the major instruments which can help in improving teaching standards.
1.6 IMPORTANCE OF STUDENTS’ FEEDBACK OF TEACHERS

Feedback plays a significant role in improving teachers’ effectiveness, amending their behaviour, understanding students’ point of view, strengthening student teacher relationship and evaluating their subject matter expertise which in turn helps them to grow both professionally and personally.

Feedback has been one of the least emphasised and underrated aspects of teachers’ evaluation in India, although the importance of feedback for a teacher’s holistic development cannot be ignored. Feedback to teachers can be from multiple sources like colleagues, parents, students, administration and friends but students are supposed to be the best judges of their teachers because teachers work directly and spend most of their time with students. Students are thus reliable source of information about the teacher’s performance.

Such feedback plays an important part in first, to improve teaching effectiveness and second, to help in appraisals of personnel’s performance. Though there is scepticism around the real need for feedback to be taken from students about teachers, but in fact this is a tool to improve teacher performance. Just like students’ performance is improved by regular feedback and evaluations, similarly teachers too need feedback and helpful direction to improve their effectiveness as teachers.

In today’s world, all institutes hire teachers with an expectation of good performance to ensure great results and to build upon the institute’s rapport among competitors. Thus, institutes are willing to use all tools available to continuously monitor and improve their teachers’ performance and students’ feedback of teachers is a tools widely accepted.

As Seldin (1995) pointed out that most teachers fail to recognize the need for improvement in their own teaching, as they get complacent or tend to overrate their teaching competence. This thus de-motivates such teachers from following or initiating any process to evaluate or improve their performance. For example, in a survey of nearly 300 college teachers done by Blackburn et al. (1980), it was found that 92% of the teachers believed that their own teaching was above average.
So, useful and reliable data can be obtained through students’ feedback. If evidences are collected more thoroughly from students, it can help in getting better clues about what and how to improve the quality of teaching.

1.7 WAYS TO COLLECT STUDENTS’ FEEDBACK OF TEACHERS

Though the investigator used a scale to collect students’ feedback of teachers, as a rating scale allows collection of feedback from a large sample size within limited time, and also is easier to maintain, but there are other methods to collect feedback as well.

According to Angelo and Cross (1993), Arreola, (1995) Paulsen and Feldman, (1995), Seldin, (1997) there are also other methods to collect feedback data from students irrespective of questionnaire and these methods are given below:

Interviews: An interview session is conducted with a class. A consultant comes with a list of pre prepared questionnaire to be asked about the teacher. Students are asked to give responses by showing their hands as if they agree, disagree or keep neutral response. These responses are recorded in percentage form like for a question such as “Is the teacher punctual?” the response might be like 70 percent agree, 20 percent disagree, 10 percent are neutral. These responses are recorded, further analysed and result is then discussed with the concerned teacher.

Student Evaluation Committees: This method includes forming a small group of 3-5 students, selected such as to represent the entire class. This group keeps meeting regularly at periodic intervals to discuss various aspects of teaching like appropriateness of assignments, availability of teachers for clarifications inside and outside the class etc. The committee members seek to get formal and informal inputs from other classmates and also share the collective inputs with the teachers and management.

Small Group Instructional Diagnosis: In this method a consultant starts off with a meeting with the teacher to discuss and identify any instructional concerns. The consultant then visits the classroom and divides the students into groups of 6-8 students, each group is asked to answer three basic questions collectively. The questions asked are: "What do you like about the course?", "What improvements do
you think can be made?" and "What strategies do you suggest for producing these improvements?". The consultant records and summarises the responses given by all the groups and share the same with the teacher as feedback.

Student-visitor program: As a part of this approach to collect feedback from students, some students trained in classroom observation and not part of a class are invited to attend the class. The student-visitors attend the class, note down their observations, talk to other students to get their inputs, and then provide their suggestions to enhance teacher’s effectiveness.

Students’ feedback of their teacher has become the most commonly used source of information to evaluate teachers as it is akin to getting feedback about the food from the people who actually eat it. All though students’ feedback might not be a solution to all the problems in teaching but it surely plays a significant role in improving instructional effectiveness.

1.8 OCCUPATIONAL STRESS

Feedback of teachers is influenced by many factors and occupational stress is one of them. Occupational stress is the most common and most important types of stress people are exposed to in modern society. But before discussing occupational stress, it is better to understand the meaning of stress. In physics, stress is pressure exerted on body. Sources of physical stress are found in tons of crushing the earth, in cars smashing one another, and in stretching rubber bands. Psychological stress is also ‘press, ‘pull’ and ‘push’. People can feel crushed by the need to make a life changing decision (Steber, 1998).

When most people talk about stress, it is usually in terms of pressure they are feeling from something happening around them or to them. Students talk about being under stress because of poor exam performance or impending deadline for a major paper. Parents talk about the strain of raising teenagers and the financial burdens of running a household. Teacher talk about the pressure of maintaining professional integrity while still managing to keep on top of duties connected with the classroom teaching. Doctors, nurses, lawyers and therapists talk about meeting the endless demands of their patients and clients (Rice, 1992).

The human body has a natural tendency to react to a threat or a demand by an increase in the level of adrenalin and once the threat is over the level of adrenalin naturally
returns to its original state. Stress is the natural response to the stressor, where as strain is the long term reaction to chronic stress. A stressor is an event or set of condition that cause a stress response. For example, the management pressure to multi-task is a common stressor in a workplace and because of this pressure when ones feel anxiety or tension that is stress. When this stress is prolonged it increases blood pressure, insomnia or chronic headache. All these are various strains caused due to stress.

Many experts have defined stress and its various types, though originally it was considered to be caused by environmental pressures which in turn led to strain within the person, but the definition accepted today is that stress is the interaction between the individual and the situation, it is physical as well as psychological response to the stressors like work overload, role ambiguity.

McGrath&Beehr(1990) have used the term stress as stress producing events and conditions that are social and psychological rather than physical in nature and also as a strain variable.

Myers (1999) reported that stress is the body’s physical, mental and chemical reaction to stressors or circumstances that frighten excite, endanger, stressors from these sources can work independently or collectively.

According to Malow and Johnson (2006) stress is the individual’s response to the life’s events such as response to our biological temperament and interaction with others.

Stress as opined by Robinson (2007) is a pressure of adverse influences, circumstances, etc. that disturbs the natural physiological balance of the body.

Comprehensive Dictionary of Education (2008) defines stress as a level of psychological situation at which performances begins to decline and symptoms like poor concentration and tension may develop.

Vijayalakshmi (2012) stated that stress is the general term applied to pressures people feel in life

Saravanan and Muthulakshmi (2017) described stress as body’s non-specific response to any demand made on it.
From the above given definitions it can be concluded that stress is psychological state of mind which gradually starts diminishing productivity of human being which effect physiological and behavioural aspect of human being

1.9 TYPES OF STRESS

In day to day life, the term ‘stress’ is used to describe negative situations; therefore it is considered as a bad thing for everyone, which is not always true (Ornelas and Kleiver, 2003). There are mainly two types of stress, one is Eustress and other is Distress.

Stress researcher Selye (1956) reported that there are different kinds of stress and made a formal distinction between Distress and Eustress. He also stated that stress is inevitable in the everyday world and stated that some degree of stress is necessary for individuals to mobilise.

Eustress: Eustress is a term coined by endocrinologist Hans Selye. Word eustress consists of two parts. The prefix ‘eu’ comes from Greek word which means good or well. When attached to the word it literally means good stress or positive stress.

Eustress was originally expressed in a stress model by Richard Lazarus, it is the positive cognitive response to stress that is healthy, or gives one a feeling of fulfilment or other positive feeling. Eustress refers to a positive response one has to a stressor, which can depend on one’s current feeling of control, desirability, location and timing of the stressor. Eustress has also been positively correlated with life satisfaction and well being. Positive stress has following characteristics: motivates, focuses energy, is short term, improves performance.

An interesting challenge an exciting opportunity, rewarding vocation may produce Eustress or good stress. Without Eustress life would hardly be worth living.

Distress: Distress is the most commonly referred to type of stress, having negative implications, whereas Eustress is usually related to desirable events in person’s life. It is also known as negative stress. Distress is harmful and destructive. Selye argued that persistent stress that is not resolved through coping or adaptation should be known as distress, and may lead to anxiety, withdrawal and depressive behaviour. In contrast, if stress enhances one’s functioning is called Eustress.

3 http://en.wikipedia.org/wiki/Eustress
Stress may be either beneficial or harmful in its effects. Too little stress or challenge can be harmful and may lead to so called rust out; too much stress is also harmful as it may lead to burnout. So message of the modern stress researchers is not to avoid all stress but to seek optimum level of stress (Bruno, 1986).

Types of stress as given by Davidson (1997) in his book ‘Managing Stress’ are as given below:

Anticipatory Stress: It is caused by concern over the future, where in the person worries about the things which may or may not happen in the future.

Situational Stress: it is momentary stress, caused due to immediate threat, challenge or agitation or anything that draws the person’s attention.

Chronic Stress: This type of stress is experienced for an extended durations. It may originate from a tough experience over which the person had no control or choice, but to accept it such as loss of loved ones, serious ailments, accident or any other trauma.

Residual Stress: It is the stress linked with past incidents or experiences and is enhanced due to person’s inability or unwillingness to let go of old hurtful memories.

1.10 MEANING OF OCCUPATIONAL STRESS

In today’s world most of persons are working, some people have to work to make both ends meet where as others like to work by choice. People are spending majority of their active time in a day fulfilling their occupational responsibilities. But sometimes this necessity or choice to work leads to occupational stress. (Aldwin, Carolyn, 1994)

The terms ‘occupational stress’, ‘work stress’, ‘job stress’, ‘work related stress’ are used interchangeably in the literature. Occupational stress is stress involving work. Occupational stress occurs when there is a discrepancy between the demands of the environment/workplace and an individual’s ability to carry out and complete these demands. Occupational stress is disorder associated with job or work.

Jarvis (2002) defined occupational stress as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning.
Cotton and Hart (2003) stated that occupational stress is a growing problem which results in substantial loss, both to employees and organisations.

Dunham (2003) defined occupational stress as being the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker.

Occupational stress can be defined as the harmful physical and emotional response that occur when the requirements of the job do not match the resources, capabilities and needs of workers

(Bianchi, 2004; Alves, 2005; Lindholm, 2006; Nakasis and Ouzouni, 2008).

Holmlund and Strandvik (2005) defined occupational stress as the inability to cope with the pressures in a job because of a poor fit between someone’s abilities and his/her work requirements and conditions.

Vokic and Bogdanic (2007) defined occupational stress as the non specific response of the body to any demand placed upon it. It is a mental and physical condition which affects an individual’s productivity, affectivity, personal health and quality of work.

Humphrey (2008) defined occupational stress as an incompatibility between the individual and his or her work environment.

According to Online Free Dictionary (2015) Occupational stress is a disorder associated with job or work. The anxiety may be expressed in the form of extreme tension and development of physical symptoms like headache and cramps. It is also called occupational neurosis.

Saravanan and Muthulakshmi (2017) described occupational stress as a condition where occupation-related factors interact with the worker to change (disrupt/enahce) his or her psychological or physiological condition, so that the person’s mind and /or body is forced to deviate from its normal way of functioning.

According to WHO (2017) Work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.
According to Online Medical Dictionary (2018) Occupational stress is a disorder associated with a job or work.

Occupational stress in teachers is thus caused because of their occupational responsibilities and their inability to effectively cater to various work demands. Occupational stress in teachers is now well recognised and is considered as a significant aspect of teaching profession.

1.11 OCCUPATIONAL STRESS AMONG TEACHERS

It is a known fact that in every profession there is some level of stress and teaching profession is no exception. Now a days, teachers are very commonly found stressed because of various stressors in teaching profession like job complexities, increased economic pressures and low social status. Different studies have also concluded that teaching is a stressful occupation and that a significant number of teachers are affected by work related stress (Dunham, 1994; Guglielmi and Tatrow, 1998; Kyriacou, 2001).

According to Dunham and Varma (1998), stress level of teachers are dependent on the individual teacher and type of school, what is stressful for one teacher in one school may not be stressful for another teacher in different school.

Teachers’ stress as defined by Kyriacou (2001), is the experience by a teacher of unpleasant, negative emotions such as anger, anxiety, tension, frustration, or depression resulting from some aspect of their work as a teacher.

According to Dollard et. al (2003) Teacher’s occupational stress is defined as the teacher’s physiological, psychological and behavioural responses resulting from the demanding aspects of work as a teacher.

There was a time when teaching was considered as the profession with low stress but now a days situation is changing. Teaching is becoming more stressful day by day. Teachers are facing various kind of stress in their life and one of them is occupational stress. This stress leads to various problems which in turn affect their teaching and of course students also.
According to Nagra and Arora (2013) continuous exposure to stress develops sense of self apathy, low self esteem, loss of confidence, unwillingness to cooperate, irritability with colleagues, fatigue, anxiety, depression, loss of concentration, low level of motivation, conflict at work place and poor students teacher relationship etc.

There are so many causes of stress among teachers. Sachdeva (2103) in a study mentioned some causes viz low social status, low economic status, no security of service, heavy work load, working under autocratic head master, monotony of work, problem of indiscipline, frequent criticism, lack of professional attitude, and recruitment system.

Since stress brings anxiety, aggressiveness, perception disorder, learning insufficiency and many other physiologically and psychologically problems. These physiological and psychological effects break interior balance and harmony of teachers. Therefore it is necessary to manage stress and to support teachers to be reducing the effect of stress, because teacher’s stress holds a special significance. A teacher free from stress can provide better environment in the classroom. Stress cannot be eliminated from life but one can try to manage it by taking some precautionary measures.

**1.12 MODELS OF OCCUPATIONAL STRESS**

There are many models of occupational stress as given by experts. Some of them are given below:

**1.12.1 Person-Environment (P-E) Fit Model by Harrison (1978)**

According to this model interaction between a person and work environment influence his health. Person should join a profession according to his aptitude, skills and potential and his working environment should meet his abilities, needs and skills. In other words we can say that person should be assigned work according to his potentiality. Lack of fit in either of these situations can cause problems, more is the gap between person and work environment, more will be the stress. This stress can lead to health related issues, lower productivity and other problems related to work. The model also covers the common defence mechanisms like coping, denial, reappraisal of needs to reduce level of subjective misfit.
1.12.2 Job Demands-Resources (JD-R) Model (Demerouti et al., 2001)

Job demands-resources model was originally introduced by Demerouti et al. (2001), and was then revised by Bakker, Demerouti and Verbeke (2004). The model is based on an assumption that all the causes of employee well-being irrespective of occupation can be classified in two general categories viz job demands and job resources. The model states that occupational stress is caused as a response to the imbalance between the demands placed by the job and the resources provided to handle those demands. For example in teaching profession, the common job demands placed on a teacher are to handle the class effectively, keeping the knowledge related to subject matter and teaching method up to date and to fulfil these demands college or school administration provides various resources like laboratory, library services, organising training programmes and counselling services etc.

1.12.3 Effort Reward Imbalance (ERI) Model:

Effort reward imbalance model (shown in fig. 1.2) was introduced by Siegrist in 1996. The fundamental principle of the model is that an imbalance between (high) effort and (low) rewards leads to (sustained) stress reactions. Besides efforts and rewards over commitment is a crucial aspect of the model. Essentially ERI model contains three main assumptions i.e.

- The extrinsic ERI hypothesis: high effort in combination with low rewards increase the risk of poor health

- The intrinsic over commitment hypothesis: high level of over commitment may increase the risk of poor health

- The interaction hypothesis: employees reporting an extrinsic ERI and a high level of over commitment have an even higher risk of poor health. In simple words we can say that a person working hard without receiving satisfactory appreciation or without being treated fairly are examples of stressful imbalance.

A person who is highly motivated for job related commitments and a high need for approval will also experience stressful imbalance (Vegchel et al. 2004).
There is no particular model which considers the real causes or sources of stress. Every model has its own criteria and importance.

### 1.13 SYMPTOMS OF OCCUPATIONAL STRESS

Person’s body is capable to endure stress for short duration though prolonged exposure to stressor can lead to chronic health problems.

Health and Safety Department of New York (2006) mentioned some of the early symptoms of stress related problems:

- Physical Symptoms: Headache, stomach problems, eating disorder, sleep disturbance, fatigue, muscle ache and pain.

- Psychological and behavioural symptoms: Anxiety, irritability, low morale, depression, alcohol and drug use, feeling powerless, isolation from co-workers.
Symptoms of prolonged stress:

- Physical symptoms: High blood pressure, heart disease, stroke, spastic colon, immune system dysfunction, diabetes, asthma, musculoskeletal disorder.

- Psychological or behavioural symptoms: Serious depression, suicidal behaviour, domestic violence, alcohol abuse, substance abuse, burnout.

Kayastha and Kayastha (2012) classified symptoms of occupational stress into four broad categories as given below:

- Emotional Symptoms: Negative or depressive feeling, frequent mood swings, hyper-sensitivity, aggressiveness, irritability.

- Mental Symptoms: Confusion, indecision, memory problems, anxiety, lack of concentration.

- Physical symptoms: Digestive Problems, fatigue, high blood pressure, weight gain/loss

- Behavioural Symptoms: Neglecting responsibilities, loosing temper, overreacting to unexpected problems, decrease in performance and production.

Almost all the symptoms of occupational stress shall be useful to identify the teachers who might be needing help to cope up with occupational stress.

1.14 SOURCES OF OCCUPATIONAL STRESS

According to Holt (1982) occupational stress may originate from physical properties of the work environments for example physical hazards, pollution, noise, extreme heat, cold, humid conditions etc., change in working hours, time pressure, work and responsibilities, work overload, monotony, demotion, change in shift pattern, qualitative changes in job, job complexity, ambiguity about future and under utilization etc.

Sources of occupational stress as given by Quick and Quick (1984), are poor working conditions, work overload or under load, role conflict and ambiguity, unsatisfactory career development and erratic working hours.
Baron (1996) states some sources of work related stress are (i) role ambiguity i.e. uncertainty about duties and responsibilities, (ii) lack of participation in decision making, (iii) responsibilities for others, (iv) difficult or unpleasant environment, (v) conflict with other employees and (vi) lack of support from co-workers.

There are many other factors related to occupational stress like lack of control over workload, physical environment, organisational culture, interpersonal relationship, pressured deadline, lack of social support (Dussault et.al, 1990; Male and May, 1998)

As for any other profession, above sources stated by experts are equally applicable to teaching profession, as they also face multiple stressors.

Some of the important stressors faced by teachers are excessive working hours, excessive work load, large class size, changes in curriculum and courses, poor management, workplace bulling, crumbling schools, pupil misbehaviour, lack of job security due to redundancy and fixed term contracts, lack of public esteem, low salary, interference of school management and parents, defamation of profession by politicians and media, no social support to teachers, peer pressure, lack of subject knowledge (Kaur, 2009)

Sachdeva (2013) also listed multiple sources of teachers’ occupational stress, as given below:

- No security of service: A large majority of teachers work in private schools. In these schools, they have no security of service, and consequently, the teachers, never enjoy the feeling of self-confidence and get frustrated.

- Monotony of work: The teachers are required to teach the same topics year after year, which make their work boring and monotonous. There are no challenging situations and no variety in their work. The teacher keeps himself busy in preparing the students for examination. This causes stress among teachers.

- The problem of indiscipline: In the schools, it is the responsibility of the teachers to maintain discipline; but the causes of indiscipline are numerous and most of these are beyond the control of teachers. Under these circumstances, the teachers feel helpless and frustrated.
• Lack of professional aptitude: Lack of professional aptitude and devotion to the profession causes stress among teachers.

• Occupational hazards: Frequent criticism, restrictions, extra workload, high expectations of the members of society and leg pulling among teachers etc. create conflicts in the minds of teachers and leads towards stress.

These are some of the important causes which are responsible for the occupational stress among teachers. Preventive measures should be taken to eliminate or reduce these causes of stress among teachers.

1.15 STRATEGIES TO MANAGE STRESS AT WORKPLACE (VIJYALAKSHMI, 2012)

There are many strategies which have been developed to manage stress at workplace. These strategies can be categorised into ‘Individual Coping Strategies’ and ‘Organizational Coping Strategies’.

Individual Coping Strategies:

• Exercise: Exercise is one of the best methods to deal with stress. Regular exercise reduces the risk of heart attack. Many researchers have suggested that people who exercise daily feel less tension and stress and are more self confident and show greater optimism than who do not exercise daily.

• Relaxation: Relaxation is another method to cope up with stress. It is one of the most effective ways to reduce stress. People can relax for a while on the job. It will help in increasing their work efficiency.

• Time Management: Time management is often advised for managing stress. One popular approach to time management is to make a list every morning of the things to be done that day. Then you group the items on the list into three categories: critical activities that must be done; important activities that should be performed, and optional or trivial things that can be delegated or postponed.

• Role Management: It refers to working actively to avoid overload, ambiguity and conflict. Another role management strategy is to learn to say ‘no’. Normally people create problem for themselves by saying ‘yes’ to serve on extra duty and which create problems later on.
• Support Group: A support group is a group of family members or friends with whom a person can spend time. It can help reduce the stress that builds up during the day.

**Organizational Coping Strategies:**

Two basic organizational strategies for helping employees to manage stress are institutional programs and collateral programs.

- **Institutional Programs:** Institutional programs for managing stress are undertaken through established mechanisms. Properly designed jobs, organisation’s culture, and work schedules can help ease stress. Supervision can play an important institutional role in managing stress.

- **Collateral Programs:** It is an organisational program specifically designed to help employees deal with stress. Many organisations have employee’s fitness programs which attack indirectly by encouraging employees to exercise, which is supposed to reduce stress. Organisation can set up a counselling cell where teachers can go and discuss their problems with the counsellor.

Apart from above given suggestive measures, healthy diet, proper sleep and rest, disciplined routine, pursuing a hobby etc. can prove helpful in managing stress at work place.

**1.16 PROFESSIONALISM**

High level of occupational stress leaves an adverse effect on teaching profession. Being a true professional one has to follow the ethics of professionalism while controlling the stress effectively. Before moving the discussion to professionalism it is important to understand the term profession.

The term profession stands for an occupation which requires some specialised study and training, and the purpose of which is generally to provide skilled services and
guidance in lieu of a definite fee of remuneration. In very simple words it is a way for earning. A profession may perhaps be an occupation based upon specialised intellectual study and training, the purpose of which is to supply skilled service or advice to others for a definite fee or salary.

According to Dictionary of Education (2002) profession is an occupation requires specialised knowledge that can only be gained after intense preparation.

As per Comprehensive Dictionary of Education (2008) a profession is an occupation that is based on systematic formal knowledge about a particular field and involves high levels of autonomy and codes of conduct formulated and administered by other member of the occupation.

Online Merriam-Webster Dictionary (2015) defines profession as a calling requiring specialised knowledge and often long and intensive academic preparation.

From the above definitions it can be concluded that professionalism is to fulfil the demands of a profession to the best of one’s abilities, to do justice to the skills acquired and be ethical in one’s conduct.

1.17 CHARACTERISTICS OF PROFESSION

The following are the common characteristics of a profession as given by Sharma (2008) in his book Pedagogies of Education:

- It has long term education and training for a job role.
- It should cater to the needs of society and nation.
- There should be social accountability.
- There should be some ethical norms or consideration.
- There should be professional association.
- There should be autonomy and self regulations.
- There should be freedom to charge reasonable fee for service.

*(http://www.preservearticles.com/2012011220561/what-are-the-important-characteristics-of-a-profession.html).*
1.18 DIFFERENCE BETWEEN PROFESSION AND OCCUPATION

In their search and attempts for earning the livelihood and leading a comfortable life people get engaged in various types of work activities. According to the nature of their work, they are designated as farmers, carpenters, contractors, builders, lawyers, doctors, shopkeepers, industrialists, teachers, charted accountants etc.

It is however interesting that most of the work activities adopted by people in general are classified and designated as vocations or occupations, a few one’s such as associated with lawyers, doctors and teachers are designated as profession.

Profession is set of knowledge and skill acquired through formal education and practical experience. Every organised profession (accounting, law, medicine etc.) is governed by its respective professional body (Mangal and Mangal, 2016).

The difference between profession and occupation can be stated with an example: designing a building would be called a profession whereas constructing a building is an occupation.

A profession needs extensive training and specialised knowledge on the other hand; an occupation does not need any extensive training. Doctors, engineers, advocates, journalists, scientists and many others fall under this category because they are paid for their particular skill and knowledge. Driver, clerk, technicians fall under the category of occupation as they are paid for what they produce.

1.19 MEANING OF PROFESSIONALISM

Professionalism is commonly perceived by some as dressing smartly at work or doing a good job, where as for others it means to have advanced degrees or certifications which are then framed and hung on walls, but professionalism is much more than this.

Professionalism has been defined differently by various experts as given below:

Goodson and Hargreaves (1996) Professionalism is something which defines and articulates the quality and character of people’s action within that group. It can refer to some expertise, special skill or knowledge that is acquired by training, study or practice.

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5 http://www.differencebetween.net/business/difference-between-occupation-and-profession/
Talbert and McLaughlin (1996) define professionalism as, the internalized beliefs regarding professional obligations, attributes, interactions, attitudes, values, and role behaviours.

According to Bellarmine (1998) the term professionalism is defined as something that someone does or produce is very skilful and of a very high standard.

According to Berman (1999), professionalism is a multi dimensional construct and has been measured as job characteristics, work behaviour, professional commitment and career commitment at different times.

Lui, Ngo and Tsang (2003) have stated that the concept of professionalism basically describes the values, goals and expectations at work.

According to Comprehensive Dictionary of Education (2008), professionalism refers to any aspects of one's behaviour or that connotes affiliation with a profession.

Online Merriam Webster Dictionary (2015) defines professionalism as follows:

- The conduct, aims, qualities that characterise or mark a profession or a professional person.
- Pursuing a profession for gain or livelihood.

From the above given definition it can be said that professionalism is set of beliefs, ethics, commitment and goals of a profession.

1.20 ESSENTIAL DIMENSIONS OF PROFESSIONALISM

Miner (1993) and Miner et al (1994) suggested five dimensions of professional role requirements that capture the essential dimensions of professionalism and these are given below:

- Acquiring Knowledge: The essence of professional work requires technical expertise to be developed, transmitted and used in professional service to clients. Accordingly, to perform their work well, professionals must be willing to acquire related knowledge in order to provide expert service. Those who do not want to acquire knowledge or who find doing distasteful will fall short of others performance expectations.
• Acting Independently: Professionals have a personally responsible relationship with clients. It often requires independent action based on their best professional judgement. It is necessary to determine what the best interests of the client are and then to act to serve those interests, even if the client wants something else. Professional who find it difficult to act independently or who are afraid to do so, run the risk that their special knowledge will not be used, which in turn will affect the quality of the professional services provided.

• Accepting Status: The provision of professional service to client is predicted on the client’s recognition of the professional expert status. Professional must take steps to achieve and retain status in the eyes of users. On the other hand professionals, who are hesitant to do so, are unlikely to have successful careers.

• Providing Help: Professional is expected to assist the client to achieve desired goals. Professionals often have a strong motive to help others. In fact helping is inherent characteristics of professionalism.

• Exhibiting Professional Commitment: Profession demands emotional bond and commitment from professionals. This can be achieved through value based professional identification as it serves to keep members responsive to the profession’s ethics. Without such identification, individuals may leave the profession in search of greater opportunities prior to the time training investigation is recovered and they may also act in unprofessional ways perhaps to the point of being expelled from the profession.

1.21 CHARACTERISTICS OF PROFESSIONALISM

Professionalism has certain characteristics which are given below:

• Specialized Knowledge: Professionals are known for their specialized knowledge. They are committed to develop and improve their skills and to keep their knowledge up to date and in addition they have a professional qualification that serves as a foundation of this knowledge. A true professional does his work to the best of his ability.
• Humble: Humility is another attribute associated with true professionals. Acknowledging if external help is required and consulting other experts in case the scope of work is outside their zone of expertise.

• Competency: Professionals are assumed to be competent and capable to get the job done and deliver as promised. Even in adverse circumstances, they don’t rely on excuses, but rather focus on finding the solutions.

• Reliability and Accountability: Professionals take responsibilities of their actions and stay away from blame games. Professionals are accountable for their decisions and mistakes occurring as part of the service being offered.

• Honesty and integrity: A true professional exhibits qualities such as honesty and integrity. They don’t compromise on the correct path to be followed, irrespective of the hardships en-route. Even if they are unable to deliver the desired outcomes due to external factors, they are bound to keep the clients informed of possible delays or diversions.

• Being Polite: Words exchanged during formal and informal communications whether oral or written are wisely chosen by professionals. They ensure to keep their conversations as polite as possible even while discussing unfavourable topics.

• Interpersonal skills: Professionals have high emotional intelligence and are capable of handling people from different strata of society, varying geographies and various cultures.

• Optimistic: A true professional is always optimistic while working. He/she possesses positive attitude in difficult situations.

From the above given characteristics it can be concluded that professionalism encompasses specialised knowledge, reliability, honesty, integrity, good interpersonal relationship and optimism.

1.22 TEACHING AS PROFESSION

Some considered that teaching is not a profession. Not every form of activity is work, even if it brings remuneration to the person engaged in it. It is work only when it
produces something of values to others. The business of teachers is to help students to achieve higher standards of knowledge, ability, skills and moral character. If teachers do their work well, then their work is of greater value to others, not simply in a particular time, but also in the future. Moreover in profession you need to hold a professional degree and more importantly you can’t do it off the street. Requirements to become a teacher or lecturer are relatively strict as compared to many other jobs.

Teachers are more than workers. They are also members of a profession. Their occupation renders definite and essential services to society. As we have discussed earlier that a profession is founded upon a systematic body of knowledge and a lengthy period of academic and practical training. In the modern era we have to accept teaching as a profession and not just as a job for which there is a great deal of justification. The major justification is difference between job and profession.

A job is one which can be achieved with skills and ability to think quickly and effectively in different situations and fields of life and activity. These skills are not exclusively confined to any particular field or situations. For example, a good computer operator is useful in many fields or situations. If he is good he can do the computer work effectively in school, bank, office, industry, hospital etc wherever his necessity is felt. But training in particular skill needs to be applied in a particular field or sector. Under this we can include teachers, doctors, engineers, scientists and advocates, who have to work in a particular field for which they are trained. So we can say that teaching is a profession (Nanda and Mishra, 2010).

Teaching is a noble profession but teachers must have some ethical considerations, social accountability and responsibility. They must consist of teaching aptitude, teaching skills and social awareness. All these characteristics make teaching a dignified and noble profession.

1.23 ESSENTIAL ELEMENTS CONTRIBUTING TO THE PROFESSIONALISM OF TEACHERS

The profession of teacher reflects a high degree of academic excellence, repertoire of teaching skills and practical wisdom on the one hand and well integrated value system on the other and both oriented towards altruistic service. The personal development of
teacher is the core of professionalization and forms the base for professional ethics (Sharma et al., 2014).

Ilukena (1999) defined teacher professionalism as teacher’s code of conduct. By teacher’s code of conduct one refers to principles, values, standards or rules of behaviour that guide the decisions procedures and systems of a school in which teachers work and in a way that

- Contributes to the welfare of its key stakeholders, and
- Respects the rights of all constituents affected by its operations (Wandira, 1986).

For Hyland (2002), professionalism means that teachers fully accept the challenges of teaching which are reflected in three primary indicators of professionalism namely; responsibility, respect and risk taking.

Snoek (2009) gave the following essential elements which are necessary for a teacher.

Knowledge:

- Thorough knowledge of the subject
- Thorough knowledge of the teaching and learning process (including being up to date with relevant outcomes of educational research)
- Thorough knowledge of society
- Knowledge of policy and organisation in education

Skills

- Able to communicate and discuss educational issues with a wider audience
- Able to account the quality of work to the outside world
- Able to conduct research within the practice of schools
- Able to contribute to collaborative learning of professional communities
- Able to translate outcomes of educational research to innovations in the classroom/school
Attitudes

- Dedicated to the learning of pupils
- Committed to the profession and the collective group of professionals
- Willing to contribute to the collective knowledge of the profession
- Committed to the ethical code of the profession and the integrity of his/her work
- Willing to account the quality of work to the outside world
- Focused on continuous professional development
- Focus on improvement and innovation of teaching.

Teacher as professional have to exercise a big responsibility of shaping the future of the youngsters and society. The task of teaching is too serious and then demands proper accountability from them. It is universally felt that the status of teaching profession requires to be raised to ensure dignity and integrity.

1.24 MODELS OF PROFESSIONALISM

Number of theorists perceived a profession as an organisation whose members persuaded specific and measurable criteria. There are many models of professionalism some of them are highlighted below

1.24.1 Model Given By Schon (1991)

Schon (1991) stated that professionalism is essential to modern society.

- Field of Knowledge: It displays the characteristics of being specialized, firmly bounded, often scientific in origin and standardized among practitioners.

- Techniques of Application of the knowledge: Professions are concerned with the practical performance of services to a client. Decisions about implementation are made objectively. This results in improved future performance, increase in understanding and greater ability to cope with uncertainty.
• Ethics and Attitude to the client: It involves delivering the services to the clients to the best of their competencies, to be polite to them, not to use the special powers given to them for their own benefit.

Figure 1.3

Model of Professionalism by Schon (1991)

• Regulation and Accountability to peers: Professionals belong to a professional body as a condition of being in practice. This body can discipline or expel members who are incompetent or unethical.

• Citizen: Profession views that everyone should try to live by professional ethics and code of conduct.

1.24.2 The 4-P Model of Professionalism By Marco (1996)

Marco (1996) views professionalism as being made of four characteristics and he named it as 4-P Model

• Proficient: Professional must do his work with swiftness and dexterity with skill gained by long practice.

• Permanent: The long practice comes from permanence of professional calling.
• Professing: There must be some act of involvement by which the professional declares his intention to be, now and forever, a part of one chosen calling. The act may be public ceremony or it may be a simple, private resolution of the form.

• Promise Keeping: Professionals make certain promises to themselves (sometimes to the public at large) about what he will and won’t do. They keep those promises.

1.24.3 Model of Professionalism By Camp et al. (2004)

Camp et al. (2004) state that professionalism is a multidimensional concept and uncovered three basic themes of professionalism viz. Interpersonal professionalism, Public professionalism, and Intrapersonal professionalism, as discussed below.

Interpersonal professionalism – This deals with those elements which are required for effective management of relationships with clients, colleagues and other professionals. It includes elements like respect, integrity, honour, honesty, compassion, reliability, altruism, trust, communication skills etc.
Public professionalism – The second theme of professionalism deals with the demands placed by society on a profession. It encompasses elements such as, submission to ethical code of conduct, social and professional conduct, deliverance of quality, competence, justice, undiscriminating etc.

Intrapersonal professionalism – It covers the demands that are to be met as an individual so as to be effective as a professional. Intrapersonal professionalism includes elements such as morality, maturity, humility, flexibility, motivation, being well organised, self-awareness etc.

In the end it can be said that professionalism is not only having particular degree or certification but having good qualities, thorough knowledge of subject matter, positive attitude towards profession and commitment towards profession.

1.25 TEACHER EFFECTIVENESS

Teacher is a committed person who delivers the knowledge and skill to the learner. According to Dr. Radha Krishnan Saravpali (Indian philosopher, Former President of India) teacher is a committed person, committed to faith in the future of man, in the future of humanity, in the future of country and world. Swami Vivekanand said that the true teacher is the one who can immediately come down to the level of the student and transfer his soul to the students’ soul and understand through his mind.

It is normally believed that success of an educational programme depends on the quality of teachers available to execute it. A school may have excellent material resources, equipments, library, building and other facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to the responsibilities, the whole programme is likely to be futile and wasted. The problem of identification of an effective teacher is, therefore, of prime importance for realising the educational goals.

1.26 MEANING OF TEACHER EFFECTIVENESS

There are many opinions regarding the meaning of teacher effectiveness. Few of them are listed below:
Medley (1982) defined teacher effectiveness as the term used to refer to the result a teacher gets or to the amount of progress pupils make towards some specialized goal of education.

Anderson (1991) stated that an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students.

Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined the teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching.


Theall and Franklin (2001) stated that teacher effectiveness is an act of faith. There is constantly a high correlation between students’ ratings of the amount learned in the course and their overall ratings of the teacher. The students who learned more, gave their teachers high rating.

International Dictionary of Education (2005) explains the term teacher effectiveness as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students. The ability of a teacher is to relate the learning activities to the developmental process of the learner and their current and immediate interests and needs.

Leigh (2007) stated that teacher effectiveness is measured in terms of performance of their students on literacy and numeracy tests. In many studies, especially in the value added research, effectiveness is defined either implicitly or explicitly by the gains made by teachers’ students on achievement tests.

Dhillon and Kaur (2010) stated that teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of teaching. It refers to the height of maturity and learning indicating that teacher grows with experience and learning.
According to Gupta (2013) Teacher effectiveness is teacher’s academic and professional knowledge, teaching skills, classroom management, attitude towards students and personal qualities of teachers.

According to Clinton et al. (2017) in a review on teacher effectiveness described that teacher quality and effectiveness have become critical components of school improvement. These two terms are used interchangeably in the literature, and there has been considerable debate regarding their definition and appropriate use. Generally teacher effectiveness can be conceptualised as being on a continuum covering the extent to which a teacher is able to progress student outcomes. This is often measured using student achievement results and other summative tools. Teacher quality, however, refers to teacher attributes, such as capabilities, training, knowledge or beliefs.

From the above given definitions it can be concluded that teacher effectiveness is ability of a teacher to make teaching effective using his skills, knowledge, experience etc.

### 1.27 CHARACTERISTICS OF AN EFFECTIVE TEACHER

Effective teachers are those who achieve the goals they set for themselves as have set for them by others. Effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and these skills appropriately to achieve those goals.

The following characteristics appear again and again in studies of effective teachers. According to a scheme worked out by Hilderbrand et al. in a 1971 study, the following characteristics are classified:

**Organization and clarity**

- Explains clearly
- Is well prepared
- Makes difficult topics easy to understand
- Uses examples, details, analogies, metaphors, and variety in modes of explanation to make material not only understandable but memorable.
• Makes the objectives of the course and each class clear

• Establishes a context for material

**Analytic/ Synthetic Approach**

• Has a thorough command of the field

• Contracts the implications of various theories

• Gives the student a sense of the field, its past, present and future directions, the origin of the ideas and concepts.

• Present facts and concepts from related fields

• Discusses the viewpoints other than his/her own

**Dynamism and Enthusiasm**

• Is an energetic, dynamic person

• Seems to enjoy teaching

• Has an aura of self confidence

**Instructor- Group Interaction**

• Can stimulate, direct and pace interaction with the class

• Encourages independent thought and accepts criticism

• Uses wit and humour effectively

• Is a good public speaker

• Knows whether or not the class is following the material and is sensitive to students’ motivation

• Is concerned about the qualities of his teaching

**Instructor- Individual Student Interaction**

• Is perceived as fair, especially in his/her methods of evaluation

• Is seen by students as approachable a valuable source of advice even on matters not directly related to the course. (Hildebrand, 1971)
According to Comprehensive Dictionary of Education (2008) an effective teacher is one who will:

- Provide a safe psychological climate for all students
- Not be too dominant.
- Know each pupil individually by name.
- Show knowledge of students’ background.
- Be aware of individual learning heads.
- Ask leading questions.
- Deal with a number of tasks.
- Be a good organizer.
- Know how to use feedback from students.
- Admit his/her mistakes and learn from them.

1.28 FACTORS AFFECTING TEACHER EFFECTIVENESS

Researches in India and abroad have tried to find out the correlates of teacher effectiveness. Some of the factors reported to be influencing the teacher effectiveness are:

- Academic Achievement and Teacher Effectiveness: Academic achievement stands as an evidence for the scholastic performance of the individual in the curricular subject and learning outcomes. Subject matter knowledge is positively correlated to teacher effectiveness (Collinson 1996). A deep thorough knowledge of the concerned subject is a must for an effective teacher.

- Intelligence and teacher effectiveness: Intelligence helps a person to adjust to environment and learn from previous experiences. For an individual to succeed in school and job, intelligence is the most important factor (Linda 1990). Intelligence includes the abilities in problem solving and critical
thinking. Deve (1966) reported significant positive correlation between intelligence and teaching success. There is a chance of teachers with high intelligence score of being more effective and competent in the teaching-learning process.

- Teacher Education and Teacher Effectiveness: Teacher education is intended to prepare effective teachers. It is during this period, the transformation of the individual, to a committed and competent teaching professional equipped with all necessary skills and professional readiness to carry out their duties effectively and successfully take place. Before a teacher enters into career, familiarity with the responsibility of teaching in school, understanding about the student psychology, basic understanding of philosophical, sociological, and psychological foundation of education etc are essential. Kothari commission (1964-66) emphasized the need for a sound teacher education system in the preparation of competent and effective teachers.

- Socio Economic Status and Teacher Effectiveness: The socio economic status of individuals as determined by the accepted socio-economic norms affect them. Social status is the position of that individual in society. The social prestige, occupation, education, income, standard of living, etc. determine this status. Teacher effectiveness is influenced by socio-economic status of the teachers (Dave 1966; Linda 1990).

- Personality Factors and Teacher Effectiveness: Personality characteristics like self-concept, social and emotional adjustment, confidence and teacher pupil relationship have been found significant positive relation with teacher effectiveness by various researchers. Some characteristics are common to all professionals but there are certain qualities specifically needed for teaching successively (Nelson, 1998).

- Adjustment and Teacher Effectiveness: Every individual tries to maintain with his circumstances and attempts to meet the demands of situation. If teachers can adjust to their domestic and departmental circumstances, they can easily cope with the situations. They easily get along with their pupils and colleagues (Wangoo, 1984).
• Interest and Teacher Effectiveness: Teacher’s overt behaviours are moulded to a great extent by their interest in the job. Effective teachers show interest in the welfare and achievement of students and performance of entire school. If teachers are not really interested in their job, their pupils, subject they teach and institution where they work, they would not be able to do justice to their pupils. Taking all these facts into consideration it is essential that teacher’s interest should be considered for determination of teacher effectiveness (Birney 1990).

• Teacher Pupil Relationship and Teacher Effectiveness: Teachers who keeps a good relationship with their students would carry out their duties with interest and satisfaction. If teachers maintain a friendly approach with students, they would freely approach them. This would further influence teacher effectiveness. Maintaining a sound relationship with students helps teachers in tackling the behavioural problems of students. Thus good teacher pupil relationship is considered as an important factor of teacher effectiveness (Taylor et al. 1997).

• Job Satisfaction and Teacher Effectiveness: Job satisfaction is the satisfaction of a worker in his job. Teachers who are satisfied with their working conditions, authorities, colleagues and students would be successful in furnishing good relationship with administrators, colleagues and pupils. Satisfaction of job is an important predictor of teacher effectiveness (Novack, 1999).

• Strategies of Teaching and Teacher Effectiveness: For effective teaching, the methodology of teaching should be changed according to the development of a modern society. Effective teachers adopt a range of strategies which are suitable for specific learning aims and circumstances. To improve the effectiveness of teaching, implementation of new strategies as well as novel techniques which teachers themselves successfully introduce, help to a large extent. Effective teachers usually adopt a blend of activities, either sequentially or concurrently to attain the specified aims and objectives. (Brown and Melntyre, 1993).
Besides the above mentioned factors, teacher effectiveness is influenced by a number of other intervening variables acting as singly or jointly with variables like sex, locality, age, professional cadre, teaching experience level of aspiration, locality of school, status of school etc. The influence of all these factors has been studied and presented by various researchers.

1.29 CRITERIA OF TEACHER EFFECTIVENESS

Klausmeier and Ripple (1971) have given the three criteria of teacher effectiveness: Process, Product and Presage

Process Criteria: Performance and behaviour of the teacher in class room, student’s behaviour and the student teacher interaction in the classroom are measured. Teacher effectiveness, according to this criterion is assessed through observation of teacher behaviour and student behaviour. Teacher can be judged on the variables of class room behaviour, individualization instruction, methods and class room management.

Product Criteria: This refers to what is learned or the outcomes of learning. Individuals who prefer this criterion think that the best test of teacher effectiveness is how well student achieve. Achievement tests and other measure in the cognitive, psychomotor and affective domains are used to measure teacher effectiveness according to this criterion.

Presage Criteria: This refers to the academic (intellectual ability, training and education) background and personal characteristics of a teacher. According to this criterion, teacher effectiveness is assessed from the teachers test scores and rating usually made outside the classroom.

Product and process are direct determinants of teacher effectiveness and presage is the indirect determinant.

Collins (1990) established five criteria for an effective teacher i.e. an effective teacher is committed to students and learning, knows the subject matter, is responsible for managing students can think systematically about own practice and is an active member of learning community.
Mathew (2006) emphasizes on continuous reflection and self assessment as the important criteria for teacher development.

Several attempts have been made to evaluate teacher effectiveness by measuring student’s behaviour, teacher’s communication style, teacher’s self rating, and peer evaluation but there is no universal criterion for assessing effective teacher.

1.30 MODELS OF TEACHER EFFECTIVENESS

Different experts have given their own model of teacher effectiveness. Researcher has highlighted a few of these models below.

1.30.1 Model of Teacher Effectiveness ByNitsaisook And Postleth (1986)

Nitsaisook and Postleth (1986) gave the process product paradigm (shown in figure 1.5). It is sometimes called the presage-context-process-product paradigm.

In presage-context-process-product paradigm the presage variables are, in general teacher characteristics, such as teachers age, sex, training, verbal aptitude, years of experience, knowledge of the subject, educational values etc.

Figure 1.5

Model of Teacher Effectiveness by Nitsaisook and Postleth (1986)
The context variables describe the setting in which teaching takes place, type of schools, grade level, subject matter, students ability and initial knowledge of the subject, class size, school size and so on.

Process variables refers to what goes in the classroom, teaching behaviour, methods practices and styles as well as students behaviour and teacher student interaction.

Product variables are those that characterise student achievement of cognitive objectives as well as students’ attitudes and values.

1.30.2 Model of Teacher Effectiveness By Collins (1990)

Collins (1990) established five criteria for an effective teacher that is an effective teacher is committed to students and learning, knows the subject matter, responsible for managing students, think systematically about own practice and is an active member of learning community.

1.30.3 Model of Teacher Effectiveness By Mcber (2000)

McBer (DIEE 2000) after conducting a study on effective teaching gave a model of teacher effectiveness based on the main elements identified by the study. These three elements were professional characteristics, teaching skills and classroom climate (shown in fig 1.6) which according to the model impacts the pupils learning and progress. Of these three the first two viz. professional characteristics and teaching skills were what the teacher brought along with them as an input to the class and played as enablers for the third element classroom climate, which was measured by interviewing students. Classroom climate included student’s perception of the quality of teaching, clarity of concepts, fairness and openness in the classroom etc. thus reflected the environment created in the classroom as perceived by pupils. As per the model these three elements interacted with each other and had impact on pupil progress in the class.
1.30.4 Model of Effective Teacher By Clark And Walsh (2002)

Clark and Walsh (2002), gave a model of effective teacher and considered teacher’s personal knowledge and knowledge of context as an integral part of being an effective teacher. Their model was based on the premise (shown in fig 1.7) that discipline knowledge (understanding of the Subject and related concepts and related application skills), pedagogical knowledge (understanding of how to teach, interact, organise, motivate and manage various stakeholders like students, management, families), knowledge of context (understanding and awareness of situations, cultures, communities, systems within which the teaching was being done) and personal knowledge (understanding of one’s own self, own beliefs, morals, ethics and personality) all interacted and came together to make an effective teacher.
1.30.5 Model of Teacher Effectiveness By Mathew (2006)

Mathew (2006) emphasised on continues reflection and self assessment as the important criteria for teacher development. Teacher had been termed as reflective practitioners, because reflection was an active mental process. Teachers were engaged in 4 kinds of reflections: The holistic reflection (where the emphasis was upon vision and culture building); The pedagogical reflection (which was related to high quality teaching and learning, motivating, supporting and providing feedback); Interpersonal reflection (it was about knowing, understanding and interacting with students); Intrapersonal reflection (the focus was on self as a lifelong learner).

At the end it can be said that there is no universal criterion for assessing effective teaching and several attempts have been made to assess teacher effectiveness with each having its own merits and demerits.

1.31 OPERATIONAL DEFINITIONS

Following are the operational definitions of the terms as used in the study

FEEDBACK

Feedback is the opinion, suggestion, information or advice given in response to a task, performance or an act performed by an entity.

OCCUPATIONAL STRESS

Occupational stress is stress at work faced by employee in an institution resulted from work overload, students’ misbehaviour, lack of professional recognition, lack of classroom resources and poor colleague relations.

PROFESSIONALISM

Professionalism of teacher can be conceived in terms of four dimensions viz. teacher efficacy, teacher practice, and teacher collaboration and teacher leadership.

TEACHER EFFECTIVENESS

The term teacher effectiveness refers to attainment of needed competence in the roles and functions of teachers such as; Preparation and planning for teaching, Classroom Management, Knowledge of subject matter, Teacher characteristics and Interpersonal relations.