CHAPTER 2

REVIEW OF RELATED LITERATURE

Man is not perfect by birth. He continues to learn from birth to death through his and other’s experiences. He always seeks the help and guidance from the ancestors. However, creative the investigator’s mind may be, he has to keep himself abreast at all the researches that have been done in every field or which have direct or indirect bearing on the present investigation.

The first chapter provides the theoretical frame work of the present research problem. But while conducting a research, the investigator must thoroughly investigate the previous related theory and research problems. It helps in getting an insight into the work that has been already done. Moreover it helps the investigator in defining the problem, in deciding whether additional data is essential or not and what statistical techniques to be employed.

As defined by Good (1959), a survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose.

A summary of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation (Best, 2014).

This chapter provides a bird’s eye -view of the related books and concerned articles and has been divided under following subheadings. Review of related literature related to:

2.1 Review of Literature Related to Teachers’ Feedback

2.2 Review of Literature Related to Occupational stress

2.3 Review of Literature Related to Professionalism
2.4 Review of Literature Related to Teacher Effectiveness

2.5 Review of Literature Related to Teachers’ Feedback and Occupational stress

2.6 Review of Literature Related to Teachers’ Feedback and Professionalism

2.7 Review of Literature Related to Teachers’ Feedback and Teacher Effectiveness

2.1 REVIEW OF LITERATURE RELATED TO STUDENTS’ FEEDBACK OF TEACHERS

The studies referred by the researcher related to students’ feedback of teachers are given below:

Roy (1970) conducted a study on changing teacher behaviour through feedback. Feedback Performa was prepared using Flander’s ten category system. One of the main objectives was to identify some ideal class room behaviour of teachers through feedback. Findings showed that subsequent changes took place in their behaviour as a result of feedback. Some teachers however did not change at all. It was also found that pupils’ feedback and teachers’ self rating were most important things in teaching learning situation. Those teachers who cared for the likes and dislikes of the pupils and who better introspected or retrospect the teaching learning situation had better chances of being successful in their profession.

Mirus (1973) in his study on some implications of student evaluation of teachers explored the extent to which student evaluation of teachers is subject to manipulation by the instructor. The impact of increasing section sizes, scheduling of classes during odd hours, type of material taught and whether or not the course is required was analyzed. Results revealed that requiring a course, class size; scheduling classes at odd hours did not have any negative impact on students’ evaluation of teachers. However, expected grade in the subject being taught was a major determinate of the teachers rating.

Pambookian (1976) conducted a study to evaluate the effect of discrepancy between instructor and student evaluations of instruction on the instructor and his/her teaching. Thirteen introductory and educational psychology instructors and their students were asked to fill a student opinion questionnaire (SOQ) twice; during mid-term and then
after having feedback sessions with instructors. The direction and amount of discrepancy was shared with the instructors. The results showed that instructors for whom mid-term rating of instructor was better than that given by the students, changed and improved more on skill, feedback, rapport and general teaching ability when compared to instructors for whom mid-term ratings of students were higher than the instructors rating.

Maters (1979) conducted a study on high school students’ ratings of teachers and teaching method. The study was conducted on 36 teachers and their 925 high school students. High school students prepared an instrument (SCOT – Student Observation of teachers and teaching techniques) to measure students’ opinions about their teachers’ methods. The results showed that rating of teachers seemed to be influenced by such factors as students’ general feelings about school and teachers.

Cohen (1980) in his study on effectiveness of student-rating feedback for improving college instruction integrated findings from twenty two comparisons of the effectiveness of student-ratings feedback at college level. Results showed that on the average, feedback had a modest but significant effect on improving instructions. It was also found that instructors who received mid-semester feedback averaged 10.16 of rating point higher in the end semester ratings as compared to instructors who received no mid-term feedback.

Tuckman and Yates (1980) conducted a study on evaluating the student feedback strategy for changing teacher style of teaching. Aim of the study was to determine whether student teachers who obtained feedback from their students were perceived to have improved on five dimensions of teacher style viz. organized demeanor, dynamism, flexibility, warmth and acceptance and creativity as compared to student teachers who did not receive the feedback. Fifty seven prospective physical education teachers served as subjects. Teacher style was measured by the Tuckman Teacher Feedback Form – Student Edition. It was found that in subsequent student rating, subjects receiving feedback were significantly perceived to have improved on each of the five dimensions than the subjects who did not receive feedback.

Feldman (1983) conducted a study on seniority and experience of college teachers as related to evaluations they received from students. Researcher after reviewing multiple relevant studies provided possible explanations and offered supportive
evidence that academic rank, age and extent of instructional experience are related to overall evaluation of teachers received from students. It was found that age and extent of instructional experience were either not related or inversely related to overall evaluation of teachers. It was also found that academic rank was positively related to teachers’ evaluation by students. These associations of rank, age and experience with teachers evaluation though were found to be generally weak in strength but was robust enough hold under variety of controls like size of class of gender of the teacher.

Fox et al. (1983) in their study of student evaluation of teacher as a measure of teacher behavior and teacher impact on students analyzed student evaluation of teaching (SET) scores, assigned by 1657 sixth grade students to their 53 teachers and compared these scores with adult observer assessment of teacher behavior and with several student characteristics. The results for between-class analysis showed that the teacher behavior explained 32% of SET scores variance; peer rated student coping skills explained 12% of SET variance; students attitude towards school and teacher correlated to 10 % of the SET score variance and similarly self esteem explained 2% of the variance. For within-class analysis, student coping also had a positive effect on the SET scores.

Misra (1987) conducted a study on the effect of self rating and class rating as feedback on teachers’ class room behaviour and he found that teaching behaviour can be changed in a positive direction through feedback and female teachers were highly susceptible to behaviour change through feedback.

Miller (1988) conducted a study on student assessment of teaching in higher education. The research showed that

- Students’ evaluation of teachers indicated that they are capable of providing valuable information about the quality of teaching.

- This type of evaluation may be used to provide evidence of teaching ability to staffing committee or to suggest ways of improving teaching.

Jones (1989) conducted a study on students’ ratings of teacher personality and teaching competence. The objective was to study the effect that students’ perceptions of teacher personality might have on students’ rating of teaching competence. A
method for using students’ feedback to evaluate teaching was employed with an intention to minimize the effect of teacher’s personality on students’ rating of teaching quality. Over a period of two years, fifteen rating exercises using ten teachers were carried out. Results showed that teacher’s personality as perceived by students is significantly related to their rating of teaching quality. Researcher puts forth that this correlation is proper and as expected and hence does not undermine the validity of Students’ rating.

Elbow and Boice (1992) stated in their publication making better use of student evaluations of teachers, that even thought there was a lot of skepticism about students as evaluators of teachers, still the most frequent criticisms were not specific to student evaluation of teachers, but were applicable to all evaluations and particularly to conventional faculty grading of students. Elbow acknowledged the challenges faced and the need to improvement in tools and methods of such evaluation but established the relevance and significance of evaluation of teachers by students.

Cashin (1999) conducted a study on students rating of teachers. In the study he concluded that feedback by students was the most common process used at universities as it helped in evaluating faculty competence.

Svinciki (2001) conducted a research on techniques and strategies for interpreting students’ evaluation of their teachers. The researcher found that students needed adequate instructions on how to give feedback to teachers and they need to be precise in comments. They should be given adequate time to get meaningful feedback.

Cambell et al. (2005) conducted a study on evaluating teacher performance in higher education. Study was conducted on 358 students, faculty and administrators from 5 Florida community colleges. Students, Faculty and administrators contributed their opinions on the value of the practice of student evaluation of teaching. Data were collected using mixed methodology, Surveys, interview sessions were conducted on the location at the perspective community colleges. Descriptive statistics correlation and regression procedures, on-way analysis of variance, t-test and phenomenological analysis were used to analyze the data. Quantitative results indicated that these 320 community college students believed that students ratings had value and further more students believed that their evaluation were important to faculty and administrators. Phenomenological analysis of the extensive descriptions provided by the 21 faculty
participants suggested that the numeric data provided by students was generally an ineffective method. Faculty described their frustration with inadequately designed instruments, and ineffective method of receiving rating results.

Mohaidden and Maheshwari (2009) in their study of attitude of prospective teachers towards students’ evaluation of teachers found that 16.5 percent of the prospective teachers were having more positive attitude towards the students’ evaluation of teachers. They further found that prospective teachers studying in government aided institutions had more negative attitude then those in self financing institutions.

Brown and Crumpler (2012) published a paper on, ‘Assessment of Foreign Language Teacher: A model for shifting evaluation towards growth and learning’. In their article they said that Foreign Language teacher assessment

- should include multiple types of assessments, rating from administrative evaluations to peer observation and feedbacks.
- evaluation and feedback should serve as a platform for improvement of the quality of teaching and teachers’ growth and professional development.

Stowell et al. (2012) conducted a study to compare the online and classroom based student evaluations of instruction. Researchers hypothesized that the online evaluations would yield a lower response rate than the classroom administration. Data were collected about thirty two college instructors who were teaching two or more sections of the same course in a single semester and assigned at least one section to receive online evaluation and other section to receive classroom evaluations. Evaluation data were collected from 2057 students. As expected, online evaluation had significantly lower response rate than classroom evaluations. Investigators also mentioned the importance of these evaluations in decision regarding retention, promotion and tenure of college instructors.

Kapadia (2013) in her study aimed at comparing meta-cognition and perceived teacher competency of secondary school students. Data was collected from 920 class IX students from all types of schools (SSC, ICSE and CBSE) of Greater Mumbai region. Data was collected through stratified sampling technique. A self constructed teaching competency scale was used to gather data. Results showed that students of all the school types considered that their teachers were equally competent. They
perceived that their teachers motivated them, were approachable, were tolerant towards them, were unbiased, possessed content mastery as well as communication skills, were opened to new ideas, appreciated and understood their feelings and had good self esteem.

Husain and Khan (2016) conducted a study on students’ feedback of teachers. In the study researcher tried to evaluate the effectiveness of students’ feedback of teachers. 70 students from a medical college filled the feedback Performa. Results showed that two third of teachers and students agreed that students’ feedback of teachers is a useful tool to evaluate teachers.

From the above given studies we can conclude that feedback from students for their teachers is very important. A student spends most of the time with their teachers and they can give better opinion about their other than staff members, principals, parents and management. There are many ways to collect feedback from students for their teachers like written feedback in the form of questionnaire, small group discussion etc. This feedback information can be used for improving teaching standards and helps in appraisal of teachers as depicted in the findings of above studies.

2.2 REVIEW OF LITERATURE RELATED TO OCCUPATIONAL STRESS

A brief review of literature related to occupational stress is given below:

Murphy (1986) in a study of relationship of selected variables with stress and job satisfaction of elementary school principals found that females experienced more stress than male principals in the area of time management and even reported high scores of physical symptoms of stress in teachers.

Reese (1986) investigated the relationship between job satisfaction and job stress of urban secondary school teachers according to sex, age, experience and school size. Results showed that there was negative co relation between job satisfaction and job stress of physical education teachers of urban secondary schools. Male teachers experienced more stress than female teachers. Secondary school size above 1500 had an adverse effect on job satisfaction and job stress of secondary school physical education teachers.
Brog (1991) studied the occupational stress, its determinants, job satisfaction and career commitment among school teachers. Investigator identified pupil misbehavior, resource difficulties, professional recognition needs and poor relationships as main determinants of stress among elementary school teachers. Study also concluded that stress was most affected by pupil misbehavior and resource difficulties.

Pinglia (1991) conducted a study on stress of high and secondary school teachers of Panjab. Study was conducted on 255 teachers from 25 high and 25 senior secondary school teachers representing urban/rural areas and private/government management. Sample was taken from Ferozepur, Ludhiana, Ropar and Chandigarh. Results showed that senior secondary school teachers exhibited greater stress than high school teachers. It was also found in the study that urban school teachers showed greater level of stress than rural school teachers.

Thakur (1993) investigated the significance of difference between the means of job stress of Physical Education teachers working in different management schools of Madhaya Pradesh. Job stress scale was constructed for all the Physical Education teachers selected from 20 randomly selected (out of 40) districts. To compare job stress Analysis of Variance (F – Ratio) was done. Results indicated that job stress of Physical Education teachers working in private schools was higher which was followed by semi government and government school teachers.

Abel and Sewell (1999) examined sources of stress and symptoms of burnout in 51 rural and 46 urban secondary school teachers of Georgia and North Carolina. Study revealed that urban school teachers experienced more stress than rural school teachers due to poor working condition and poor staff relations for both rural and urban teachers. Stress from pupil misbehavior and time pressure was significantly higher than stress from poor working conditions and poor staff relations for both rural and urban teachers.

Kaur (2000) in a study of occupational stress of high and higher secondary school teachers in relation to mental health and resources found that private school teachers had unreasonable work load and share more responsibilities as compared to government school teachers. Private school teachers were occupationally more stressed than government school teachers.
Sharma (2000) conducted a comparative study of job stress, job satisfaction and adjustment of college Physical Education teachers of Himachal Pradesh, Punjab and Chandigarh. For collecting data 110 Physical Education teachers were selected randomly from different colleges of Himachal Pradesh, Punjab and Chandigarh. Results showed that teachers working indifferent colleges of Himachal Pradesh were more stressed than teachers working in Punjab and Chandigarh. Investigator also mentioned that it might be due to difficult working conditions of Himachal Pradesh as the teachers of Himachal Pradesh were not enjoying modern facilities in terms of conveyance and infrastructure.

Pal (2001) undertook a study on job stress, job satisfaction and adjustment of physical education teachers as related to their job placement. Study was conducted on 140 physical education teachers including 79 male and 61 female selected through purposive sampling from different schools of Chandigarh, Panchkula and Mohali. Main objectives of the study were to find out the significant difference among Physical Education teachers of government, private and public schools and to find the significant difference between male and female regarding the level of occupational stress. Results showed that Physical Education teachers working in public schools were more stressed than the teachers working in government and private schools. No significant difference was found in respect to the level of occupational stress of male and female teachers working in government, private and public schools.

Kaur (2004) conducted a co relational study to see the effect of occupational stress on self esteem and life satisfaction of school teachers. Data was collected from 293 teachers of primary, middle and high schools of Muktsar and Chandigarh region. Some main objectives of the study were to find the occupational stress of primary, middle and high school teachers with respect to gender, type of school and experience. Findings revealed that no significant difference was found between government and private school teachers on the measure of occupational stress. Results also concluded that middle school teachers and high school teachers exhibited equal level of stress but primary school teachers experienced more stressed than middle school and high school teachers. No significant difference was found between male teachers and female teachers on the level of occupational stress. Investigator also mentioned that both male and female teachers were sensitive to physical stressors at work like noise, heat and cold.
Paul (2005) conducted a study on job stress, job satisfaction and adjustment of senior secondary school teachers in relation to organizational climate. Two major hypotheses of the study were

- There would be significant difference in job stress teachers due to sex difference.

- There would be a significant difference in job stress of teachers working in government and private schools. Study was conducted on 260 teachers of Chandigarh, Mohali and Panchkula city selected through purposive sampling. Occupational stress index by Srivastava and Singh (1984) was used as a data gathering tool. Findings revealed that sex difference did not play significant role in the level of job stress of teachers and no significant difference was found in the level of job stress of teachers working in government and private schools.

Kaur (2008) evaluated the occupational stress of 300 teacher educators selected randomly from different colleges of Education affiliated from Panjab, Panjabi and Guru Nanak Dev universities. Results showed that teacher educators of private colleges were more stressed than teacher educators of government colleges. Study also revealed that female teacher educators were more stressed than male teacher educators.

Kaur (2009) conducted a study on professionalism among government and private secondary school teachers in relation to motivation, occupational stress and job satisfaction. A sample of 600 secondary school teachers, were selected from 20 private and 20 government schools of Chandigarh city. One of the main objectives was to compare the occupational stress of government and private school teachers. Occupational stress index by Srivastava and Singh (1992) was used. Descriptive statistical techniques were employed. The investigator concluded that government school teachers exhibited higher scores on dimensions of occupational stress such as role overload, role ambiguity, role conflict, under participation, poor peer relation, and low status. The study further concluded that language teacher exhibited more stress than Social Sciences, Mathematics and Science teachers.
Mallahi (2009) undertook a study to determine how life satisfaction effects to job stress, mental health and locus of control of elementary school teachers. One of the main objectives of the study was to find the difference between various groups of elementary school teachers on the basis of gender, type of school, marital status and length of service. Data was collected from 680 elementary school teachers from five districts of Panjab namely Jalandhar, Amritsar, Patiala, Sangrur and Ludhiana. Findings showed that female teachers experienced more stress due to excessive work load, role conflict, political group intervention, non-consideration of interest in making decision concerning distribution of work, lack of social status and unsatisfactory working conditions. Male teachers were more stressed due to lack of participation in decision making, provision of less salary, lack of incentives and rewards. But on the whole female teachers experienced more stress than male teachers. Private school teachers experienced more stress due to work over load, role ambiguity, role conflict, unreasonable political pressure, powerlessness, poor peer relations, low status, strenuous working conditions and unprofitability.

Siddiqui (2009) conducted a study on occupational stress and job satisfaction among secondary school teachers. One of the main objectives of the study was to investigate the effect of age on occupational stress among the teachers of different age groups. Occupational stress index by Singh and Srivastava (1981) was used to collect data. 135 teachers of different age group (25-35 years, 36-45 years and 46-60 years) from eight secondary schools of Aligarh district of U.P were taken as sample using random sampling technique. Results showed that young teachers (25-35 years) and the middle age teachers (36-45 years) were experiencing more stress due to overload, role ambiguity and strenuous working conditions compared to late middle age group (46-60 years).

Singh (2009) conducted a study on motivation, job involvement, occupational stress and coping strategies as correlates of teacher effectiveness at senior secondary stage in Jammu. One of the main objectives of the study was to find out the level of occupational stress among teachers. A sample of 153 post graduate teachers from 16 senior secondary schools of Jammu city was selected randomly. Occupational stress scale by Srivastava & Singh (1994) was used. Descriptive statistical techniques were employed. Findings showed that most of the teachers exhibited moderate level of stress.
Anbuchelvan (2010) conducted a study on occupational stress of high school teachers, 60 high school male and female teachers of Salem, Tamil Nadu were selected randomly. One of the main objectives of the study was to find out the level of occupational stress of high school teachers in terms of gender. Occupational stress inventory by Joseph and Dharmangadan was used. Mean and T-value were calculated. Findings showed that there was a significant difference between male and female teachers of high school with regards to occupational stress. Male teachers were more stressed than female teachers.

Kaur and Singh (2011) conducted a study on teacher effectiveness in relation to occupational stress. One of the main objectives of the study was to find the difference between government and private secondary school teachers with regard to occupational stress. Study was conducted on 200 secondary school teachers (100 govt. and 100 private) from 20 schools of Ludhiana district of Punjab state. Occupational stress index by Singh and Srivastava was used as data gathering instrument. Results showed that occupational stress of government school teachers was higher than private school teachers.

Poornimand and Lokandha (2011) conducted a study on emotional intelligence and occupational stress of special education teachers working in schools of hearing-impaired children. 72 teachers working in the schools for hearing impaired children in Chennai city were selected. Survey method was used. Occupational stress scale was constructed by the investigator and descriptive statistical technique like mean, S.D., t-test, f-test, correlation and step wise multiple regression were employed. Results revealed that more than 80 percent of special education teachers experienced moderate to high level of occupational stress. It was found that teachers handling lower classes experienced higher level of stress. Variable like temporary job and lower salary also influenced occupational stress.

Jena (2012) conducted a study on occupational stress among B.Ed. college teachers in relation to their role conflict and self emotional management. The study was descriptive in nature. One of the main objectives of the study was to find the significant difference in occupational stress between male and female teachers of private, government and aided B.Ed. colleges. Occupational stress index by Singh and Srivastava (1981) was used as data gathering tool. The study was conducted on 120
B.Ed. college teachers from Fridkot, Moga, Jalandhar and Kapurthala districts of Punjab state. Results showed that there was no difference in occupational stress between male and female teachers of private, government and aided B.Ed. colleges.

Kaur and Mehra (2012) conducted a study on occupational stress among secondary school teachers of Chandigarh. One of the main objectives the study was to compare the government and primary school teachers with respect to occupational stress. Occupational stress index by Singh and Srivastava (1999) was used as a data gathering tool. Data was collected from 600 secondary school teachers (300 government and 300 private) chosen from 40 secondary school teachers of Chandigarh city. Results showed that government school teachers exhibited more occupational stress than private school teachers on dimensions of role overload, role ambiguity, role conflict, political pressure, poor peer relations and low status and unprofitability.

Sharma (2012) conducted a study on occupational stress in relation to job satisfaction and demographic variables of secondary school teachers and their coping strategies. One of the main objectives of the study was to compare the occupational stress of male and female secondary school teachers of Punjab state. Study was conducted on 750 teachers of government schools from four districts of Punjab state (Mohali, Patiala, Ropar and Fathehgarh Sahib). A self constructed teacher’s stress inventory was used by the investigator. Findings showed that male and female teachers did not differ significantly on the level of occupational stress or we can say that gender was not a significant factor that affects occupational stress of secondary school teachers of Punjab state.

Suvitha and Gowri (2012) conducted a study, on Stress among secondary school teachers. The study was conducted on 156 secondary school teachers selected randomly from three government schools, three private schools and three government aided schools in Achrapakkam and Madurantakam (Tamil Nadu). Stress scale constructed by Kaur, Puri and Mehta was used to measure the level of stress. The result showed that there was no significant difference in the level of stress with respect to sex and type of school.
Anuradha and Reddy (2013) undertook a study on occupational stress of higher secondary school teachers working in Vellore district of Tamil Nadu. Study was conducted on 327 teachers selected through random sampling technique. Results showed that there existed significant difference in the level of occupational stress of men and women teachers. Men teachers were experiencing more stress than women teachers. Results also revealed that government school teachers were more stressed than private school teachers. Investigator also suggested some measures to reduce stress and these were yoga, meditation, regular exercise, developing effective communication skill, developing good sense of humor, improving self esteem and seeking professional help if necessary.

Bedi and Mamtha (2017) conducted a study on occupational stress among teaching professionals. The main objective of the study was to find out the sources of stress and level of stress in teachers in technical universities. Data was collected from 140 employees comprising 67 male and 73 female teachers. Occupational stress index by Srivastava was used to collect information. It was found that polytechnic teachers experienced more stress. It was also found that female teachers experienced more stress than male teachers.

Furudi (2017) conducted a study on occupational stress among teachers. A sample of 548 teachers from primary and secondary school of Sikkim was selected. Stratified random sampling technique was used to collect sample. Results showed that male and female teachers experienced equal level of stress and private school teachers were more stressed than government school teachers. Study also showed that primary school teachers experienced more stress than secondary school teachers.

Saravanan and Muthulakshmi (2017) conducted a study on occupational stress among higher secondary school teachers. Major objective of the study was to find out the occupational stress of government and private higher secondary school teachers. A self constructed occupational stress scale was used to collect data. Data was collected through survey from 120 teachers (60 government school teachers and 60 private school teachers) of higher secondary schools of Nagapattinam district of Tamil Nadu. Results showed that private school teachers experienced higher level of stress than government school teachers and might be due to low salary and more burden in private schools.
Days are gone when teaching was considered as a stress free job. In today’s scenario both male and female teachers experience some kind of stress whether they are from government or private school and the above given studies support the same trend. Studies have shown that there are many reasons of stress like low salary, students’ misbehavior, work overload, interference of management, parents etc. Occupational stress is a critical issue which can lead to various physical and emotional problems. It’s time to overcome this issue by following some preventive measures.

2.3 REVIEW OF LITERATURE RELATED TO PROFESSIONALISM

A review of literature related to professionalism is given below:

Colombotas (1963) conducted a study on sex role and professionalism on high school teachers. The purpose of the study was to find the difference in professionalism of male and female teachers considering their marital status. Study was conducted on 545 high school teachers. A self prepared professionalism index was used to collect the data from sample. Findings showed that women were more professional than men among those who were single. The same held true for married teachers also but difference was not much significant.

Sahib and Pillay (1979) conducted a study to determine how the bureaucratic personality of college teachers is related to their attitude towards their profession. Data was collected from different college teachers of Tamil Nadu. Finding revealed that elderly and experienced college teachers had relatively more positive attitude towards teaching profession. College teachers in general were bureaucratic.

Chaisrosook (1982) in a study of attitude of secondary teachers of Thailand region towards their teaching profession found that female teachers had more favorable attitude towards teaching profession than male teachers. The more experienced teachers had more favorable attitude than less experienced teachers. Attitude of Arts teachers were found more favorable than Science teachers. A positive relationship was found between teaching efficiency and attitude towards teaching profession.

Wera (1982) conducted a study on the attitude of secondary teachers of Thailand region towards their teaching profession. Study was aimed at comparing the
professional attitude of teachers with respect to area, gender and experience. Study revealed that urban teachers showed more favorable attitude towards teaching profession than rural teachers, female teachers were more professional than male teachers and more experienced teachers had more favorable attitude towards their profession than less experienced teachers.

Bisaria (1991) conducted a study on mobility pattern and professional commitments of higher secondary teachers of Delhi. In results, it was concluded that the frequent transfers and mobility patterns were negatively correlated with professional commitment, therefore, it might be a good policy if transfers were done only after assessment of the performance of teachers. Upward mobility was helpful in professional commitment but downward mobility was negatively correlated with professional commitment.

Joshi (1991) conducted a study on professional accountability of teacher educators. Investigator found that no technique should be used for appraisal of accountability of teachers rather student ratings, self rating, administrator rating and peer rating, systematic observation and performance test should be used to assess the professional accountability of teachers.

Tapodhan (1991) in his study of professional attitudes of secondary school teachers of Gujrat state, concluded that sex, area (urban/rural) and caste had a main influence on professional attitudes, while qualification had no effect. Area and caste, area and qualification, caste and qualification as well as sex, area and caste; sex area and qualification had no significant interaction on professional attitude.

Kimmelman (1992) conducted a study on teacher professionalism in South Eastern school district of North Carolina. The pulse of the study was to determine whether teachers in 22 Scout schools who served on CSPT (comprehensive school planning team) were more professionally oriented than teachers in Scout schools who had not given this service. The study analyzed these teachers’ perception of ideal teaching situation with respect to four sub categories of professionalism which was autonomy, commitment to client, expertise and self governance. Results showed that CSPT teachers were modest and generally more professionally oriented than non CSPT teachers.
Cheng (1996) conducted a study to find the relationship between teacher professionalism and job attitudes, educational outcomes, and organisational factors. The study was investigated through a questionnaire survey involving 62 aided primary schools, 58 principals, 1476 teachers and 7969 students of Hong Kong. The finding showed that teacher professionalism at school level was positively related to students’ effective educational outcomes. Teachers in high professionalism seemed to show more positive job attitude and feeling, higher spirit, and less disengagement. Also, professionalism was strongly associated with school formalization and all measures of principals’ leadership. The findings strongly supported the importance of professionalism in the enhancement of educational quality.

Kusum and Billingsley (1998) conducted a research on professional support and its effect on teacher commitment. A national survey database was used to examine the effects of professional support on teachers’ commitment to teaching profession. The study was conducted on 9,040 full time public school teachers. Principals’ leadership support influenced teachers’ professional commitment directly and also indirectly through peer support. These finding indicated the importance of principals’ leadership in enhancing teachers’ commitment to teaching profession.

Ganser (2001) discussed the development of teacher professionalism over the years, focusing on four phases of the changing nature of teachers’ professionalism, the pre-professional age (before the 1960s), the age of autonomous professionals (beginning in the 1960s) and the age of the collegial professional (beginning in the mid 1980s) and fourth professional age (beginning of late 1990s). It looked at the professionalism of teaching in both the United States and Jamaica. The paper described several central features of United States schooling that have implications for teaching as a profession, changes in the population of students attending schools, changes and innovations in schools, tension between centralizing and decentralizing schooling and new unionism. Recent research indicates that teachers consistently find satisfaction in working with and helping others, having an opportunity for professional challenges and growth and making a difference in a young person’s development.

Sharma (2001) studied commitment among teachers of inter colleges, degree colleges and university teachers. Study was conducted on 100 teachers. Investigators found that age, sex, faculty had no bearing on commitment whereas the level of education...
i.e. primary, secondary and higher education had contributed to the development of commitment. Teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education.

Batra (2005) conducted a study on mental health of secondary school teachers as related to their self concept, burnout and attitude towards teaching profession. Study was conducted on 480 secondary school teachers from 12 government schools and 12 private schools of Chandigarh city. Findings revealed that teachers with good mental health showed more positive attitude towards teaching profession than teachers with bad mental health. Study also concluded that if teachers were mentally healthy and had positive attitude towards teaching profession then they were more likely to improve the standards of teaching.

Kohli (2005) conducted a study on professional commitment of teacher educators and found that majority of teachers were moderately committed. Investigator did not observe any significant difference between male and female teacher educators with respect to their professional commitment as a whole. Investigator mentioned that Professional commitment of teacher educator increases in the early years of their service which decreases as the time of teaching experience increase initially but when time and tenure of their being in service decreases and teaching experience increases, the level of their professional commitment also increases.

Phelps (2006) measured professionalism by best and highest standards. When teachers use excellence as critical criterion for judging their actions and attitudes, their professionalism is enhanced. Investigator contends that three primary indicators constitute the meaning of professionalism i.e. responsibility, respect and risk taking. Investigator mentioned that when teachers are committed to these three values, their behavior will divulge better professionalism. To increase professionalism among teachers, practitioners must embrace ‘responsibility’, demonstrate ‘respect’ and practice ‘risk taking’.

Sumangla and Ushadevi (2008) conducted a study on women teachers’ attitude towards teaching profession success in teaching. The study was conducted on 300 secondary school teachers of 10 districts of Kerela. Results showed that among the successful teachers the percentage of teachers with high attitude towards teaching profession is more and the percentage of teachers with low attitudes towards teaching profession is less, where as it vice versa in the less successful group.
Kaur (2009) (a) conducted a study of professionalism in teaching in relation to emotional intelligence, locus of control and organisational climate. The study was conducted on 400 college teachers of Chandigarh city. The study was descriptive in nature. The results showed that male and female teachers significantly differed in their professional satisfaction, professional commitment and professional attitude. No difference was found in professional involvement with respect to gender. Also no significant difference was found in professionalism amongst teachers with experience above or below 5 years; between teachers from government and private college teachers and also from professional and degree colleges.

Kaur (2009) (b) conducted a study on professionalism among government and private secondary school teachers in relation to motivation, occupational stress and job satisfaction. One of the main objectives of the study was to compare the professionalism of government and private secondary school teachers. Study was conducted on 600 secondary school teachers (300 governments and 300 private) of Chandigarh city. Professionalism scale by Rizvi (2003) was used to collect data. Results showed that private school teachers exhibited better professionalism score than government school teachers. Private school teachers possessed better confidence, practice and collaboration than government school teachers.

Sharma (2010) conducted a study on professional commitment of teacher educators in relation to their emotional intelligence, job satisfaction and organizational climate. One of the main objectives of the study was to compare the professional commitment of male and female teacher educators. A sample of 321 teacher educators (94 male and 227 female) was taken from different Education colleges of Panjab University, Chandigarh. A stratified random sampling technique was used to select sample. A scale of professional commitment constructed by Maheshwari, 2002, was used to collect data. Findings revealed that gender had no significant influence on professional commitment of teacher educators teaching in Education colleges.

Sylvester (2010) conducted a study to assess the attitude of teacher educators towards teaching profession and job satisfaction and also to assess how attitude towards teaching profession and job satisfaction are influenced by characteristics like gender, qualification, experience and location of the institution. A random sampling technique was employed to select 100 teachers from 15 private Education colleges of Madurai district. Results showed that 52 percent of teacher educators had high level of attitude
towards their teaching profession but there was no significant difference was found between male and female teachers with regards to their attitude towards teaching profession; also no significant difference was found in attitude towards teaching profession in terms of qualification, experience and location.

Kaur (2011) conducted a study on professional commitment of teachers in relation to their life satisfaction, teaching experience and organizational climate. Study was conducted on 600 teachers (from 40 schools from four districts of Punjab) selected through random cluster sampling technique. A self constructed professional commitment scale was used. A significant difference was found in professional commitment of male and female teachers. Female teachers were more professionally committed towards teaching profession than male teachers moreover teachers working in government and non-government schools do not differ significantly with respect to their professional commitment.

Jain (2012) conducted a study on attitudes of teachers towards teaching profession trained through formal and distance mode. One of the main objectives of the study was to compare the attitudes of government school teachers and private school teachers. Data was collected from 75 formally trained teachers and 75 teachers who were trained through distance mode of education. Teachers from both the groups were further categorized into private school teachers and government school teachers equally. A standardized attitude scale towards teaching profession constructed by Goyal (1989) was used. Results showed that private school teachers had more favorable attitude towards teaching profession than government school teachers irrespective of their training background.

Sharma and Neetu (2012) conducted a study on professional commitment among teacher educators of Haryana. The study was conducted on 150 B.Ed. teacher educators. The investigator found that there existed a significant difference among B.Ed. teacher educators regard to their gender, qualification and teaching experience. More experienced teacher educators were found to be more committed towards their profession in comparison with the less experienced teacher educators.

Deswal and Rani (2016) conducted a study on professional perception of prospective teachers. Data was collected from a sample of 150 prospective teachers of Rohtak city. Simple random sampling technique was used to collect data. Teacher professional perception scale by Sathiyagirirajan was used. Results showed that a
positive teacher perception was found among prospective teachers which showed that they believed teaching is a noble profession. No significant difference was found between male and female prospective teachers regarding their teacher professional perception.

The above given studies have shown that professionalism is independent of gender, experience, type of institution, qualification etc. To enhance professionalism among teachers, schools should organise workshops, seminars, teacher training program on professional growth.

2.4 REVIEW OF LITERATURE RELATED TO TEACHER EFFECTIVENESS

A review of related studies of teacher effectiveness is given below:

Kaur (2006) conducted a study on teacher effectiveness in relation to occupational stress and life skills. One of the primary objectives of the study was to compare the effectiveness of male and female, government and private school teachers. The investigator used exploratory descriptive survey method. The study was conducted on 289 teachers of Chandigarh and Muktsar. Kulsum teacher effectiveness scale (2000) was used. Descriptive statistical techniques like mean, SD, skewness, Kurtosis were employed. Results showed that:

- There existed significant difference between male and female teachers in respect of teacher effectiveness. Female teachers were better classroom managers, possessed better personality and more effective as compared to male teachers.

- A significant difference was found between teachers of government and private schools only in respect of principal rating of interpersonal relations. Private teachers were rated by principal to be more cordial in maintaining relationship than government school teachers.

Puri (2008), conducted a study on teacher effectiveness of teacher educators in relation to cognitive and non cognitive variables. The study was descriptive in nature and the main objective was to compare effectiveness of teacher educators having a Masters in Education to those having a Ph. D. Degree. 200 teacher educators of B. Ed.
Colleges affiliated to Panjab University, Chandigarh, from five districts of Punjab state were selected through random sampling technique. Findings showed that male teachers were found more effective than female teachers and there was no significant difference between teacher effectiveness of teacher educators those who have done Masters in Education as compared to those having a Ph. D. Degree.

Bhardwaj (2009) conducted a study of teacher effectiveness in relation to teaching style and personality types of secondary school teachers. The study was conducted on 400 secondary school teachers from 20 Govt. and 20 private schools of Chandigarh city were selected using random and purposive sampling. The main objective of the study was to compare teacher effectiveness of private and government school teachers. Kulsum teacher effectiveness self rating scale (2000) was used by the investigator. Results showed that teachers working in private schools possess higher teacher effectiveness on the areas namely, preparation and planning for teaching, classroom management, knowledge of subject matter, interpersonal relations and on total teacher effectiveness than the government school teachers.

Dhillon and Kaur (2009) conducted a study on teacher effectiveness in relation to their value pattern. One of the main objectives of the study was to assess the teacher effectiveness of teachers with respect to gender and type of school. A sample of 200 randomly selected teachers was taken including 100 female and 100 male from 50 government and 50 private schools. Teacher effectiveness scale by Kumar and Mutha was used to collect data. Finding showed that there existed no significant difference in the level of teacher effectiveness with respect to gender and type of schools.

Malik (2009) conducted a study on teacher effectiveness of secondary teachers in relation to their emotional intelligence. One of the main objectives of the study was to find the teaching effectiveness of male, female, rural and urban teachers of secondary schools. The study was conducted on 300 teachers from 36 schools of Rohtak district. Random sampling technique was used. Teacher effectiveness scale constructed by Kumar and Mutha was used as a data gathering instrument. Findings showed that gender and locality of the schools did not influence teaching effectiveness.

Singh (2009) conducted a study on motivation, job involvement, occupational stress and coping strategies as correlates of teacher effectiveness at senior secondary stage in Jammu. One of the main objectives of the study was to compare the teacher
effectiveness with respect to length of service, gender and subject specialization. Study was delimited to post graduate teachers of senior secondary schools of Jammu city only. Teacher effectiveness scale by Kumar and Mutha (1976) was used to gather the data. Results showed that length of service did not play any role in the effectiveness of a teacher. Women teachers were more effective in three dimensions of teacher effectiveness as motivator, advisor and guide. Arts teachers were more effective as they possessed more information than science teachers.

Sodhi (2010) conducted a study to find the relationship between teacher effectiveness of secondary school teachers and school organizational climate with respect to location, gender, teaching experience and stream. Data was collected from 450 senior secondary school teachers of Punjab state and results showed that there existed no significant difference in teacher effectiveness of male and female teachers.

Bai (2011) conducted a study on teacher effectiveness of college teachers in relation to professional satisfaction. One of the main objectives of the study was to find out the difference between teacher effectiveness scores of satisfied teachers and unsatisfied teachers. Stratified random sampling technique was used to collect the data from 720 college teachers selected from 40 professional and 36 non-professional colleges of Andhra Pradesh. Teacher effectiveness scale by Kumar and Mutha (1999) was as data gathering tool. Results showed that satisfied teachers scored higher mean values than unsatisfied teachers on teacher effectiveness scale. This showed that satisfied teachers were more effective than unsatisfied teachers.

Kaur (2011) (a) conducted a study on teacher effectiveness amongst secondary school teachers in relation to their morale and commitment. The study was descriptive in nature and conducted on 600 secondary school teachers of Chandigarh, Mohali and Panchkula selected through random sampling technique. Teacher effectiveness scale was constructed by the investigator and descriptive statistical techniques like SD, Skewness and Kurtosis were employed. Results showed that teachers of Panchkula Government secondary schools were more effective than Mohali government secondary school teachers, Mohali Private secondary school teachers, Panchkula Private secondary school teachers, Chandigarh Private as well as government secondary school teachers exhibited better classroom management skills than Chandigarh government and private secondary school teachers as well as Mohali government and private secondary school teachers.
Kaur (2011) (b) conducted a study on teacher effectiveness in relation to punctuality of secondary school teachers. One of the main objectives of the study was to compare the teacher effectiveness of male and female teachers of secondary schools. The study was conducted on 100 government secondary school teachers (50 male and 50 female) of Ludhiana district selected on the basis of random sampling technique. Teacher effectiveness scale by Kulsum (2000) was used to collect the data. Results showed that there existed no significant difference in teacher effectiveness of male and female teachers.

Padhi and Verma (2011) conducted a study to examine the relationship between teacher effectiveness, emotional intelligence and life satisfaction of secondary school teachers. One of the main objectives of the study was to find the teacher effectiveness of secondary school teachers in relation to their school and place of habitation. Sample was taken from 120 teachers (60 teachers from government and 60 teachers from private schools) selected randomly from six government and six private schools. Teacher effectiveness scale by Kumar and Mutha was used as a data gathering instrument. Results showed that government/private and urban/rural school teachers had almost equal level of teacher effectiveness. Investigator also mentioned that emotional intelligence skill needs to be nurtured for enhancing teaching competency and professional performance.

Pal and Singh (2011) conducted a study on job satisfaction and teaching effectiveness of primary and upper-primary school teachers of Bikaner region. One of the main objectives of the study was to compare the level of teacher effectiveness of primary and secondary school teachers in relation to their sex. Study was conducted on 400 teachers selected from 200 schools of four districts of Bikaner region i.e. Ganganagar, Hanumangarh, Churu and Bikaner. Teaching effectiveness scale was prepared by the investigators. Results showed that there was no significant difference in teaching effectiveness of primary and secondary school teachers of whole Bikaner region.

Aggarwal (2012) in her study, ‘Correlation study of teacher effectiveness and job satisfaction of higher secondary school teachers’ took a sample of 252 higher secondary school teachers from 22 schools of Agra city, using lottery random sampling. The main objective of the study was to measure the effectiveness of teachers of government aided and non-aided higher secondary schools. Teacher
effectiveness scale of Kumar and Mutha (1999) was used. Descriptive statistical
techniques like mean, SD, Skewness, Kurtosis were employed. Correlation was found
using Pearson product movement formula. The result showed that all types of
government school teachers were endowed with more teacher effectiveness than all
types of aided and non-aided school teachers besides finding that government school
teachers had better professional and academic knowledge and better relationships with
pupils, principles and parents.

Goel (2012) conducted a study to examine teacher effectiveness of school teachers in
relation to job satisfaction, personality and mental health. One of the main objectives
of the study was to find out the teacher effectiveness of teachers in terms of gender.
Kulsum teacher effectiveness was used to collect data from 600 school teachers.
Results showed that majority of school teachers were effective in teaching but female
teachers were found more effective than male teachers.

Sharma and Siddiqui (2012) conducted a study on teaching effectiveness in relation to
academic background, teaching experience and gender among secondary school
teachers. One of the main objectives of the study was to find out the difference in the
teaching effectiveness of male and female teachers. 190 secondary school teachers (95
male and 95 female) were selected through random sampling technique. Teacher
effectiveness scale by Kumar and Mutha (1974) was used as data gathering
instrument. Findings showed that there was no difference in the teaching effectiveness
of male and female teachers rather teachers with high academic background scored
higher in teacher effectiveness scale.

Sreenivasulu and Reddy (2012) conducted a study which aimed at investigating the
impact of mental health and stress on teacher effectiveness of high school teachers.
Study was conducted on 300 male and female teachers taken from 20 government and
20 private schools selected through stratified random sampling technique. Results
showed that mental health and stress had no significant effect on teacher
effectiveness. Investigator also mentioned that stress may influence teacher
effectiveness up to some level but not to the maximum.

Bhardawaj and Singh (2013) conducted a study on teacher effectiveness of senior
secondary school teacher with regard to their personality type. Exploratory descriptive
survey research method was used. Study was conducted on 500 senior secondary
school teachers of Delhi; central, south, north, and east and west of Delhi. Teacher
effectiveness scale by Kumar and Mutha was used as a data gathering tool. Results showed that extrovert teachers were more effective than introvert teachers. Extrovert teachers were better classroom managers than introvert teachers but both extrovert and introvert teachers were same in moral area of teacher effectiveness.

Gupta (2013) studied teacher effectiveness in relation to stress, teaching aptitude, emotional and social intelligence. Sample consisted 500 in service government school teachers and private school teachers selected from different schools of Panjab and Chandigarh. Stratified random sampling technique was used to collect sample. Occupational stress index by Srivastava and Singh (1981) was administered and results showed that there existed no significant difference in teacher effectiveness on the basis of gender and type of school. At the same time investigator also mentioned that male teachers were slightly more effective than female teachers and teachers of private schools were slightly more effective than government school teachers due to proper environment of the school, more knowledge and good teaching aptitude.

Kaur (2013) conducted a study on relationship of teacher effectiveness with personality hardiness, job satisfaction and feminist identity. One of the main objectives of the study was to find the teacher effectiveness of women teachers in schools of Punjab state. Study was conducted on 400 secondary school teachers from Ludhiana, Moga, Barnala and Bathinda district. Kulsum teacher effectiveness scale (2000) was used to gather data from 400 women teachers through random sampling. Results showed that women teachers working in government schools possessed more teacher effectiveness than women teachers of private schools.

Varughese (2013) conducted a study to find the relationship between emotional intelligence and effectiveness of primary school teachers in Kerala state. Data was collected from 756 primary school teachers from all the districts of Kerala through stratified random sampling technique. Kulsum teacher effectiveness scale (2000) was used as data gathering instrument. Results of the study showed that

- Significant difference was found in teacher effectiveness of male primary school teachers and female primary school teachers. Female teachers were found more effective than male teachers.
- No significant difference was found in teacher effectiveness of primary school teachers with respect to type of school.
Brindhamani and Manichander (2014) conducted a study on attitude and effectiveness of 250 primary school teachers in Trichy district. One of the main objectives of the study was to find out the significant difference in the level of effectiveness of men and women teachers and the teachers working in private and government schools. Kulsum teacher effectiveness scale was used to gather data. Findings revealed that male and female did not differ significantly in their level of effectiveness but the teachers working in private schools found to be more effective than the teachers of government schools.

Toor (2014) conducted a study to compare the teacher effectiveness, general intelligence and creativity of secondary school teachers in relation to gender and type of school. Data was collected from 800 secondary school teachers randomly selected from government and private schools. Teacher effectiveness scale by Kumar and Mutha (1999) was used to gather data. No significant difference was found between male and female teachers in respect to their teaching effectiveness but results also showed that government school teachers were more effective than private school teachers both in the case of male and female teachers.

Joshi (2015) conducted a comparative study on teacher effectiveness of male and female teachers. A sample of 400 teachers (200 male and 200 female) was taken. Teacher effectiveness scale by Kumar and Mutha (1985) was used to collect data. Results showed that female teachers reported higher teacher effectiveness as compared to male teachers.

Anand (2016) conducted a study on teacher effectiveness. A sample of 351 teachers was taken. Kulsum teacher effectiveness scale was used to collect data. Results showed that there was no significant difference between teacher effectiveness of male and female teachers.

The above given studies have shown that teacher effectiveness is independent of gender, type of institution, qualification etc. Sometimes situations, circumstances, environment of institution influence the effectiveness of teacher.

Related research studies, not only helps to provide pitfalls that have been experienced by reviews but it widens outlook, knowledge, insight and experience with regard to the subject. Though much related literature was not found including the dependent and any of the independent variables together, still an attempt has been made by the
investigator to present some of the findings of the researches related to the present study, as the investigator is convinced that there is a relationship between feedback, occupational stress, professionalism and teacher effectiveness.

2.5 REVIEW OF LITERATURE RELATED TO STUDENTS’ FEEDBACK OF TEACHERS AND OCCUPATIONAL STRESS

Sometimes feedback given to a teacher on his performance causes stress but sometimes it helps in improving their performance. Below given studies emphasize that there is some connection between students’ feedback given to teachers and occupational stress.

Payne (1987) conducted a study on dimensions of occupational stress of West Indian teachers. Data was collected from 444 secondary school teachers. He recognised six main causes of occupational stress. Evaluation of teaching was one of the main causes of stress among teachers. Results also showed there was no significant difference in the stress level of male and female teachers yet both experienced some level of stress due to feedback given on teaching.

Sharpley et al. (1996) conducted a study on effects of job stress on physical and psychological health. Study was conducted on the 1925 staff members of Monash University, Australia. Results revealed that most of staff members were stressed due to lack of regular feedback about how well they are doing their job. There were many other causes of stress like work overload, role ambiguity etc but lack of regular feedback about their job was on the top reasons of the stress in job.

Morton et al. (1997) conducted a study on student teachers anxieties related to class management, pedagogy, evaluation and staff relations. In their study they found that greatest stressor for student teachers were being evaluated. Results also showed that evaluation apprehension declined during teaching practice as they got exposure. It was also found that getting positive feedback helped in reducing the stress level.

Kyriacou (2001) conducted a study on the causes of teachers’ stress and its impact on their productivity. 300 primary school teachers were selected randomly to collect data. A validated tool titled ‘causes and impact of stress on teachers’ productivity was administered to participants. Results showed the various causes of stress among teachers and lack of regular feedback to teachers was one of the main causes of teachers’ stress as they did not get to know about their job done.
Ravichandran and Rajendran (2007) conducted a study on sources of stress among teachers. Data was collected from 200 higher secondary school teachers, selected randomly. Sample was comprised of 82 male teachers and 118 female teachers. Teacher stress inventory developed by Rajendran was used to collect data. In their study they found various sources of stress like lack of facilities, teaching assignments, personal expectations. They concluded that teaching evaluation was one of the major causes of occupational stress among female teachers. It was also stated that female teachers experienced more stress due to teaching evaluation as compared to male teachers.

Keshavarz and Mohammad (2011) conducted a case study on occupational stress and organisational performance. Study was conducted on 135 employees from different departments of university in Tehran. Sample was selected randomly, of 87 males and 48 females. In their study they found several causes of stress in job and the results revealed that lack of feedback in job was one of the major reasons of causing high degree of stress among teachers.

University of Cambridge (2011) addressed the various causes of work related stress and lack of regular feedback on performance was one of the foremost causes among them.

National Union of Teachers (2012) in a report on teachers’ stress stated that pressure of assessment causes stress among teachers and if they get positive feedback it helps in reducing the stress.

Jeyaraj (2013) conducted a study on occupational stress among teachers Research was conducted on government and aided higher secondary school teachers. It was found that teachers who reported greater stress were less satisfied with their profession and remained most of the time absent. It was suggested in the study that teachers’ assessment system and training system should be modified to reduce occupational stress.

Reddy and Anuradha (2013) conducted a study on occupational stress of higher secondary teachers. A sample of 327 secondary school teachers of Vellore district in Tamil Nadu was selected randomly to collect data. Study revealed that higher secondary teachers experienced stress due poor quality of feedback received by peers and parents.
Above given studies have shown that there is some relation between stress and feedback of teachers. Sometimes stress decreases the productivity of teachers which in turn impact on their feedback and sometimes receiving poor quality of feedback can cause stress.

2.6 REVIEW OF LITERATURE RELATED TO STUDENTS’ FEEDBACK OF TEACHERS AND PROFESSIONALISM

Feedback given to a teacher can help in improving the professionalism or if a teacher is professional would get good feedback. A review of literature showing how feedback and professionalism are interrelated is given below:

Milanowski and Kimball (2003) conducted a study on assessment of teacher performance. One of the main objectives of the study was to find out how assessment of teacher helps in their professional growth and they found that if assessment is not linked to professional development then there is no use of evaluation process and it becomes useless as there is no professional development.

Koops and Winson (2005) in a study mentioned that quality of education depends on the quality of teachers in classroom. They suggested that evaluation of teacher was very important tool to improve professionalism by providing idea about their work performance. It helped in improving their professional growth which in turn improved their teaching.

Spooner and Mortelmans (2007) conducted a study on teacher professionalism and student evaluation of teaching. In the study it was asserted that evaluation of teaching done by students was an important tool to improve teaching.

Curtis and Weiner (2012) in their book asserted that feedback helps teachers in creating more meaningful learning experience for teachers. A good evaluation system can guide and support professional learning.

Goe et al.(2012) in their study on linking teacher evaluation to professional development concluded that evaluation of teachers helps in their professional development but school leaders do not use this tool to guide teachers towards their
professional growth. They quoted that assessing a teacher can help in determining strategies used to develop professionalism among teachers.

Delvaux et al. (2013) conducted a study on how teacher evaluation has an impact on professional development. Study was conducted on 1983 teachers from 65 schools of Flemish. Results showed that limited experience and useful feedback were positively related to outcomes of teacher evaluation system. They also mentioned that useful feedback helps in improving professional growth.

Koedel et al. (2015) conducted a study on teacher evaluation with a main objective how evaluation influence teachers’ professional development. Results showed that there was a great association between professional development and feedback of teachers specially received during classroom observation. Feedback given to teachers during classroom observation helped teachers in improving their professional activities.

Barrett et al. (2016) in their research paper ‘Educators on the impact of teacher evaluation’ quoted that teacher should neither be evaluated on professional development nor professional development dictated by evaluation scores rather than teachers’ need is to be kept in consideration.

National Education Association U.S. (2017) in a research article on teacher assessment mentioned that teachers are responsible for their own profession and they should take care of the needs of teaching profession. Evaluation of teacher is one of the most important steps towards improving teaching profession. Appropriate framework of feedback system will help in supporting professionalism in teaching. There must be some standards of evaluation like classroom observation, peer review, students growth and learning.

Above given studies have shown that there is some relation between feedback and professionalism. It helps in improving professionalism among teachers but there must be standards of collecting feedback for teachers. Further it is supported by national bodies like NCTE, NCERT, MHRD. These bodies are also in favour of periodical feedback of teachers.
2.7 REVIEW OF LITERATURE RELATED TO STUDENTS’ FEEDBACK OF TEACHERS AND TEACHER EFFECTIVENESS

One can assess the effectiveness of a teacher on his feedback scores and sometimes feedback given to a teacher can help in improving his/her teaching. A review of literature related to feedback and teacher effectiveness is given below:

Keachie (1975) conducted a study on assessing teaching effectiveness. In the study it was concluded that students’ rating of their teacher brought improvement in teaching. It was also mentioned that the improvement in teaching was based on some influences like

- Whether the rating revealed something new to teacher
- Whether the teacher was motivated and
- Whether the teacher knew how to improve himself after getting feedback?

Feldman (1983) conducted a study on seniority and experience of college teachers as related to evaluation they received from their students. In the study researcher found that rank, age and years of experience had great impact on students’ rating of their teachers. First year instructors received lower rating than experienced instructors.

Theall and Franklin (1990) in a research conducted on students’ ratings of instructions stated that students were the most qualified sources to provide feedback about teaching. They also mentioned that students can best tell that whether teaching was creative, informative, satisfying or meaningful.

Seldin (1993) conducted a study on students’ rating of professors. In the study it was concluded that students’ evaluation of professors could be insignificant if questions asked were not appropriate. He suggested that students should be asked to evaluate only the things learned in classroom. They should assess the professor’s ability of communication in classroom (reaching at students’ level), their professional and ethical behaviour, student teacher relationship, and ability to stimulate interest in subject matter.
Feldman (1993) conducted a study on college students’ views on male and female college teachers and he found that rating of teachers was slightly higher in classes where the majority of the students were of the same gender as the instructor.

Seldin (1999) in his book ‘changing practices in evaluation teaching’ quoted that students’ rating of teachers should be only one of the several form of evaluation used to drop light on teaching effectiveness. He stated that peer review, self evaluation, teaching portfolios and students’ achievement should also be used in rating teachers.

Black (2000) in his book stated that receiving feedback from students could be helpful for both students and teachers as it helps in improving teaching and learning. He also mentioned that there were several ways of collecting feedback from students e.g. getting written feedback in form of questionnaire, midterm small group discussion with students regarding teaching and learning etc.

Penny (2004) in a study on teachers’ respond to students’ views about teaching found that students’ rating was an effective strategy to improve teaching effectiveness. Finding also indicated that teachers were receptive towards the idea of collaborating to learn from students’ ratings on how to improve teaching.

Panhoon and Wongwanich (2014) conducted a study on teacher feedback. It was found and mentioned that feedback was very important tool to improve quality of teaching. Data was collected by teacher’s interview, self assessment and class room observation. Slight recommendations could not improve teachers’ performance. Teachers needed to improve their performance on teaching. It was also stated that properly designed feedback system could be used to improve teaching effectiveness in classroom.

Goldstein (2017) in a research article mentioned and found that getting feedback from students as learners was an important way to assess teaching. Feedback could be taken by open ended feedback form, small group discussion, survey etc.

Above given studies have shown that there is some relationship between feedback and teacher effectiveness. Feedback to teachers can help in improving teaching. There should be adequate time and way to give feedback to teachers.
Although there is significant research done on all the independent variables selected by the researcher viz. occupational stress, professionalism and teacher effectiveness, and there is also some research done on students’ feedback of teachers, but there are still only very limited studies done on the relation between these variables. Still researcher was able to find enough evidence that these variables have significant impact on the teachers and also that student’s feedback might be the appropriate tool to measure the impact of these variables has on students’ perception of their teachers.

2.8 RATIONALE OF THE STUDY

Teaching is a wonderful profession. Those who are in this profession understand what teaching is? How tough it is? For some it is an easy job. There is general perception that anyone can teach. People think teacher’s working hours are short and have long holidays. Very few appreciate what teachers do. Teaching is an art. It is not as easy as one might think. It is the profession which creates all other professions.

To attain good results in teaching it is necessary to appoint good teachers. An effective teacher is the one who is competent, resourceful, can well manage the classroom, having good interpersonal relationship with students, colleagues, and head of the institution, and possess good knowledge of subject matter, disciplined, mentally and emotionally strong.

It can be said that teacher is like a pivot around whom all the educational programmes such as curriculum, textbooks, evaluation, etc. rotate. The best system may fail to achieve the desired end in absence of sincere, competent and professionally aware teachers.

To check the quality of teaching it is very important to evaluate teachers. As students are evaluated regularly to improve their performance; there must be a regular evaluation of teachers also by providing feedback to them on their teaching. Feedback can be given by colleagues, head of the institution, students and parents also but students are the best source to provide feedback to their teachers because they know their teachers well as they spend maximum time with them and they are in a better position to tell about the requirements of teaching learning process, moreover providing feedback by students to teachers help in improving their interpersonal relationship. Feedback can be given by using rating scales, small group discussion with students, forming a students’ committee, one to one interaction with students etc.
There are so many factors such as job satisfaction, occupational stress, personality and behaviour, emotional and social intelligence, teacher effectiveness, professionalism, aptitude etc. which influence teacher’s teaching and these factors in turn influence their feedback also. In the present study researcher had limited the scope to study how occupational stress, professionalism and teacher effectiveness were related to the students’ feedback of teachers.

It is found that due to change in socio-economic status, uncertainty of job, lack of professional recognition, over work-load, pressure of management and head of the institution, peer relations, students’ misbehaviour etc. teachers are facing stress at work place.

In this modern era students are mature enough to recognise and realise the good teaching efforts put forth by teachers. They can differentiate their teachers’ professional qualities like work behaviour, attitude and commitment towards profession, special skills and knowledge etc.

Students can identify and appreciate their teaching related attributes like methods of teaching, interpersonal relationship, knowledge of subject matter, mental and emotional health of a teacher, communicative skills and responsibility towards students etc. They could provide feedback to their teachers keeping all the above given traits.

So, the researcher was convinced enough that there was some relationship between students’ feedback of teachers and occupational stress, students’ feedback of teachers and professionalism and students’ feedback of teachers and teacher effectiveness. The study can be proved helpful in improving teachers’ conditions in terms of reducing occupational stress and developing professional qualities and enhancing teaching traits of teachers.

2.9 STATEMENT OF THE PROBLEM

Statement of the problem was framed as:

STUDENTS’ FEEDBACK OF TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS, PROFESSIONALISM AND TEACHER EFFECTIVENESS
2.10 OBJECTIVES OF THE STUDY

Following were the objectives of the study:

- To construct and standardise students’ feedback scale of teachers.
- To study the relationship of students’ feedback of teachers and their occupational stress.
- To study the relationship of students’ feedback of teachers and their professionalism.
- To study the relationship of students’ feedback of teachers and their teacher effectiveness.
- To compare the students’ feedback of teachers of government and private school teachers.
- To compare the students’ feedback of male and female school teachers.
- To compare the occupational stress of government and private school teachers.
- To compare the occupational stress of male and female school teachers.
- To compare the professionalism of government and private school teachers.
- To compare the professionalism of male and female school teachers.
- To compare the teacher effectiveness of government and private school teachers.
- To compare the teacher effectiveness of male and female school teachers.

2.11 HYPOTHESES OF THE STUDY

Following were the hypotheses framed for the study:

- There exists no significant relationship between students’ feedback of teachers and their occupational stress.
- There exists no significant relationship between students’ feedback of teachers and their professionalism.
• There exists no significant relationship between students’ feedback of teachers and their teachers’ effectiveness.

• There exists no significant difference between students’ feedback of teachers of government and private schools.

• There exists no significant difference between students’ feedback of male and female school teachers.

• There exists no significant difference between occupational stress of government and private school teachers.

• There exists no significant difference between occupational stress of male and female school teachers.

• There exists no significant difference between professionalism of government and private school teachers.

• There exists no significant difference between professionalism of male and female school teachers.

• There exists no significant difference between teacher effectiveness of government and private school teachers.

• There exists no significant difference between teacher effectiveness of male and female school teachers.

2.12 DELIMITATIONS

The study was delimited as given below:

• The study was delimited to a sample of 260 senior secondary school teachers.

• The sample was confined to schools of Moga district, Punjab.