



## A Tool Construction And Standardization Of Student Perception For Secondary School Students

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### ABSTRACT :

In the present study, Students perception scale about the teacher competency has been constructed and standardized of the secondary school students This scale consists of 30 statements. The random technique was used for this study. The sample used by the developer of the scale was a secondary school student 116 gave their response.

**Keywords:** Perception, competency

### INTRODUCTION :

The scale based on student's interest and perception towards teachers' competency. If the student is taking interest in teachers teaching i.e., they have positive attitude towards teachers' competency. They have some kind of perception Because of qualitative teaching competence, students have improved their quality and ability. Students show their interest in terms of liking and disliking. Every student wants a good and qualitative teacher. They require some special trait in teachers. If teachers have valuable trait in their personality student respect more than rest. So, classroom behavior of teachers should be appropriate and according to dignity and norms. Behavior modification is one of the factors of teaching competence.

Heart (1934) listed 10 most desirable reasons for liking teachers and disliking teachers. He was received some 10000 usable. Following is the list of the ten reasons for liking teacher,

Rank	Responses	f
	Is helpful with school work, explain lesson and assignments clearly and uses examples in teaching.	1950
	Cheerful, happy, good natured, jolly has sense of humor, and can take a joke	1429
	Human, friendly, companionable 'one of us'	1024
	Interested in and understand pupils	937
	Makes work interesting, creates a desire to work, and makes class work a pleasure.	805
	Strict, has control of the class, commands respect	753
	Impartial, shows no favoritism, has no 'pets'	695
	Not cross, crabby, grouchy, nagging or sarcastic	613
	We learned the subject	538
	A pleasing personality	504

Following in the list of 1st ten reasons for disliking teacher, arranged in order of frequency of mention:-

Rank	Responses	F
1.	Too cross, crabby, grouchy, never smiles, nagging, sarcastic, loses temper, flies off the handle	1708
2.	Not helpful with school work, does not explain lessons and assignments, not clear, work not planned.	1025
3.	Partial, has 'pets' or favored students, and picks on certain pupils	859
4.	Superior, aloof, haughty, 'snooty', over bearing, does not know you out of clear	775
5.	Mean, unreasonable, hard boiled, intolerant, ill mannered too strict makes life miserable	652
6.	Unfair in marking, and grading, unfair in tests and examinations	614
7.	Inconsiderate pupils' feeling, bawls out pupils in the presence of classmates pupils are afraid and ill at ease and dread class.	551
8.	Not interested in pupils and does not understand them	442
9.	Unreasonable assignment and home work	350
10.	Too loose discipline, no control of class, does not command respect	313

Witty (1948) secured letters from some 14000 pupils in the first contest and 33,000 in the second to choose teachers who had helped pupils most. In His findings the most frequently mentioned traits were:-

Positive traits :-cooperative democratic attitude, kindness and consideration for the individual, patience, wide interest, personal appearance and pleasing manner, fairness and impartiality, sense of humor, good disposition and consistent behavior, interest in pupils' problems, flexibility, use of recognition and praise, unusual proficiency in teaching.

Negative traits:-bad tempered and intolerant, unfair and inclined to have favorites, declined to help pupils, unreasonable in demands, tendency to be gloomy and unfriendly, sarcastic and inclined to use ridicule, unattractive appearance, impatient and inflexible, tendency to talk excessively, inclined to talk down to pupils.

**Baroda investigation (Menon, 1949)** –In Baroda investigation, a pioneer work in India, opinion of head masters, school inspectors and teacher educators were collected by asking them to rank a set of qualities supposed to contribute to teaching success or teaching failure. Only ten important qualities under each head were presented and the experts were allowed to add two more if necessary.

The qualities characterizing good teacher were found to be:-

I.Good discipline and class control.

I.Good teaching and getting work done by pupils

I.Obedience and loyalty.

I.Cooperation in all forms of school work, and

I.Good character and manners

The qualities characterizing poor teacher were found to be:-

I.Do not teach well.

I.Quarrelsome in school and examination work

I.Poor discipline and class control

I.Dishonesty in school and examination work and

I.No interest in school work

In the present study an attempt was made to collect opinions about the qualities of a successful teacher from educational expert in the country. In order to cover as wide an area as possible a short open end questionnaire was mailed to 95 educational experts, including principals of training colleges and eminent educationists. They were asked to short list, in order of importance, the distinctive qualities of successful teacher, and also indicate qualities which are characteristics of the teaching profession alone. 34 experts responded. The qualities enumerated covered a wide range, but they could be easily grouped under the following major headings.

1. Characteristics in relation to children
2. Characteristics in relation to knowledge
3. Characteristics in relation to thought
4. Characteristics in relation to philosophical outlook
5. Characteristics in relation to mental powers
6. Characteristics in relation to teaching situations.
7. Personal characteristics

i.In relation to the quality of leadership.

i.General

The first 11 qualities the emerged in order of frequency of mention are as follows:

S.no.	Qualities	f
1.	Friendliness, cheerfulness, sense of humor	11
2.	Honesty, impartiality, fairness	09
3.	Love for children, affectionate	09
4.	Sympathetic intuition, sympathy and understanding	09
5.	Character, moral integrity, uprightness	07
6.	Presence of physical qualities, appearance, impressiveness	06
7.	Sociability, extra version	05

8.	<i>Love, loyalty, idealism for the profession</i>	05
9.	<i>Pertinence</i>	05
10	<i>Sincerity, earnestness</i>	05

In nut shell Meonan determining the nature of an effective teacher asset of personal characteristics, in terms of equipment and behaviors both, will have to be taught of the these must integrate into the total personality of the teacher, While the opinion of expert gives us some indication of the personality characteristics of the effective teachers we need to look elsewhere also for this information and one such category of people is the pupils.

In the Baroda investigation, investigator took 243 pupils of age range 14-19(6<sup>th</sup> th7<sup>th</sup>) as sample and given to write an essay on “what would like my teacher to be? And the responses were: - friendly, attitude good teaching, impartiality in class and examination, good discipline, jolly and humorous.

The investigators also interviewed the pupils and required them to rank the desirable traits for good and poor teachers in order of their importance. The pupils and required them to rank the desirable traits for good and poor teachers in order of their importance. The results were as follows:-

Good teacher: - should teach well, a good disciplinarian, friendly, impartial, should not be excitable and insulating learned; should have a plenty of general knowledge.

Poor teacher: - shirk work: irritable and rude: partial to favorites: get private work done by pupils, bad disciplinarian; shallow in general knowledge.

Ranking approach is also used by the investigator for finding teachers qualities. He has collected responses of 3000 students of the age group (14-19).and the following results were found:-

<i>Good teacher</i>	<i>Poor teacher</i>
Good teaching, impartial, jolly and humors	Bad teaching , insulting, and rude, excitable, partiality, and lack of understanding of children difficulties

In this investigation, opinion was also collected by the secondary schools students. Investigator said to write a short note (essay) on “MY IDEAL TEACHER”. 30 mins time was given by the investigator (the topic was such as to enable them to mention qualities on the basis of their personal experience of an ideal teacher, or even described an imaginary personality on the basis of the qualities expected of him.

Data collection procedure:

1. Sample: 1,111 pupils of grade nine, age (11to 18).the sample was selected randomly from 14 secondary schools of different types from the city of Allahabad.
2. The pupils were motivated through a brief introduction.
3. 1074 usable replies received, 837 boys, and 237 girls were replied.

Responses are following: -

<i>S.NO</i>	<i>Qualities</i>	<i>F</i>
1	Gentleness, kindness, lenient, does not punish, non-violent	476
2	Teaching ability, competency, efficiency, helpful in studies, gives and checks Home work, prepares lesson well, methodical, systematic, proper method of questioning and correction of mistakes, gives suitable examples, and uses illustrative aids.	372
3	Impartial just	334
4	Loving, affectionate, interested in children , understands them	323
5	Maintains discipline in the class, commands fear, strict	302
6	Power of elucidation, explanation, classification	295
7	Knowledge of subject matter, studious	285
8	Imparts general and useful knowledge, looks to posture and health of pupils, their etiquette and manners	269
9.	Leadership, courageous, fearless, frank, does not flatter, impressive, inspiring, encouraging, independent in thought and action	225
10	Cheerful, happy, sense of humor, friendly, sociable	204
11	Punctual, regular in work, industrious	185
12	Ideal, exemplary, no weakness, no addiction, commands respect	184
13	Considerate, respectful towards pupils, pays individual attention, sympathetic, well wisher, not envious of pupils	181
14	Healthy, physically strong, interested in sports, energetic, forceful, active, enthusiastic, not lazy	153
15	Dress clean, decent and simple	148
16	High moral character, self control, life of celibacy	143
17	Emotional stability, not irritable or quarrelsome, balanced in strictness and leniency	133

18	Honest, not a hypocrite, truthful	131
19	Conduct and behavior good, cultured in etiquette and manners, no mannerism	125
20	Patience, perseverance, tolerance, forgiveness	123
21	Self-disciplined ,dutiful	112
22	Community minded, not selfish, love for institution and country, generous, not greedy, helpful in need, sacrificial	108
23	Possessing power of expression and speech, language simple and command over it, pleasing and well regulated tone, power writing	107
24	Reserved, sober, quite, does not talk unnecessarily or indecently, clarity of ideas, far sighted power of imagination, wise thoughtful	106
25	Makes teaching interesting	67
26	Interested in teaching, teaches wholeheartedly	61
27	Does not abuse, scold or threaten, scolds judiciously, not very critical	54
28	Possesses broad general knowledge	49
29	High intelligence, good memory	47
30	Possesses ideals, strength of conviction, spiritual development, religious outlook, virtuous	46
31	Humility, not conceited or proud, not dominating, allows freedom	31
32	Attractive, young, popular	28
33	Careful, diligent, resourceful, self-confident, watchful, alert	26
34	Breadth of interests, interested in all school activities, music art etc.	22
35	Knows value of time, time well utilized	11

In this investing one thing was interesting. Pupils have said that they like those teachers who is punctual, dress neatly and properly through simply and teach general and practical things. The responses can be highlighted in the case of opinions of experts: -

S no.	Qualities	f
1.	Characteristics in relation to children	
a)	Gentleness, kindness, lenient, does not punish, non -violent	476
b)	Impartial, just	334
c)	Loving, affectionate, interested in children , understands them	323
d)	Cheerful, respectful towards pupils, pays individual attention, sympathetic, well wisher, not envious of pupils	204
e)	Considerate, respectful towards pupils, pays individual attention, sympathetic, well wisher, not envious of pupils	181
f)	Does not abuse, scold or threaten, scold judiciously, not very critical	54
2.	Characteristics in relation to knowledge content	
a)	Knowledge of subject matter, studious	285
b)	Breadth of general knowledge	49
3.	Characteristics in relation to thought process:	
	Reserved , sober, quite, does not talk unnecessarily or in decently, clarity of ideas, far-sighted, power of imagination, wise, thoughtful	106
4.	Characteristics in relation to philosophical outlook:	
a)	Ideal, exemplary, no weakness, no addiction, commands respect	184
b)	Community minded, not selfish, love for institution and country, generous, not greedy, helpful in need, prepared for sacrifice	108
c)	Possesses ideals, strength of conviction, spiritually developed, religious in outlook, virtuous	47
d)	Humility, not conceited or proud, not dominating, allows freedom	31
5.	Characteristics in relation to mental development	
a)	High intelligence, good memory	47
6.	Characteristics in relation to classroom situations	
a)	Teaching ability, competency, efficiency, helpful in studies, gives and checks Home work, prepares lesson well, methodical, systematic, proper questioning and correction of mistakes, gives suitable examples, and uses illustrative aids.	372
b)	Maintains discipline in the class, commands fear, strict	302
c)	Power of elucidation, explanation, classification	295

d)	Teacher general and useful knowledge, looks to posture and health of pupils, their etiquette and manners	269
e)	Punctual, regular in work, industrious	185
f)	power of expression and speech, language simple and command over it, tone sweet and well regulated, power of writing	107
g)	Makes teaching interesting	67
h)	Interested in teaching, teaches wholeheartedly	61
7.	Personal characteristics	
A-	<i>In relation to the qualities of leadership</i>	
a)	Leadership, courageous, fearless, frank, does not flatter, impressive, inspiring, encouraging, independent in thought and action	225
b)	Energetic, forceful, active, enthusiastic, not lazy	48
c)	Self disciplined, dutiful	112
B-	<i>General :</i>	
a)	High moral character, self control, leads life of <u>celibacy</u>	143
b)	Emotional stability, not irritable or quarrelsome, balanced in strictness and leniency	133
c)	Honest, not a hypocrite, truthful	131
d)	good Conduct and behavior, cultured in etiquette and manners, no mannerism	125
e)	Patience, perseverance, tolerance, forgiveness	123
f)	Attractive, young, popular	28
g)	Careful, diligent, resourceful, self-confident, watchful, alert	26
h)	Breadth of interests, interested in art, music and other activities	22
i)	Knows value of time, time well utilized	11

Investigator concludes that, the available data showed that expert and pupils agree on all vital matters regarding good and bad teachers. 'Results showed that pupil opinions were clear and definite and we cannot be ignored. Their opinion should be given proper weight age. Pupils' opinion not only balanced well thought out and justifiable, but perhaps more realistic and reliable than those of the educational experts, while experts concentrate more on abstract and general personal qualities in terms of the dealing with children.

So this investigation proves the importance of student opinion regarding teachers' classroom behavior. So students are wanted to some special characteristics in their teachers.

Above characteristics are showed in teachers' behavior. Few researcher give the support to teacher behavior mainly Naidu (1979) The traits of teachers which were liked by students, self controlled, alert, humorous, punctual, cheerful, having a classroom procedure well planned and organized, friendly, recognizing his own mistake, Depth in the field of specialization, impartial. Hargreaues (1972) concluded that his research the student like the teachers behaviors in the aspects of their instructional style, their discipline, and their personalities. Liking or disliking teachers' behavior sort listed by the student. It's basically under discipline, instructional style and personalities.

About Instructional method students like in a teacher who explains and give help where it is necessary. Give interesting lessons and Dislike who do not explain, give little help, and do not know their subject matter well, which give dull and boring lesson.

Teachers personal qualities are teacher should be cheerful, patient, friendly and understanding, good sense of humor, who take an interest in pupils as individuals. Student dislike these qualities nag, ridicule or sarcastic bad tampered and unkind and who have no sense of humor.

Lowson (1971) - found that their research student tend to rate higher those teacher who 1. Lecture in response to student talk 2. Allow students freedom to initiate discussion and 3. Use praise extensively in rewarding students on the overhand students tends to rate less favorably those teachers who 1. maintain silences in the classroom to continue for prolonged period of time 2. Give direction for extended period of time .3. Prolonged an activity 4. Ask question for prolonged period. Malhotra (1976) found that "Teacher who was indirect in their behavior in the class room was more liked by the students than teachers who were directed in their behavior."

Above studies relates the teachers behavior with students liking in a very global way. Teachers' direct or indirect behavior like kindness, friendly attitude, cheerfulness, patient, helpfulness, fair, warm, well adjusted personality, empathy and other variables which are more related to teachers characteristics than the way of teaching. Flanders (1967) to be directly related to students liking is the teachers' influence that encourage pupil participation in the lesson. Patel (1973) conclude that the pupils dislike to a great extent teachers failure to praise and acknowledge students participation in their lesson.

.Hence most of the above studies were undertaken to explore the relationship between teachers' behavior in terms of teaching competency and students liking about the teaching behavior of teachers. Student achievement increased when teacher are competent In short teaching competency is one or more abilities of a teacher to produce agreed upon educational effects (biddle 1964).

Recently work done on students' interest and their satisfaction

Ko and chung (2015)-published research paper on learning satisfactions for culinary students: the effect of teaching quality and professional experience and the results were; - 1. teaching quality and learning satisfactions showed significant difference in teaching qualification, license acquisition and professional continuing education. 2. Work experiences significantly affected learning satisfaction. 3. Teaching quality positively correlated with students' learning satisfaction. 4. Professional work experience and certificates had the most significant effects on teaching quality and students' learning effectiveness. The professional experience has a moderating effect on the relationship between teaching quality and students' learning effectiveness

Asfani et.al. (2016) in this paper researcher define teachers factor, how its influent students competence. According to him he divides in four categories

1. Teachers as learning agents' factor that influences students' competence achievement. Teachers' teaching performance is one of essential factors that need to be considered. Teachers must have measurable teaching performance quality, because it plays an important role in the learning process. The quality of their teaching performance becomes the most influential factor in the students' achievement. Moreover, it also can provide reinforcement to students, so that their motivation is improving and they have better learning achievement.
2. Adequate and proper guidance from the teacher one of the factor that affects students' competence achievement. Students often face many problems in developing a positive learning attitude and good study habits. Students at secondary schools face these problems many times. Proper guidance from the teacher is the right solution to the problems, and it has a significant effect on students' academic achievement.
3. Teachers' teaching experience also has an impact on students' achievement. Experienced teachers have a higher, but not too significant impact on students' achievement, compared with less-experienced teachers or teachers in the early years of their teaching career.
4. The fourth factor is teachers' competence. Teachers' competence can be seen as: Attitude, skills and knowledge; degree or level of capabilities based on other people's judgment; characteristics possessed by a teacher.

After analyzed /reviewed of related research work we can say that, if particular/special characteristics and behavior is shown by teachers in the classroom. He and she are most popular and student takes interest in their class. So teachers come with some teaching strategies. Teaching strategies define as follows according academic's dictionary of education by John Bellingham academic (INDIA)

They should aim at inculcating love of work. They should aim at developing the desire to do work with the highest measure of efficiency of which one is capable. The motto of every school and his pupils should be "everything that is worth doing at all is worth doing well" whether it is making a speech writing a composition, drawing a map, cleaning the classroom, making a book rack, or forming queues.

Teaching skills:-

1. Skills of introductory the topic
2. Skills of dealing with pupils' answer
3. Skills of inciting stimulus
4. Skills in the use of blackboard or the chalk board skills in handling teaching sides and other equipments.
5. Skills in non-verbal cues
6. Skills in reinforcement
7. Skills in the use of illustrations and examples
8. Skills in exposition or lecturing
9. Skills in explanation
10. Skills in encouraging group discussion
11. Skill in answering student queries

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## TOOL DESCRIPTION :

According to students point of view teaching competency should be there with response to their liking. If we find out student liking and disliking about teachers behavior, presentation in classroom, relation with kids in positive manner we can say teachers are competent. In short we can observe student interest towards teachers' competency on following points:

1. Teachers classroom behavior/ classroom teaching
2. Teachers ethical value
3. Teachers mastery in subject
4. Teachers knowledge and use of new technique/ methods
5. Teachers leadership ability

For the present research above points appropriate to develop interest scale. So researcher took the above point for develop interest scale. Points described as follows:-

- 1. Teachers classroom behavior/ classroom teaching**
  1. Capacity to solve curiosity
  2. Friendly behavior
  3. Punctuality in class
  4. Excess of activity programme/method in class room
  5. Mastery on classroom observation
- 2. Teachers ethical value**
  1. Honesty
  2. Punctuality
  3. Teachers' dignity
  4. Behavior without biasness
  5. Professionalism
- 3. Teachers' mastery in subject**
  1. Full knowledge of subject
  2. Capable to use audio-video material according to subject
  3. Capable to apply proper teaching method according to subject
  4. Capable to use every day examples related to their subject

5. Aware about the new opportunity of subjects
- 4. Teachers' knowledge and use of new technique/ methods**
  1. According to the lesson use appropriate technique
  2. Knowledge/ updating about invention/ changes of new technology
  3. Teachers used new technology in their teaching like Eduset/ smart class/ internet etc.
  4. Teacher appreciates innovative things
- 5. Teachers' leadership ability**
  1. Teacher's democratic behavior
  2. Confidant in behavior/ expression
  3. Successfully handle the class
  4. Behavior in co-curricular activity
  5. Hold on future possibility
  6. Guidance capability

Researcher used above aspect to develop perception scale. 30 statements in this tool.

On the basis of teacher's classroom behavior researcher developed 5-point scales. Described as follows:

Strongly agree	fully satisfied with teachers' competency
Agree	satisfied
Undefined	ok, but need to improvement
Disagree	unsatisfied
Strongly disagree	fully unsatisfied

If student is fully satisfied, they will ✓ mark on strongly agree and they will get 5 points.

Now table show the criteria of marks:

Scale	Strongly agree	Agree	Undefined	Disagree	Strongly disagree
No	5	4	3	2	1

### SAMPLING

The sample used by the developer of the scale was a secondary school student in a school in Madhya Pradesh. 116 gave their responses.

### RESULT AS FOLLOWING

#### TABLE OVER ALL RESULTS

Sr no	Statements	Score	Percentage
1.	During class teaching itself, Teachers encourage students to find answers to their questions.	348	80%
2.	Teachers try to arouse curiosity by asking additional questions.	350	80%
3.	The knowledge given by him gets imprinted on the mind.	337	77%
4.	The encouragement given in the class is positive. Which increases my achievement in a particular subject.	344	79%
5.	He also gives diagnostic treatment after understanding the study related difficulty of the student.	344	79%
6.	He also gives interesting homework.	324	74%
7.	He checks class work and homework regularly.	348	80%
8.	The class evaluation process is transparent.	323	74%
9.	He does the teaching work keeping in mind the mental differences (Gifted/slow Learner).	332	76%
10.	He listens to us with complete honesty.	348	80%
11.	He does all his work honestly	361	83%
12.	He takes his own mistakes positively and corrects them	343	79%
13.	His behavior is unbiased.	336	77%
14.	He imparts knowledge according to the dignity of a teacher	360	83%
15.	His behavior and dress is according to the dignity of a teacher. Behavior in and outside the class is cordial/friendly.	351	81%
16.	He always talks positively.	352	81%
17.	He loves discipline.	367	84%
18.	Due to this discipline, we do our work properly, or learn something new.	358	82%
19.	He is not suffering from any prejudice.	330	76 %
20.	He is completely proficient in the subject.	355	82%
21.	He teaches his lesson with complete expertise.	365	84%
22.	The method of understanding the subject is simple, so things are understood easily.	355	82%
23.	He uses audio-visual material according to the subject (lesson).	328	75 %
24.	He uses teaching method according to the subject (lesson).	341	78%

25.	Use daily examples related to the subject.	351	81%
26.	Make the student aware of the future possibilities of the subject.	345	79%
27.	Subject knowledge is not only bookish, other resources are also used.	345	79%
28.	Use examples related to daily life to teach the subject.	354	81%
29.	The concept of many subjects becomes clear.	349	80%
30.	Introduce the subject to the reality of life by using simple examples.	351	81%

## RELIABILITY

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.955	30

In order to establish the reliability of the Cronbach method was used. The reliability of student perception was found to be 0.953. Hence, class room competency was considered as reliable.

## VALIDITY:

The validity of each question has been ascertained by SPSS. Had higher validity and also have content validity.

Each question on this scale has a significance level less than 0.05, with a Pearson Table value of 0.05 (.608) at the level being the higher of all questions. Hence the scale is valid.

## CONCLUSION :

The investigator is hopeful that this student perception scale would be helpful to measure the perception of school students Hence, this tool will be very useful for the investigator to measure to what extent the level of class room competency scale of secondary teachers and it may be utilized and extended in the same for the future researchers.

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