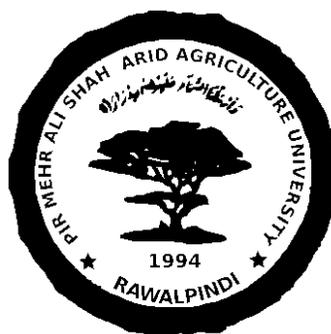


**FACTORS AFFECTING THE PERFORMANCE OF
TEACHERS AT HIGHER SECONDARY LEVEL
IN PUNJAB**



MUHAMMAD JAVAID AKRAM

04-arid- 30

**University Institute of Education and Research
Pir Mehr Ali Shah Arid Agriculture University
Rawalpindi, Pakistan**

2010

**FACTORS AFFECTING THE PERFORMANCE OF
TEACHERS AT HIGHER SECONDARY LEVEL
IN PUNJAB**

By

MUHAMMAD JAVAID AKRAM

04-arid- 30

A thesis submitted in partial fulfillment of
the requirement for the degree of

Doctor of Philosophy

In

Education

**University Institute of Education and Research
Pir Mehr Ali Shah Arid Agriculture University
Rawalpindi, Pakistan**

2010

CERTIFICATION

I hereby undertake that this research is an original and no part of this thesis falls under plagiarism. If found otherwise, at any stage, I will be responsible for the consequences.

Student's Name: Muhammad Javaid Akram Signature: _____

Registration No: 04- arid - 30 Date: _____

Certified that the contents and form of thesis entitled "**Factors Affecting The Performance of Teachers at Higher Secondary Level in Punjab**" Submitted by **Muhammad Javaid Akram** have been found satisfactory for the requirements of the degree.

Supervisor: _____
(Dr.Lt.Col.(R) M.H.Arif)

Member: _____
(Dr. Aleem Iqbal)

Member: _____
(Dr. Saeed- ul- Haq Chishti)

Director UIER: _____

Director, Advance Studies: _____

DEDICATION

I humbly dedicate this effort to my
LOVING FATHER MUHAMMAD AKRAM
who brought me upto the doctorate level,
he furnished my ideas toward the dignity of
labour and creativity.

Repeated humble gratitude to
MY LOVING MOTHER
whose prayers uplift me to the
completion point of the thesis.

CONTENTS

	Page.
ACKNOWLEDGEMENT	xi
ABSTRACT	xiii
1 INTRODUCTION	1
2 REVIEW OF LITERATURE	10
2.1 HIGHER SECONDARY LEVEL OF EDUCATION IN PAKISTAN	10
2.2 TEACHER AND TEACHING	12
2.3 TEACHER EDUCATION	13
2.4 CRISIS IN TEACHER EDUCATION	18
2.5 JOB PERFORMANCE	19
2.6 STUDENT EVALUATION OF TEACHERS' PERFORMANCE	21
2.7 FACTORS AFFECTING THE PERFORMANCE OF TEACHERS	22
2.7.1 Teachers' Attitude	23
2.7.2 Subject Mastery of Teachers'	30
2.7.3 Teaching Methodology	34
2.7.3.1 Teacher Directed Methods	34
2.7.3.2 Student Directed Methods	35
2.7.3.3 Interactive Methods	36
2.7.3.4 Discussions	36
2.7.3.5 Group Projects	37

2.7.3.6	Problem Solving Methods	37
2.7.4	Personal Characteristics	37
2.8	THE CHARACTERISTICS OF TEACHING ENVIRONMENT	39
2.9.	MOTIVATIONAL SKILLS	47
2.10.	PREPARATION AND PLANNING	51
2.11	TEACHING STYLES	56
2.12	RELATIONS WITH STAFF, ADMINISTRATION AND PARENTS	58
2.13	RESEARCH STUDIES ON JOB PERFORMANCE	60
3	RESEARCH METHODOLOGY	64
3.1	POPULATION	64
3.2	SAMPLE	64
3.3	RESEARCH INSTRUMENT (Part-I)	65
3.3.1	Cronbach's Alpha Coefficients	68
3.3.2	Split Half Reliability	68
3.3.3	Inter Correlations on Teachers' Job Performance (N=12)	69
3.3.4	Cross Language Validity Correlation	71
3.3.5	Inter Rater Reliability	72
3.4	PILOT STUDY (Part-II)	73
3.5	MAIN STUDY (Part-III)	75
4	RESULTS AND DISCUSSION	77
5.	DISCUSSION	89
5.1	CONCLUSIONS	100
5.2	RECOMMENDATIONS	102
	SUMMARY	104
	LITERATURE CITED	107

LIST OF TABLES

Table No.		Page
1.	Alpha reliability coefficient of total and subscales of teachers' job performance (N=12).	68
2.	Split half reliability coefficient for scores on total and subscales of teachers' job performance (N=12)	69
3.	Inter correlations for scores on teachers' job performance scale (N=12)	69
4.	Items total correlation on teachers' job performance scale (N=12)	70
5.	Correlations of Urdu instrument and English instrument (10,10).	71
6.	Inter-correlations of the ratings by students, principals and teachers themselves on teachers' job performance scale (N=12,12,12)	72
7.	Mean and standard deviation of principals perception scores about teachers' performance on each factor	77
8.	Mean and standard deviation of teachers perception scores about teachers' performance on each factor	78
9.	Mean and standard deviation of students perception scores about teachers' performance on each factor	78
10.	Significance of difference between mean teachers' performance scores on the factor of attitude toward students as perceived by the principals, their students and teachers' themselves	79
11.	Significance of difference between mean teachers' performance scores on the factor of subject mastery as perceived by the principals, their students and teachers' themselves.	79

12.	Significance of difference between mean teachers' performance scores on the factor of teaching methodology as perceived by the principals, their students and teachers themselves	80
13.	Significance of difference between mean teachers' performance scores on the factor of personal characteristics as perceived by the principals, their students and teachers themselves	80
14.	The average rating of principals, teachers themselves and students mean on factor attitude toward students of teachers' performance.	81
15.	The average rating of principals, teachers themselves and students mean on factor subject mastery of teachers' performance.	81
16.	The average rating of principals, teachers themselves and students mean on factor teaching methodology of teachers' performance.	82
17.	The average rating of principals, teachers themselves and students mean on factor personal characteristics of teachers' performance.	82
18.	Mean and standard deviation of principals perception scores about teachers' performance on each factor.	83
19.	Mean and standard deviation of teachers perception scores about teachers' performance on each factor.	83
20.	Mean and standard deviation of students perception scores about teachers' performance on each factor.	84
21.	Significance of difference between mean teachers' performance scores on the factor of attitude toward students as perceived by the principals, their students and teachers themselves.	84

22.	Significance of difference between mean teachers' performance scores on the factor of subject mastery as perceived by the principals, their students and teachers themselves.	85
23.	Significance of difference between mean teachers' performance scores on the factor of teaching methodology as perceived by the principals, their students and teachers themselves.	85
24.	Significance of difference between mean teachers' performance scores on the factor of personal characteristics as perceived by the principals, their students and teachers themselves.	86
25.	The average rating principals, teachers themselves and students mean on factor attitude toward students of teachers' performance.	86
26.	The average rating principals, teachers themselves and students mean on factor subject mastery of teachers' performance.	87
27.	The average rating principals, teachers themselves and students mean on factor teaching methodology students of teachers' performance.	87
28.	The average rating principals, teachers themselves and students mean on factor personal characteristics of teachers' performance.	88

LIST OF APPENDICES

APPENDIX	Page
Appendix-I	119
Appendix-II	122
Appendix-III	125
Appendix-IV	128
Appendix-V	131
Appendix-VI	134
Appendix-VII	137
Appendix-VIII	138

LIST OF ABBREVIATIONS

Words	Abbreviations
SD	standard deviation
SS	Sum of squares
MS	Mean square
F	Ratio of mean square between and mean square within
P	probability
Df	Degrees of freedom
ANOVA	Analysis of variance
Rank	Ordinal Numbering

ACKNOWLEDGEMENTS

Entire praise and gratitude be to ALLAH and countless complements to Hazrat Muhammad (Peace Be Upon Him), ALLAH is most gracious, merciful and powerful the Lord of mankind, jinns and all that exists in the universe, without whose consent researcher could not even ponder to accomplish this laborious work.

Researcher expresses his humble gratitude to his supervisor Prof. Lt. Col (R). Dr. M.H.Arif, University Institute of Education and Research, Pir Mehr Ali Shah, Arid Agriculture University Rawalpindi, Pakistan for his scholarly guidance and perpetual encouragement. My thanks toward the Prof. Dr. Muhammad Iqbal Director University Institute of Education and Research, Pir Mehr Ali Shah, Arid Agriculture University Rawalpindi, for ensuring highly appreciated solid arrangements during the admist tenure and also for his sympathetic and scholarly guidance.

Repeated thanks to Prof. Dr. R.A.Farooq, Associate Prof. Dr. Rabia Tabassum, Dr. Aleem Iqbal Choudary, and Dr. Saeed-ul-Haq Chishti the honourable members of the supervisory committee, for their overall requisite assistance in this laborious process.

Acknowledgements will be incomplete without profound regards to the following great helping hands, without whose cooperative vision, technical assistance, scholarly guidance and prayers, the researcher would not have been able to reach the point of completion as; Dr. Muhammad Naseer-ud-Din, Dr. Abdul Rehman Khaleeq, Dr. Imran Yousaf, Dr. Ahmad Raza, Dr. Samrana Atika, Dr. Kausar Perveen, Dr. Asma-Tuz-Zahra, Dr.Rubina Kausar, Dr.Jabeen Fatima, Mr. Sher Afghan Niazi, Dr. Imran Niazi, Dr. Masood Akhtar. Researcher conveys his appreciation to his friends Mr. Maqsood Ahmad, Mr. Faheem Iqbal Choaudary, Mr. Zaka-Ullah-Khan, Amjad

Hussain Waraich, Qazi Muhammad Naseem Asghar, Mirza Muhammad Anees, Muhammad Sajid, Dr.Noor Alam, Mr Nazir Ahmed and Mr. Muhammad Zaheer.

Researcher presents humble gratitude to his parents' brothers and sisters especially to Mr. Muhammad Sohail Akram who always helped the researcher without any reward. Researcher is especially thankful to his wife and children for their cooperation, affection and prays for the success of this research.

MUHAMMAD JAVAID AKRAM

ABSTRACT

The purpose of this study was to improve the job performance of teachers by measuring the factors affecting the performance of teachers at higher secondary level. Main objectives of the study were to measure and summarize the perceptions of principals, teachers themselves and students about the factors that influence teachers' performance, to compare teachers' performance on each factor in the light of perceptions of principals, teachers themselves and students, to determine the rating of principals, teachers themselves and their students on each factor, to discover the level of presence of each factor on teachers' job performance in the light of perceptions of principals, teachers themselves and students and to recommend improvement of the existing situation.

The study was descriptive in nature. All the principals, teachers and students at higher secondary level in Punjab constituted the population of the study. The principal, five teachers and ten students were included in the sample from each institution, thus the sample consisted of 1920 individuals i.e. 120 principals, 600 teachers and 1200 students. Three types of closed ended questionnaires on five point rating scale were prepared separately for principals, teachers and students. The data obtained were tabulated, analyzed and interpreted by using statistical techniques as, mean, standard deviation, average rating and analysis of variance (ANOVA). The main conclusions of the study were that the factor of subject mastery was perceived by the principals, teachers themselves and students to be at the highest level among the four factors of teachers' job performance. The factor of attitude toward students was viewed to be at the lowest level among the four factors of teachers' job performance. Teaching methodology and teachers' personal characteristics were factors considered to be present in teachers' performance at intermediary level.

The average rating of teachers was the highest whereas that of students was the lowest on all the four factors, namely the attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance. The rating of the principals was at intermediary level.

There was no real difference among the views of principals, teachers themselves and students about teachers' performance on the factors of attitude toward students, subject mastery and teaching methodology. However, the views of principals, teachers themselves and students were found different on the factor of teachers' personal characteristics.

On the basis of analysis of the study, it was recommended that though the factor of teachers' job performance was found on the highest level in the present study, yet teachers should continue their attention and improve their command on the content through self study and by attending in service refresher courses.

The attitude toward students, as a factor of teachers' job performance as analyzed was perceived at the lowest. So teachers need to improve their approach toward the students in order to improve their performance.

Teachers are required to continually improve their teaching methodology by consulting internet media, new informatory literature to bring innovation in their teaching methodology.

The factor of personal characteristics of teachers' job performance was given the third position among the four factors, thus teachers should give specific attention toward this factor by improving their personality characteristics such as use of easily understandable language, removal of potential blocks to communication, use of key vocabulary, use of different channels of communication to facilitate the students and

also speak clearly and vary the tone pitch and inflection of the voice to all areas of the classroom.

In the light of above mentioned conclusions, it can be suggested that if teachers improve their performance on the four factors attitude toward students, subject mastery, teaching methodology and personal characteristics, a significant improvement can be made in teachers' job performance.

Due to few research studies conducted in Pakistan, there is a need to conduct more studies in this area in the future. The present study was conducted in the province of Punjab, the future researchers may expand it to other provinces of the country in order to measure the factors affecting the teachers' job performance at national level.

The present study was delimited to four factors only as attitude toward students, subject mastery, teaching methodology and personal characteristics, whereas the literature indicates a number of other factors such as the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self improvement, relations with parents and community, poise, intellect, teaching techniques, interaction with students, teaching competence demonstrated, motivational skills and fairness in grading etc.

INTRODUCTION

Education is the training and instruction designed to give knowledge to children and young people in schools and colleges (Cowie, 1989). Education is the social instrument through which we can guide nation's destiny and shape its future (Panda, 1988). The purpose of education is not merely to contribute to the continuity of culture but also change peacefully and rationally the material foundations of civilization (Pervaiz *et al.*, 1994). The traditional goal of education is transmission of the culture, the preservation of the past and the present and the development of intellect (Farooq, 1994). Education should help in improving the capabilities and skills of the students and introduce new ideas and values among them (Khalid, 1983). Education is the process through which knowledge is transmitted from one individual or section of society to another individual or section.

The teacher is the most important factor of the teaching-learning process. The school's most important influence is the teacher. He sets the tone of the classroom and establishes the mood of the group. He is the authority figure providing the direction for behavior. He is a model and is consciously imitated (Bernard, 1972). The Government of Pakistan (1970) says that the teacher is the pivot of any education system. In fact, teachers are the strength of a nation. Teachers continue to retain their influence and it is difficult to bypass them in the process of teaching learning. The importance of teacher is recognized throughout the world (Panda and Mohanty, 2003). Good teachers are essential for the effective functioning of education system and for improving the quality of learning process. Job satisfaction enables teachers to put their best to do the assigned work. The maintenance of high satisfaction and morale has long been an important objective for educators. However, recent reports in educational journals and in the

popular press about teachers' stress and burnout indicate that teachers' job satisfaction and morale merit has increased attention.

Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his positive perception of the environments.

An effective teacher development design should have an exhaustive measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in favour of more activity oriented programs which have direct bearing on actual classroom situation (UNESCO, 2002).

The teacher should realize that it is not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand the discussion induced most of the teachers to love honesty which is a hidden value for developing positive attitude towards the profession of teaching (Kumar, 2005).

Teaching is an arrangement and manipulation of a situation in which a learner tries to overcome the learning problems (Iqbal, 1996), comprises as series of actions intended to facilitate learning as teaching is a multidimensional set of activities (Torrington *et al.*, 2003). The teachers, therefore, need to be competent in the content as well as in the way to deliver that content (Smith *et al.*, 2002) in order to facilitate learning. Thus knowing 'how' of teaching is as important as what of teaching (Parson *et al.*, 2001).

As teaching is considered to be a complex activity (Medley, 1982), the scholars and researchers in the field of education have since long been exploring into and

analyzing the teaching phenomenon. However it is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003).

Performance is actions of a person or group during the task (Taneja, 1989). Job performance is the product of a combination of an individual's motivation and ability (Kreitner, 1995). In 1976 the term students evaluation of teachers' performance was firstly gained familiarity in the ERIC system. From 1976-1984 there were present 1055 studies on students' evaluation of teachers performance. Remmers (1928) initiated the systematic research program into student's evaluation of teaching effectiveness. Remmers and Wykoff (1929) identified the reliability of students' rating among the students of the same teacher.

There are many factors that influence the teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, relations with other staff, self improvement, relations with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude toward the students etc.

Swartz *et al.*, (1990) judged the teachers' performance on five teaching functions: instructional presentations, instructional monitoring, instructional feedback, management of instructional time and management of students' behavior.

Ferris *et al.*, (1988) identified teachers' job performance on seven performance dimensions. These were preparation and planning, effectiveness in presenting subject matter, poise, relations with students, self-improvement, relations with other staff and relations with parents & community.

Jahangir (1988) evaluated teachers' performance on four categories of teaching behavior, namely, intellect, teachers' personality, teaching techniques and interaction with students. Riaz (2000) measured teachers' performance on such factors teaching competence demonstrated, motivational skills, teachers' attitude toward students and fairness in grading.

Aptitude is used to refer to a potential rather than an attainment. Special abilities, such as mathematical or sporting powers, are often referred to as aptitudes. Specialized area of performance may also be referred as aptitude. An aptitude is an innate inborn ability to do a certain kind of work. Aptitudes may be physical or mental. Aptitude and intelligence quotient are related and in some ways opposite. Intelligence quotient sees intelligence as being a single measurable characteristic affecting all mental ability; aptitude breaks mental ability down into many different characteristics, which are supposed to be more or less independent of each other (Wikipedia, 2007).

Attitudes are habitual ways of reacting to situations. The term 'attitude' is generally reserved for an opinion which represents a person's overall inclination towards an object, idea or institution. Attitudes can be positive, negative or neutral and also dormant & more generalized.

Attitude measurement has very wide currency, particularly in social psychology. Scales have been created for attitudes to almost every aspect of our lives from soap powders to school subjects. Measures attempt to detect one of three kinds: the cognitive attitude which is what we actually know about an object or event: the affective attitude, which is what we feel about and object or event: and the behavioral attitude, indicating how we behave towards and object or event.

The attitude of the teacher toward teaching is an important variable. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the

classroom. Teaching should be geared to the needs of the child. The teacher must have a positive attitude toward teaching. He must have sympathetic attitudes toward children. The teacher must try to locate the causes of antisocial behaviour and help the children to improve their personality (Chouhan, 1984).

Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency is but one dimension of teacher competence (Siddiqui, 2004).

Underlying these categories is teachers' personal characteristics: what they believe about school subjects and how they are best taught, and how they themselves are trained. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training and practice and national curriculum objectives. Coupled with achievement data they will help identify the best towards the delivery of challenging curricula to students throughout the system (Roy, 2001).

There are four categories in which methods of teaching can be divided. Those are teachers' directed methods, student-directed methods, interactive methods and problem solving method. If the teachers divert full attention to these methods and apply in their classes, the results of their job performance can be improved.

There are many personal characteristics to adopt the teachers to present a confident role image in the classroom atmosphere and also develop a relaxed style of communication in the classroom. Students respond well to teachers who smile readily and demonstrate ease and assurance in interpersonal communication. Demonstration of confidence on the part of a sender reflects sureness and authority and stimulates the attention of receivers. On the other hand, nervousness, hesitation, or lack of confidence frequently creates unease or uncertainty in receivers. Admittedly, it is sometimes

difficult for teachers to project an image of confidence and adopt a relaxed style of communication if the topic is difficult. In such situations, nervousness can often be overcome by demonstrating special enthusiasm for the subject matter being taught.

The second personal characteristic of the teachers' is to talk with the students in a language they understand. Students appreciate teachers who use ordinary language and avoid technical jargon. Teacher should use appropriate verbal, diagrammatic or symbolic forms, as demanded by the subject discipline, in ways that are familiar to their classes. Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood. They avoid the use of technical language, except when it is absolutely necessary to do. When technical terms are used they should be introduced systematically and a teacher should always ensure that new and unfamiliar terms are clearly explained.

It should be the characteristics of every teacher to explain key concepts and vocabulary and give precise directions to students. Students are often confused by teachers who use vocabulary in imprecise ways or give hurried or incomplete directions. Teachers can avoid the possibility of ambiguity by giving special attention to the precise encoding of essential messages. Key vocabulary should be explained. Directions should be clearly and precisely stated so that students understand exactly what they are required to do. Ambiguous directions almost always lead to confusion and uncertainty. If several directions need to be given, it is good practice to deliver these one at a time. This is particularly true when dealing with students who have difficulty in grasping basic concepts.

Speaking clearly is a special personal characteristics of the teachers and for this action they vary the tone, pitch and inflexion of the voice when communicating in class. Students respond well to teachers who speak clearly and emphasize the mood and

meaning of messages. Teachers should learn voice projection skills and vary the pace, volume and tone depending on the demands of the situation. A monotone voice almost always causes students to become uninterested in what a teacher has to say. On the other hand, a controlled and well-modulated voice helps to convey meaning and maintain the interest and attention of students. The effective teacher is always conscious of the use of voice and the way it is being used to control attention and student responses. Many teachers use a very quiet voice in class so that the students need to attend carefully if they are to hear what is being said. A teacher who says “Listen carefully” in a soft voice is often urging students to attend or they may miss the essential subject matter of message that are being delivered (Roy, 2001).

Some psychologists define personality in terms of its social stimulus value. Personality, from this point of view, becomes identical to reputation and impression, mostly in terms of physical appearance, clothing, conversation and etiquette. Generally, we use this concept of personality in selecting applicants for various jobs and courses. The interviewers take into consideration the total picture of an individual’s organized behaviour (Chouhan, 1984).

The concept of learning style can be confusing. It describes a cognitive quality, but it may also be seen as a personality variable. In essence, it is a preference for a particular way of thinking about an issue, even when alternative ways are possible. Style differs from aptitude in the sense that overall there is no right or wrong way, although in a specific context one mode of thinking might be more appropriate. Aptitudes can be seen as being one-way, starting from a zero position of having no competence and moving upwards with increasing ability. There is no benefit from not possessing ability. Styles are usually postulated in bipolar terms with each alternative conferring some advantages and some disadvantages (Frandsen, 1961).

Silberman (1970) studied four teachers' attitudes: attachment, concern, indifference, and rejection, he found that not only are children aware of the teacher's attitude toward them but their actions are colored by how they see teachers dealing with their peers. The personality of the teacher is a powerful factor in the learning habits and personality development of pupils (Bernard, 1972).

The present study was significant because it would provide a base to improve the teaching learning process. If we control the factors, that influence teachers' performance at higher secondary level, the quality of education and teaching learning process as a whole would become more effective.

The study was designed to identify factors affecting the performance of teachers at higher secondary level in the province of Punjab as perceived by principals, teachers and students in order to improve the teachers' job performance at this level.

The main objectives of the study were to measure the perceptions of educators and students about the prevalence of these influencing factors on teachers' performance, to compare teachers' performance on each factor in the light of the views of educators and the students, to determine the rating of the educators and their students on each factor of teachers' job performance, to discover the level of presence of each factor on teachers' job performance in the light of perceptions of educators & students and finally to recommend improvement of the existing situation.

Little research appears to have been carried out on factors that improve teachers' job performance, especially at higher secondary level in Pakistan. The present study was thus carried out to judge teachers' performance on the factors of subject mastery, teaching methodology, attitude toward students, and personal characteristics.

Research hypothesis of the study was that attitude toward students, subject mastery, teaching methodology and personal characteristics differentially affect

teachers' performance. The above hypothesis was tested through the null hypothesis which was that the attitude toward students, subject mastery, teaching methodology and personal characteristics equally affect teachers' performance. The level of significance selected for testing the null hypothesis was .05 level.

REVIEW OF LITERATURE

As the present study aimed at discovering about the factors affecting the performance of teachers at higher secondary level in Punjab, the literature related to the topic is organized as below.

2.1 HIGHER SECONDARY LEVEL OF EDUCATION IN PAKISTAN

Government of Pakistan (1979) envisaged to make education a three tier system as: Elementary (I-VIII); Secondary (IX-XII) and tertiary (XIII above), Three tier system could not be implemented effectively but as a result of this exercise, we have higher secondary classes in the secondary schools having large enrolment. Presently the education system in Pakistan comprises the following tiers: Primary (I-V); Secondary (VI-X); College education (XI-XIV); and higher education (XV-onward). Secondary education is considered to consist of grades IX and X. Education policies introduced from time to time urged that grades XI and XII, presently known as higher secondary education, should be included in secondary education (Farooq, 1994).

The Government of Pakistan (1959) suggested that the secondary education should bring the full development of the child (a) as an individual (b) as a citizen (c) as a worker and as a patriot to enable him to understand and enjoy the benefits of social progress, scientific discovery and (d) invention, and to participate in economically useful activities.

Secondary education play very crucial role in education .It is a terminal stage from where the students go to higher and professional education and is major determinant of the quality of higher and professional education. It is therefore essential that secondary school curriculum provides a number of meaningful options to enable the students to select courses suited to their aptitude, interest and requirement.

Practically in all the countries of the world, the secondary education is of 12 years duration and B.A/B.Sc. of 4 years duration after secondary education. Even in our country, the Intermediate Classes (xi-xii) are not university classes. The courses of studies and examination of these classes are controlled by boards of intermediate and secondary education. Our Bachelor's degrees in professional subjects is also of 4 to 5 years duration. But our ordinary B.A/B.Sc courses are of 2 years duration which is an anomalous situation. It is, therefore, necessary to re-structure the entire education system.

Secondary education holds a very important position in every system of education. It is a link between primary and higher education, which keeps balance between them. Thus it is obvious that socio-economic and culture uplift mostly depends on the purposeful secondary education. Besides this, the secondary education provides those human resources, which are necessary for the economic development of the country. The output of primary education is the input for the secondary schools. Secondary education is, indeed, a vital component of the entire education system (Government of Punjab, 1987).

The present four-tier system: primary, secondary, college and university will be replaced by a three-tier system of elementary (I-VIII), secondary (IX-XII) and university education in a phased manner. The interests of the college teachers will be protected.

In the first phase, classes IX and X will be added to intermediate colleges and XI and XII will be added to selected high schools. These selected high schools bearing classes from IX-XII will be called higher secondary schools.

The existing lecturers of the Intermediate College will be shifted to degree colleges in a phased manner and new teachers will be recruited for 12 years school system.

The degree Colleges will be gradually converted into 4 years, B.A/B.Sc degree colleges. The students who will be admitted to IX class in 1979 will complete their secondary education after 4 years and these students will complete their B.A/B.Sc courses in 4 years after secondary education (Government of Pakistan, 1979).

2.2 TEACHER AND TEACHING

Teachers the world over appear dissatisfied with their remuneration and perceive themselves as poorly paid in comparison with similarly qualified staff in other occupations. If teachers are asked what might be done to encourage them to work harder and to improve the quality of their work, their first suggestion is likely to be to raise their salaries. Education services differ from some other categories of public service in that they are, or should be less hierarchical in nature (Thompson, 1995).

During the colonial period teachers were known by various names the most common was master although there were also school dames, governmesses, tutors, and others. Largely self explanatory, the different terms denote the different types of activities involved. They also suggest the social status and authority afforded to teachers prior to the nineteenth century.

Differences in how teachers are perceived, based on what they are called, continue into our own era. Think for a minute about those who teach at the university and college level versus those who teach in elementary or secondary schools. A college or university instructor is called a professor, an elementary or secondary instructor is called a teacher, the difference may not seem important at first, but in fact it may represent significantly different perceptions by society of the teachers expected roles and function (Merrill, 1986).

Teacher's background variables include age, gender, education, subject taught and teaching experience. Teacher's beliefs about subject matter can affect instructional

practices and students' achievement. Teacher's pedagogical beliefs on the other hand refer to their notions about the best way to teach a particular topic within a discipline. The engagement of teachers with the ideas and activities will promote the teachers' development (Bell, 1996).

Teaching is a challenging profession; and as such the teachers need adequate preparation for shouldering the heavy responsibilities of nation building. Moreover, in the increasingly complex pattern of living, the task of teachers and of teacher educators is becoming ever more difficult. Teacher educators have a tremendous impact on the nation through the teachers whom they educate and the students who subsequently receive education from these teachers (Sharafuddin and Howard, 1969).

Teacher is the organizer and controller of the classrooms. He builds future citizens of the country. As he moulds the children, so the country will be molded. From this point of view, a lot of responsibilities lie with the teacher to execute in his day to day activities. But teachers must be properly equipped to deal with children. They should develop necessary knowledge, skill, abilities and attitude to perform their duties effectively (Chauhan, 1984).

2.3 TEACHER EDUCATION

Education is a process through which a nation develops its self-consciousness by developing the self-consciousness of the individuals who compose it. It is not mere public instruction; it is a social institution which provides mental, physical, ideological and moral training to the individuals of the nation so as to enable them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose (Iqbal, 1996).

The quality of teachers that determines the overall effectiveness of a system of education depends upon their education that is popularly known as teacher education. If

a teacher educator does not possess the required abilities and skills, he may lack motivation. In reality, the teachers' education is the main cassette in all the educational development (Chouhan, 1984).

Education is clearly one such social activity as it is directed towards certain goals. Modern education involves the concerted efforts of several types of contributors policy makers, curriculum planners, material designers, teachers, administrators, etc. (Mamidi and Ravishankar, 1986).

s should monitor teachers' education programs with a view to:

- a) Targeting teachers as prime candidates for continuing education from recruitment to retirement;
- b) Re-designing the shape and content of pre-service education for teachers in a changing world and ensuring articulation between pre and in service education;
- c) Ensuring that teachers are provided with lifelong education adequate to meet the demands placed on them for teaching in a changing society (UNESCO, 1996).

To bring about greater harmony in the entire system of education and to achieve the desired national goals, teachers' education of various levels should have the opportunity to meet for free and frank discussion with a view to finding solutions to various problems confronting them (Sharafuddin and Howard, 1969).

In service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques (Singh and Shan, 2005).

Most teacher educators have little recent knowledge and training in the skills, and there is an urgent need to develop the programs that would enable teacher educators to improve their knowledge and practice in areas such as decision making, use of

different management styles, counseling and the development of leadership and headship qualities. While in some countries, there will be a few educators who are qualified in counseling and educational management like Malaysia and Singapore, most countries will not have this luxury. Therefore, what is being argued for is a level of general training for all educators in these and other social skills.

Many teacher education programs in industrialized and non industrialized countries make some reference to the need for research training in teacher preparation. However, there are wide differences of opinion as to the likely objectives and content of a research training program for educators. The issue becomes even more critical in the context of developing countries, where both human and material resources are scarce (Avalos, 1991).

The Government of Pakistan (1972) suggested that in order to meet the massive requirements of the teachers at all stages, facilities for teachers' education would be increased by re-organizing teachers' education programs and by introducing innovative techniques. As a result, the teachers' education curricula for elementary teachers and secondary school teachers were revised.

The Government of Pakistan (1998) calls the teacher the pivot of the entire educational system and has suggested to strengthen teacher education by orientating large numbers of teachers at all levels. The policy further stresses that effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching, our teachers must also exhibit full commitment to the ideology of Pakistan. To promote pre-service teacher education, all the primary teacher training institutions and normal schools were upgraded to Colleges of education to train the elementary teachers. Education Policy (1992) remarks that the teacher, who carried the major responsibility of imparting education, was neither equipped nor motivated to bring

about the required change. This could be done through a system of rewards, incentives, career opportunities, training facilities and prominent status in society. The Policy further says that there is little hope of advancing the quality aspects of education unless the teacher revives commitment to his profession and is also given a place of honour and recognition in the society (Ahmed, 2000). Continuous in-service education is needed to keep the profession abreast of new knowledge and release creative abilities (Dasgupta, 2004).

For almost a decade now, teaching and teacher education have been pivotal issues in state and national elections and legislation. In addition, there have been dozens of reports, surveys, blue ribbon panels, research syntheses, professional initiatives, and new empirical studies examining the presumed relationships among teacher qualifications, teachers' preparation, teaching performance, and educational outcomes.

Training areas such as subject content, pedagogical skills, assessment and reflective practices, the need to find out more about these subjects requires researchers who are qualified to carry out the research effectively. Even in the most resource-sparse conditions, it is possible, given basic research training, for educators to carry out essential fact finding and other data gathering activities. Research training does not need to be a costly or highly sophisticated Educators' training in research skills should not only aim to introduce basic quantitative research procedures, but should also include substantial 'action type' research training, employing interpretive and other qualitative methods in collecting, observing, comparing and analyzing data in schools and classrooms, identification of the relevant research, problems in primary education and selection of the most appropriate research methods for use in solving the problems are skills which a educator needs to have and be able to pass on to her trainees (Smith, 2006).

Before examining the current status and policy options for initial teachers' training, there is a need to establish a conceptual basis for the discussion of the teachers' training process itself. In this respect, it is useful to distinguish between (a) discussions that refer to teaching and teaching theory and that in a sense form part of the outside perspective from which to examine a training theory and (b) discussions which are related to elements within the training process itself, the inside perspective.

The use of educational technology is an effort to renovate teachers' education. The level of sophistication of educational technology ranges from simple indigenous materials, to "operational Blackboard", and also the use of radio and television (including video recording systems) and computer technology. The use of sophisticated technology has proven to enhance the teaching-learning process. However, in many countries the use of sophisticated educational technology is confined to elite schools, one then wonders if the fortunate children of the small elite group are not in fact being afforded accelerated intellectual development hence distancing them further from children in disadvantaged socio-economic conditions. Is educational technology then being used as a systematic means for stratifying society in many countries (APEID, 1998).

Technology is accessible almost everywhere in the world, the areas where this is not the case are becoming more isolated than ever before. However it is beyond the scope of this study to analyze the reasons behind such isolation or to provide possible solutions to this problem. The purpose of this section is to explore new technology as a factor in developing, designing and implementing professional development opportunities (Reimer, 2003).

2.4 CRISIS IN TEACHER EDUCATION

Crisis is our point of consideration. This evocative word has often been heard in Britain when education is mentioned. The generous amount of space devoted to education in newspapers and magazines in England is used to draw readers' attention to the different priorities being canvassed and the changes & revisions that are constantly being introduced. In Germany, recently the period of teachers' professional preparation is extended upto two years.

Crises occur when there is incompatibility between the different elements involved. For example, in the education system of a nation state, inadequate mathematics-teaching methods may be seen as putting the workers of that country at a disadvantage when seeking Jobs, thus reducing its economic standing. In the same way, poor foreign-language teaching provision is often mentioned in education debates in the United Kingdom (Adams and Witold, 1995).

Medley (1982) distinguished between teachers' effectiveness, teachers' competence and teachers' performance. Haertel (1991) claimed that the professional model should involve assessment based on control methods. Scriven (1996) referred to the professional orientation as the correct approach. Moss (1994) distinguished between psychometric and hermeneutic approaches.

Medley and Shannon (1994) pointed out, the main tools used in assessing teachers' competence are paper-and-pencil tests of knowledge, the main tools for assessing teachers' performance are observational schedules and rating scales, and the main tools for assessing teachers' effectiveness involve collecting data about the teachers' influence on the progress a specified kind of student makes toward a defined educational goal.

The performance of individual staff member needs to be most responsive to change and improvement through in-service education. In-service education or in-service training is used to mean any planned programme of learning opportunities to staff members of schools, colleges or other educational agencies for purposes of improving the performance of the individual in already assigned positions. The purposes of in-service training or education are clearly restricted to learning outcomes related to the improvement of performances of the staff (Roy, 2001).

2.5 JOB PERFORMANCE

The performance is not defined by the action itself but by judgmental and evaluative processes (Motowidlo *et al.*, 1986). Thus the actions, which can be scaled, or measured, are considered to constitute performance (Campbell *et al.*, 1993).

Job performance, which refers to the degree to which an individual executes his roles with reference to certain specified standards set by the organization, is central to any organization (Nayyar, 1994).

The 'term teaching performance' refers to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, engaging in the myriad instructional acts that a teacher performs in the classroom (Rao, 2001). The definition of teaching performance has not been attained universally. Within this context, opinions of students are being recognized as most important in determination of teaching excellence (Perry, 1990 and Abrami *et al.*, 1990).

Boreman and Motowidlo (1993) differentiated between task and contextual performance. However, somewhat variability in performance is present due to changes in an individual's psycho-physiological condition. This situation does not decrease the performance essentially, but may increase the individual's efforts intensively (Casccio, 1995).

Waldman and Spangler (1989) arranged a model of job performance stressing on characteristics of the individuals' outcomes and immediate work environment. The changes that occurred in the previous 10-15 years are in the performance concepts and performance requirements, are undergoing changes (Campbell, 1990).

Initial phases of skill acquisition, performance relies largely on controlled processing, however performance largely relies on automatic processing, procedural knowledge, and psychomotor abilities (Marsh, 1987). Forsyth and Mcmillan (1982) investigated that students attribute their examination results to quality of teaching, classroom atmosphere, etc. Murphy (1995) differentiated between a transition and a maintenance stage. When the individuals enter in a job as a newly appointee, this is called transition stage but when the knowledge and skills needed to perform the job are learned by the learner and thus task performance becomes automatic, this is the maintenance stage.

Schools in the 21st century become very crucial to supporting the rapid developments of individuals to perform a wide range of new structural, social, political, cultural and educational functions (Cheng and Tsui, 1996). Teachers in the era of rapid change are often required to take up expanded roles and responsibilities (Boles and Troven, 1996).

It is commonly accepted that the teacher is the key element for the success of school education (Russell and Munby, 1992). People are becoming aware of the limitations of the traditional efforts on improving teachers' performance and educational quality in schools (Education Commission, 1992). Medley (1982) the structure of teachers' effectiveness in the classroom is a comprehensive structure. Internal and external assessment of teachers' performance is very important and should be carried out on regular basis (Government of Pakistan, 1996).

2.6 STUDENT EVALUATION OF TEACHERS' PERFORMANCE

Peterson (2006) described an "observational-judgmental" teachers' evaluation system that contained multiple data sources. He recommended use of (a) systematic observation data from trained observers (b) pupil evaluations of teachers and (c) collateral data that include professional training and examinations of teachers' knowledge. The evaluation system differs in three respects. The first difference is a smaller number of data sources. The second difference is mandatory and uniform use of the data sources rather than a teacher-controlled. The final difference of the proposal is his lack of specification of the person (s) performing the judgment on the data.

Because of various views of what we expect of teachers use of various views of what we expect of multiple data sources are required in a comprehensive teachers' evaluation system. There is no single person, checklist test, set of characteristics, body of knowledge, training, or kind of outcome that by itself, defines or indicates good school teaching.

Another reason that good teachers' evaluation requires multiple data sources is that no single data source works for all teachers. As important as students' achievement data are in teachers' evaluation. Although it is true that in many cases students can tell us where good teaching is going on. There are some very good teachers whose materials are scant, or whose instructional strategies contradict the statistical norms of teachers' effectiveness research or whose background does not fit the usual sequence of college training experiences.

Thus teachers' evaluation systems require multiple data sources to document the range of quality performances.

It is not necessary for each teacher to use all available data sources. A good case for teachers' quality can be made using only the data sources that are most important and available for that teacher.

Sometimes valuable information (e.g. student gain) simply is not available. When this happens, a good evaluation can be made using the data sources that are available (Peterson, 2006).

Researches have pointed out that ratings can be influenced by the gender and the race, personality traits of the rater and the ratee (Robbins and DeNisi, 1994). Remmers and Wykoff (1929) firstly identified the reliability of students rating among different students of the same teacher. Remmers (1928) started the systematic research program in students' evaluation of teachers' performance. According to Medley (1982), the structure of teachers' effectiveness in the classroom is a comprehensive structure

Scriven (1995) illustrated, nearly 2,000 articles have been published on students rating in lieu of teachers' performance. McKeachie (1997) has documented during the last 15 years, the study of students evaluation became familiar in American Educational Research.

2.7 FACTORS AFFECTING THE PERFORMANCE OF TEACHERS

The factors affecting the performance of teachers are of two types, the external factors and the internal factors. There are many external factors affecting how a teacher makes decisions in the classroom. While it is difficult to attach any order of significance to these factors, because every teacher is different, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself, the grade policies, the parents and the students. Many of the expectations from these external factors will appear conflicting and it is the classroom teacher who weld these into a workable framework while integrating a range of internal

factors. Individuals' beliefs about teachers how children learn most effectively, how to teach in particular discipline or key learning area. The match between individuals beliefs about teachers are best teaching practice and whether they can personally meet these demands in the classroom is crucial. The teachers own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Groundwater and Cornu, 2002).

Factors that impact on students' learning are the knowledge, aptitudes, attitudes, and values with which students leave school or a particular teacher's classroom. The knowledge, skills, aptitudes, attitudes and values students possess upon entry are the result of some intricate and complex combination of their genetic composition and their home background. To complicate matters further, early differences among children are often magnified by their parents, decisions concerning the schools the children will attend the teachers and parents decisions as to the programs within these schools in which they will be placed. As we investigate and attempt to understand teachers' effectiveness, then, we must take into consideration not only where the students are going.

The effectiveness of a particular teacher depends to a greater or lesser extent on the goals being pursued and the students being taught, but teachers themselves differ. Like their students, teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991).

2.7.1 Teachers' Attitude

Attitudes are habitual ways of reacting to situations. The term 'attitude' is generally reserved for an opinion which represents a person's overall inclination towards

an object, idea or institution. Attitudes can be positive, negative or neutral and also can be dormant & more generalized.

Attitude measurement has very wide currency, particularly in social psychology. Scales have been created for attitudes to almost every aspect of our lives from soap powders to school subjects. Measures attempt to detect one of three kinds: the cognitive attitude which is what we actually know about an object or event: the affective attitude, which is what we feel about an object or event: and the behavioral attitude, indicating how we behave towards and object or event (Child, 2004).

Silberman (1970) studied four teachers' attitudes; attachment, concern, differences and interaction, he found that not only are children aware of the teachers' attitude toward them but their actions are coloured by how they see teachers dealing with their peers. The attitude of the teachers' toward teaching is an important variable. Teachers have different opinions, as some believe that children should be seen, not heard but others want to encourage children to feel that the teacher is a friend. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of the child. The teacher must have a positive attitude toward teaching. He must have sympathetic attitudes toward deviant children. The teacher must try to locate the causes of antisocial behaviour and help the children to improve their personality (Chouhan, 1984). Our personality fundamentally affects how we react under different circumstances. Many psychologist believe that our personalities are stable and constant, so that we are the same basic person whether we are in the role of teacher, learner, father, or son (Wright, 1987).

Chouhan, (1984) has finally concluded that the school has an important role to shape the personalities of children by creating better emotional atmosphere, better teaching methods, use of catharsis and by providing guidance and counselling. In

addition to home and school, there are many other social factors which influence the development of personality. Some of these are as follows:

- (a) **Language:** Human beings have distinctive characteristic of communication through language. Language is an important vehicle by which society is structured and culture of the race is transmitted from generation to' generation. Child learns the language of his society. His personality is shaped by the process of interaction through language with other members of his environment.
- (b) **Social role:** The term role has been borrowed from the theatre in which an actor plays the roles of different characters. Some philosophers believe that world is a stage and human beings are actors who play their role in this drama of the Almighty. When a child is born, he is helpless and dependent of others for the gratification of his biological needs. As he advances in age, he becomes aware of his environment and understands the principle of reality. He comes in contract with other children and people in the process of socialization. The child has to play several roles such as son, brother, student, officer, husband and father etc. throughout his life at different stages of his development. Social roles may described as the process by which cooperative behaviour and communication among the members of a society are facilitated. The social roles arc the collection of behaviour and relevant altitudes towards others which an individual learns by observing and imitating what he sees in his model. The personality of an individual grows out of the social fabric in which the individual lives.
- (c) **Self-concept:** It becomes the means by which we create our image and identity. The self-concept in the child is initiated by physical awareness. The second important means in the development of self-concept is our social status, the way we dress and our language etc. Self-concept influences our personality

development in two ways. One is that if other people hold high positive attitude towards us, this enhances our self and the other is that if others hold negative attitudes towards us, it creates feelings of worthlessness and consequently may lead to self-defence or withdrawal from social situation.

- (d) Identification: This is an important mechanism by which we try to imitate the physical, social and mental characteristics of our model. The child in infancy tries to identify the behaviour of the parent of like sex. The child imitates his parental model. Identification is very important relationship with others. When a boy identifies with his father, he wants to be like him.
- (e) Interpersonal relations: These among the members of a society are important means which help in the development of certain social personality characteristics. Interpersonal relations may operate in three ways: one is attraction towards others. Members meet each other freely and discuss their problems. It refers to the concept of friendship, love and sympathy, the second is hostility which means moving against others. Hostility projects the anxiety outward and in this way discharges it. The last is isolation which means going away or loneliness. It refers to reduce contact with external reality. It is a negative orientation.

The teachers should realize that it is not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand, the discussion induced most of the teachers to love honesty, which is a hidden value for developing positive attitude towards the profession of teaching.

The enhancement of positive professional attitudes not only promotes the teacher's efficiency, but also helps in making the schools attractive for students and teachers. Pakistan needs trained and professionally sound teachers and a lot

responsibility falls on the teachers training institutions in this connection. These institutions should take painstaking efforts to equip the students-teachers not only with the teaching skills, but also try to promote the positive professional attitudes (AIOU, 2003).

Teacher may also at times wish for social distance from the complex, tangled, and sometimes destructive lives of their students, but they cannot both teach well and ignore the many dimensions of the lives of their students. Teaching well requires as broad and deep an understanding of the learner as possible, a concern for how what is taught relates to the life experience of the learner, and a willingness to engage the learner in the context of the learner's own intentions, interests and desires (Goodlad *et al.*, 1990).

Rao and Reddy (1992) explain that a change of attitude will not be achieved by preaching, but by showing that a need exists for certain information that can be obtained by testing and above all by practicing this in our own courses. The existing attitudes of our students are almost certainly coloured by their own experiences as takers of tests. This common experience and their existing attitudes seems to be the logical starting-point if teacher accept the proposition that the development of appropriate attitude is important.

Sadker and Sadker (1997) explain that changes in students behaviour take place as; speculative thinking increases, students are more likely to support their statements with evidence, the length of student response increases dramatically, more students voluntarily participate in discussion, there are more student questions and fewer failures to respond, there are fewer discipline problems and student achievement increases on written tests that measure more complex levels of thinking.

The new curriculum emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed. It can help the students develop their integrated language skills. It makes the process of language learning to be a process of developing students' positive emotional attitudes, autonomic thinking and ability to take risks (Yiwem, 2004).

Interests are inferred, directly observable, frequently occurring, and tend to be quite reliable. Teachers who choose to be sensitive to their students' interests are thus able to proceed with readily available information. Psychology, concerned with the everyday behavior patterns of people, can profit from a serious study of interests.

Interests are constructs that permit a variety of predictions about people's behaviors. If one can determine what someone's interests are, one can predict which items or activities he will favor among a set of alternatives, how long he will spend with them, how frequently the behaviors will occur, and how much external reinforcement will be necessary to sustain a particular activity.

Duration, frequency, and reinforcement value are measured in different ways, but they tend to correlate highly with each other in a variety of circumstances. These circumstances can be characterized by terms like free choice, free play, open environment, or free operant conditions. Much of a child's everyday life can be characterized this way, and knowledge of his interests opens one up to a deeper understanding of much of his everyday behavior (Ball and Ivor, 1985).

A teacher can employ a child's interests not only to sustain uninteresting behaviors, but also to make such behaviors self-sustaining and interesting in their own right. The classical conditioning model may thus be a useful one for a teacher to consider when the goal is to develop an interest in a new activity. Children who come to

associate previously neutral activities with highly interesting ones are apt, in time, to develop a greater interest in the former.

The teacher can shape a child's interests in still another way: through identification and modeling. The actual learning process involved may be classical conditioning, or it may involve components of instrumental conditioning, but the phenomena typically involved differ from those used in the previous examples. Observational learning is that learning which takes place through imitation and identification, has been the subject of less research than have the processes of classical and instrumental conditioning, but it apparently plays an important role in the development of young children, and can directly influence their interests (Ball and Ivor, 1985).

Teacher's expectations of the pupil need to be optimistic but based on valid set of assumptions about his natural endowments. The teacher should not make a once-for-all judgment; a key fact about children is growth, development and changes, sometimes of a surprising magnitude, do take place in individual children. So the key thing is to combine realism with flexibility be well informed about the child but always be prepared to revise a judgment.

Inherent qualities of the pupil do act as a constraining influence on the teacher. The pupil constraints are not only the obvious ones of 'intelligence' and personality, but also refer to their parents. Children are profoundly influenced by what happens in the home and the teacher has very little power to influence in this area. What time children go to bed, how mother and father relate to one another, the emotional atmosphere of home, the underlying definition of human nature which predominates, family expectations, the degree of parental harmony and coherence of these factors deeply effect the sort of child the teacher is coping with. Moreover, the child will be

conditioned by his neighborhood and social class, neither of which is accessible to teachers' influences (Honey, 1982).

2.7.2 Subject Mastery of Teachers'

The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation. General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance (Nayak and Rao, 2002).

Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency is but one dimension of teachers' competence (Siddiqui, 2004).

Underlying these categories is teachers' personal characteristics: what they believe about school subjects and how they are best taught, and how they themselves are trained. As all these characteristics influence the delivery of curricula, they allow insight into the types of alignment that exist between teacher training, practice and national curriculum objectives. Coupled with achievement data, they will help identify the best towards the delivery of challenging curricula to students throughout the system (Rao, 2001).

Many teacher education programs in industrialized and non-industrialized countries make some reference to the need for research training in teacher preparation. However, there are wide differences of opinion as to the likely objectives and content of a research training program for teachers and teacher educators. The issue becomes even more critical in the context of developing countries, where both human and material resources are scarce (Avalos, 1991).

Thorough understanding of the subject requires a depth study of all aspects of the subject from a variety of perspectives, to think of ideas and information, to enrich classroom situation, of various ways of presenting and explaining material to students and show students how various concepts and facts throughout the course relate to each other.

Generally, the teachers depend upon the curriculum planned by an external agency, instructional plans and materials used by their own teachers and on doing well in the external examinations. They should not forget the importance of the teachers efforts in the curriculum research and development. The teachers should always involve them in the process of learning. Thus the teachers must always attempt to best utilize their knowledge and understanding of the subject to design a teaching plan that meets the needs and interests of the students. It is called comprehensive curriculum development method. The following steps are involved in this method.

The teacher should select such course which he has been teaching for several years so that he could enrich and update his understanding of the subject. Those who are not experienced, they may select the course which is of more interest to them to in still confidence in and control over teaching plan and activities. If the teachers follow this step the students quickly sense how prepared and enthusiastic the teacher is in his course. The teacher should first divide himself the course into major elements by breaking them into major divisions so the division of the course starts with the teacher's current understanding of the course.

The teacher should locate and review materials that cover the subject to find out what experts in the field think about major divisions in the course. The materials which are to be consulted may be text books, course outlines from reputed teachers, state curriculum and guidelines, books on the subject, discussion with the experts. In this step,

the teacher should take care of the quality of the material rather than quantity. The new teachers will have to do considerable work and make considerable efforts because they are neither conversant so much with the course and not with the sources of the material. The experienced teacher should utilize this opportunity to keep them up-to-date with research and trends in the subject.

The teacher should finalize the elements of the course on the basis of his second and third steps. This step is important because it determines the entire teaching plan for the teacher. The teacher should divide each course elements into topics. This choice will be based on the teachers' own understanding of the course and ideas taken from the materials discussed in step three. However, it will remain subject to modification based on research made by the teacher. The teacher should identify the basic sources of reference materials for the selected course curriculum. Its quality will depend upon the quality of source material. The teacher should continuously aim to find basic sources of the highest quality and select from them information and ideas useful for teaching plan. The basic sources of reference materials may be college and university libraries, research centers, publishing houses, reputed teachers of the schools, colleges and universities and teacher-education institutions.

The teacher should prepare two-dimension chart. The first side of the chart should refer the names of basic sources and the second side should have various topics of the course. This two dimensional chart should be filled by writing the chapter number and pages number of the basic sources against the topic concerned. This step represents the research which is carried out for developing the course curriculum. The teacher should take preliminary notes for each topic under each element using the source reference points as a general index to the material in the basic sources. He should refer page or paragraph number and good points worth noting in it for the purpose of

curriculum development. A successful completion of this step signifies a thorough and thoughtful investigation of the material in the subject.

The teacher should review preliminary notes to select citations and original ideas which can be effectively used to develop teaching plan. This review continues the process of selecting the "best of the best" and eliminating those which were originally noted but, not finally selected on the principle to selecting "the best of the best". If the teacher completes all these steps to this point, he selects the best ideas and information from the best source available. Now the teacher should arrange the selected material in proper sequence for the purpose of teaching plan. The teacher has to be very careful in this step because he has to see that on the one hand the material is presented in psychological order and on the other hand it should be on logical order. Sequencing the material in this way requires a lot of thinking and understanding on the part of the teacher.

The selected citations should be systematically written out and kept in the topic file for easy reference. The teacher should develop a filing system to arrange all the course materials. Each file should have all the necessary material related to the elements, topics and subject so that new and creative ideas and materials are readily available for use in teaching plan and activities (Cole and Lorna, 1992).

A teacher has to observe certain rules or guidelines in his day-to-day work. Any amount of preparation on his part and a lot of motivation on the part of students too will lead them nowhere if the above rules or guidelines are not kept in mind in a class-room situation.

Thus it is proved that these are the basic rules which are from known to unknown, from simple to complex, first whole later parts, concrete to abstract, psychological before logical, deduction and induction, particular leads to general, let

easy help before difficult confuses, first analysis and later synthesis, empirical to rational, from actual to representative (Reddy, 2004).

2.7.3 Teaching Methodology

Singh and Shan, (2005) described that in service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques.

There are four categories into which methods of teaching can be divided. They are teacher-directed methods, student-directed methods, inter-active methods and problem-solving methods. Each category is discussed one by one.

2.7.3.1 Teacher Directed Methods

In these methods, the teacher selects, organizes and presents subject matter to students. Since the teacher dominates the scene, so they are called teacher-directed methods. There can be various shades of these methods but mainly the following are practiced.

Lecture Method

It is a very traditional method, its history goes back to the period when there was no printing, and knowledge was communicated by the teacher to a student orally. The teacher depended upon his memory and transmitted the knowledge orally to his students. Actually lecture method has been responsible in the past for transmitting knowledge from generation to generation. Lecture method can take three basic forms.

1. Formal Lecture.
2. Informal lecture.
3. Lecture commentaries.

Demonstration method

It is similar to the lecture method as far as direct communication of information and ideas from teacher to students but it is dissimilar to it because it uses a visual

approach of dissemination of information, ideas and process. It allows students to see the teacher actively engaged as a model rather than merely telling them. Students observe real situation and working. It is very essential in subjects of science, type-writing, music and physical-education. Demonstration methods has three forms as, pure demonstration, demonstration with commentary and participative demonstration.

Drill Method

It is one of the most direct forms of reinforcing learning. In this method, the essential part on a particular topic is repeated so that it gets firmly set in the minds of the students. The repetition is done intelligently till it becomes automatic and can be done with a minimum of attention. The method depends too much upon memorization and practice. Drill Method has three forms as, preparatory drill, review drill and remedial drill

Questioning Method

It is the method which is most commonly used by the teachers. Actually teachers do not realize that how much time of the class is taken by the teachers in asking the questions. It is one of the most effective ways of stimulating students to higher levels of thinking. However, it requires that the questions should be such that they require convergent as well as divergent thinking on the part of students. Questions which merely require recalling of memory are not considered good for the purpose of promoting thinking but they may be alright in drill method. Questioning method may take three forms as, diagnostic questioning, developmental questioning and informational questioning (Sharif, 1997).

2.7.3.2 Student Directed Methods

These methods are just opposite to teacher-directed method because they put the responsibility of learning on students. The students take the responsibility of planning

and carrying out which fosters the development self-discipline. Thus these methods do not restrict themselves merely to the subject matter but have implications for students' growth beyond that. The main forms of these methods are:

Individualized Instruction

Its emphasis is on teaching each student individually. The teacher has to take the following variables into consideration of each individual student to help him in learning as, his skills, his abilities, his interests, his learning style, his motivation, his goals, his rate of learning, his self-discipline, his problem solving ability, his degree of retention, his participation, his strengths and his weaknesses.

Individual study

The students read books and other material makes notes out of them and out of the lectures of the teachers but they fail to transfer most of them to their heads and are not able to use them in solving problems. The individual study method encourages to do this. The teacher helps the students to develop proper study habits. It lays the foundation of continued growth of students. Thus it is very effective student-directed method of teaching. They may be of two forms as, supervised study and independent study.

2.7.3.3 Interactive Methods

In these methods, both the students and the teachers play their role. The teacher does not dominate the classroom. Either inter-action takes place between the teacher and the students or between students and students or both.

2.7.3.4 Discussions

In this method, the discussion takes place in the classroom. It may be a very brief exchange of facts or opinion or it may be a panel discussion or it may be somewhere

between these two extremes. The discussion method may take three forms as, introductory discussion, clarifying discussion and summary discussion.

2.7.3.5 Group Projects

Schools are meant not only for formal teaching but for informal education also group projects provide enough opportunities for both. In-group projects, student's work together for common objectives and thus a sense and spirit of cooperative working develops among them. It leads to more socialization among students. Group projects may take three forms as, panel presentations, symposium and task force.

2.7.3.6 Problem Solving Methods

This method is different from the other three described earlier i.e. teacher directed, student directed and interactive methods. The other three have been described in a structured form but it is not possible to do with this one. It takes many forms and mostly used as an approach rather than method in other three types of methods (Sharif, 1997).

Leading educators over the past several years have emphasized that quality of instruction is a key factor influencing students' behavior and achievement. Response to student misbehavior is most effective when it maintains or enhances the student's dignity and self-esteem and encourages the student to be responsible for his or her own behavior (Naayak and Rao 2002).

2.7.4 Personal Characteristics

There are many personal characteristics adopt the teachers present a confident in the classroom atmosphere. From them one is to present a confident role image and develop a relaxed style of communication in the classroom. Students respond well to teachers who smile readily and demonstrate ease and assurance in interpersonal communication. Demonstration of confidence on the part of a sender reflects sureness

and authority and stimulates the attention of receivers. On the other hand, nervousness, hesitation, or lack of confidence frequently creates unease or uncertainty in receivers. Admittedly, it is sometimes difficult for teachers to project an image of confidence and adopt a relaxed style of communication if the topic is difficult. In such situations nervousness can often be overcome by demonstrating special enthusiasm for the subject matter being taught.

The second personal characteristic of the teacher is to talk the students in a language they understand. Students appreciate teachers who use ordinary language and avoid technical jargon. Teacher should use appropriate verbal, diagrammatic or symbolic forms, as demanded by the subject discipline, in ways that are familiar to their classes. Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood. They avoid the use of technical language, except when it is absolutely necessary to do. When technical language, except when it is absolutely necessary to do so. When technical terms are used they should be introduced systematically and a teacher should always ensure that new and unfamiliar terms are clearly explained (Roy, 2001)

Speaking clearly is a special personal characteristics of the teachers and for this action they vary the tone, pitch and inflexion of the voice when communicating in class. Students respond well to teachers who speak clearly and emphasize the mood and meaning of messages. Teachers should learn voice projection skills and vary the pace, volume and tone depending on the demands of the situation. A monotone voice almost always causes students to become uninterested in what a teacher has to say. On the other hand, a controlled and well-modulated voice helps to convey meaning and maintain the interest and attention of students. This principle has been given emphasis above in the discussion of non-verbal communication. The effective teacher is always conscious of

the use of voice and the way it is being used to control attention and student responses. Many teachers use a very quiet voice in class so that the students need to attend carefully if they are to hear what is being said. A teacher who says “Listen carefully” in a soft voice is often urging students to attend or they may miss the essential subject matter of message that are being delivered (Roy, 2001).

An effective teacher’s characteristic is who quite consistently achieves which either directly or indirectly or focuses on the learning of their students (Anderson, 1991).

Attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep abreast of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have a acquaintance with psychological principals and be able to make practical use of them in teaching. Above all, teacher must desire to improve. He would do well to devise, than follow, a carefully constructed plan of achievement. In a quest for betterment, consistency is a key concern. Without consistency, the teacher will soon find that cumulative effect of his effort is diminished continuously and improvement moves forward at and unsteady pace (Challanhan, 1987).

Effective teachers provide effective demonstration, give clear redundant explanation of complex material and present specific an clear examples and analogies while directing student’s attention to key ideas and relevant attributes. They also model appropriate responding and vary the pace and length of the presentation with the nature of the content (Gutkin and Reyndds, 1990).

2.8 THE CHARACTERISTICS OF TEACHING ENVIRONMENT

The Government of Pakistan 1998 has mentioned that quality education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It

is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and commitment of the teacher have effective impact on the teaching learning process (Ahmed, 2000).

Silberman (1970) studied four teacher attitudes namely, attachment, concern, indifference, and rejection. He found that not only were children aware of the teachers' attitudes toward them but their actions were colored by how they saw teachers dealing with their peers (Bernard, 1972).

The result is the teacher is not constantly ordering or yelling at the students over what to do, power comes when you make life predictable for people.

Discipline Concerns how students behave when you have a teacher who does not have an organized classroom. This, of course, results in discipline problems and the teacher spends much waster academic engaged time handling behavior problems. Handling behavioral problems only results in temporary behavior change.

Procedures; Concerns how things are done. A teacher who has a classroom management action plan will have an organized and structured classroom where both the teacher and students will know what to do.

Students who know what to do in the classroom produce results and results produce learning and achievement. This is because the students take responsibility and ownership for the task that needs to be done, resulting is fewer behavior problems and increased academic learning time. Procedures results in behavior changes that are permanent. Stated in a similar manner effective teachers manage their classrooms with procedures and routines. Ineffective teachers discipline their classrooms with threats and punishments (Harrywong, 2007).

The parents will be invited to attend more planning and placement or special education meetings than ever before. Such meetings may occur either to give parents

formal notice that the staff is considering a major change in a child's special education program, or to review a child's progress on a routine basis. Practices will vary somewhat depending on the federally approved state plan or other local regulations for involving parents, but in general, it will either be required or be considered desirable to invite parents to attend and contribute to the discussion about their child *before* the staff arrives at a program or placement decision. To help parents feel comfortable at these conferences and thereby make them optimally productive (Losen and Best, 1978).

Positive classroom learning environments are ones that maximize learning for all students and foster their development as holistic human beings by considering intellectual, emotional, social and physical growth.

Establishing learning environments that facilitate positive learning outcomes for all students is indeed a challenge. They are advocating a particular way of being with students, which will require them, the teacher, to provide opportunities that maximize students' participations their own learning and to utilize teaching and learning strategies that engaged learners and are learner-centred.

Caring teachers work hard to know students by using multiple sources of knowledge and by structuring their classes to encourage oral and written dialogue that recalls, students thinking. They consciously work to create classroom atmosphere conducive to questioning, self-assessment and helpful critique. They also take great care to establish three kinds of relationships:

Thus as well as planning for learning, there are aspects of the environment there will need young attention. Two of these were the physical environment and the social emotional environment.

Physical environment: Teachers and students work best in a comfortable, inviting environment. At the beginning of year the teacher may organize the room to

create such an environment, using brief colours, displays, posters, plants, mobiles, etc. Then, as the year progresses, opportunities are provided for children to offer suggestions for room changes. Alternatively, the teacher might create the classroom with the children, sharing decisions from the start about how the room is organized and set up.

In either scenario it is acknowledge that the classroom is a shared learning space and that children need to be as involved as their teacher in creating the environment. The more children contribute the more they will take pride in the room and have an increased sense of ownership of their learning environment. Children can be encouraged to bring things from home to have in the classroom.

The physical environment needs to be practical as well as interesting and stimulating. One of the major decisions is how the desks will be arranged. In making this decision you need to consider the effect various structures have on the style and level of communication in the classroom and on the learning styles of the participants.

Arranging the desks and chairs in such a way as to facilitate small-group work, individual work and whole-class discussions is a challenge. The ideal structure is one that is flexible so that it caters for a range of learning and teaching styles.

Consideration must also be given to placement of the teacher's desk. It can make the teacher easily accessible and approachable or create an additional barrier between the teacher and the students. In placing the teacher's desk you need to consider practicality, accessibility and safety (Ball and Ivor, 1985).

Another consideration in the learning environment is the placement of computers and any other information and communication technologies being used in the classroom.

Classroom resources, such as scissors, paper, cleaning materials, etc., need to be clearly labeled and kept in a common place so that children can access them easily. Another consideration is what is to be displayed on the walls of the classroom.

An effective learning environment will also have a wide range of accessible resources. These will include books, other print material, audiovisual equipment, computers and even extra adults. Again, where these resources are positioned in the classroom should be negotiated with the students (Arthur and Nancy, 2003).

Social emotional environment: The social-emotional dimension of classroom experience has, for a long time, been referred to as classroom climate. Educational researchers have long since determined that positive classroom climates are more desirable than those that are negative. A positive social-emotional environment evolves through the interactions of teacher-student-teacher-class (group), student-calls (group) and student-student interpersonal relationships. Positive climates are those in which students feel they belong, where they are happy, extended and safe and where verbal and physical harassment on gender, racial and other grounds are prevented and addressed.

More recently, the term “classroom culture” has been increasingly used to include the social-emotional dimension of learning and to acknowledge the shared beliefs, customs, attitudes and expectations of teachers and students in a classroom.

The aspects of classroom and student behaviour management continue to be of major concern to teachers and so research should be relevant to individual needs. While a great deal of attention has been paid over the past decade to effective teaching practices and classroom management (Arthur and Nancy, 2003).

There are at least five hierarchical levels at which technologies may be used: presentation, demonstration, drill and practice, interaction, and collaboration, If technology is to be used for representation and demonstration only, investment in computers and connectivity may not be justifiable. On the other hand, the potential for interactive and collaborative learning can best be achieved by networked computers and

connectivity to the world wide web. Therefore, technology should be equated with computers and Internet.

There is still an important place for other technologies, such as interactive radio, broadcast TV, and correspondence courses. Different ICTs have the potential to contribute to different facets of educational development and effective learning: expanding access, promoting efficiency, improving the quality of learning, enhancing the quality of teaching, and improving management system (Chandra, 2003).

The teaching environment can be made favourable by persons having favourable attitude towards teaching. In fact there are a handful of teachers who teach well and love the profession. There are many strategies which may work well to develop positive attitude for teaching. One may deliver a nice lecture followed by discussion, one may have personal contact to clear their doubts, or one may arrange small group discussion to arrive at a desired conclusion etc. All these can be arranged very easily by teacher education institutions (Chauhan, 1984).

When teachers establish both appropriate moral authority, and role authority, it is important to realize that such authority is established, and earned, within the context of relationships built by the teacher. The fundamental nature of such relationships is dependent on conveying respect, knowledge and enthusiasm for what one teaches. Authority is also communicated through a relaxed confidence in one's management and teaching and a healthy acceptance of fallibility in self (Rogers, 2006).

To develop positive relationships with the students in your class, the first thing you need to do is to learn and use their names. Learning every student's name as quickly as possible and using them as much as possible initially demonstrates that you are committed to getting to know everyone personally. Reflect for a moment on the number of ways you could quickly get to know children's names (Smith *et al*, 2003).

The education system of the future is envisaged as a consumer-based service. Parents are now cast in the role of buyers who are 'purchasing' their preferred form of education. Just as it is assumed they will take their custom to the high-street shops that provide the best service, so they will now do the same in selecting schools for their children to attend. It is envisaged that parents will shop around and look for a 'best buy' parents also have power as a group to vote for their child's school to seek grant-maintained status' to opt out of LEA control and to be funded directly by the DES.

To take a business analogy, we can anticipate that schools in the future will attempt to offer guarantees of satisfaction, whilst at the same time employing promotional strategies to 'sell' the quality of their product. If parents are satisfied with the outcome of their children's learning, they will want their children to stay at the school. They will send their other children there and will recommend it to parents who may seek their advice (Powell and Jonathan, 1990).

Parents too should be involved in a program in which they are taught what you are now doing and how they can do much the same as they teach and manage their children at home. The more parents can teach them to be supportive and to avoid the adversarial relationship that often exists because they nag, punish and reward their children for doing school work, the easier their will be to teach (Glasser, 1993).

Local educational agencies must give parents prior notice of any proposed change in a child's special educational program was further delineated to specify that written prior notice was required whenever a change in the identification, evaluation, or educational placement of a child was contemplated. In addition, the law prescribed that the notice given to parents must be communicated in the parents' native language so that all parents might understand what they had received.

This prior-notice provision is likely to be difficult to implement, even for school districts, which have pursued the practice of involving parents in the early stages of decision-making. The difficulty stems from the fact that any meaningful involvement of parents in evaluation and placement decision-making must entail more delegation of staff time for scheduling, meeting with, and otherwise helping parents better understand these processes. If this is not done, particularly as parents become increasingly aware of their right to attend planning conferences and of the rights they have to challenge or appeal a staff's decision, they may very well tie up an inordinate amount of staff time in complaint procedures. To avoid such wastes of time, it seems clear that we will need to devote more personnel and larger amounts of staff time to more effectively preparing and working with parents beforehand. In addition, we will need to train more staff to handle the kinds of questions that can be expected to occur under such circumstances.

The need to provide written prior notice will generate, in many more instances than before. Just as increased parental involvement in decision making can be expected to increase the incidence of many of the difficult to handle situations. We see, therefore, few alternatives for school districts to follow other than concentrating upon the development of those skills and procedures. Which will increasingly afford parents the opportunity for mutual problem solving.

For one thing, prior notice will be given to the learners' parents after informing the learners. On the other hand, if parents are more routinely involved earlier than has previously been the case, initial shock, surprise, and antagonistic reactions may be minimized that the need to involve parents in the formal aspects of later staff program, and placement meetings may be pursued more easily and efficiently (Losen and Best, 1978).

The teacher's professional environment influence the delivery of the instruction. Environment refers to such things as time usage, which includes time spent in actual teaching or in planning the lesson to be taught. Since teachers play a central role in the education system, portraying them in detail is critical, Many studies have shown how teacher characteristics influence quality of instruction, and hence the quality of educational opportunity. Two broad categories of teachers, characteristics are specially important; background and beliefs.

The new teacher should have a knowledge of the principles to keep good discipline and should be able to deploy a range of approaches to create and maintain a purposeful, orderly and safe environment for learning, manage pupil behavior by the use of appropriate rewards and sanctions and be aware when it: is necessary to seek advice and sustain the interest and motivation of the pupils Different styles of class management and the promotion of learner discipline have become more demanding and sophisticated over the years (Roy, 2001).

2.9. MOTIVATIONAL SKILLS

The skill of motivating children, making learning exciting and interesting and reinforcing children when they succeed, deserve more attention during preserves training since they correlate directly with academic achievement.

Similarly, teachers must learn how to handle situations where students are not academically successful. Negative reinforcement generally does not motivate students to keep trying. Supportive comments (for example, indicating where mistakes have been made rather than simply telling them that they were wrong) are much more likely to keep students interested in learning. But teachers must be careful that students do not develop a false sense of their own abilities. Nevertheless, by providing appropriate and consistent reinforcement and motivation in the classroom, teachers can help children

raise their own academic expectations and develop more confidence in their abilities (Dilworth, 1991).

All the students seem intent on their studies. These students know what they are doing and clearly are highly motivated. Motivation is an aspect of confidence. Confident students are usually highly motivated, because they know they can succeed and it is generally thought that success encourages greater efforts and confidence. It is a kind of cyclical form (Yiwen, 2004).

The class environment influencing student motivation includes effective use of praise, development of appropriate long-term and short-term instructional goals, setting realistic learning objectives and using a variety of methods to group students, instruct and evaluate them (Arif, 2003).

Motivation is of two types the Extrinsic-Intrinsic Motivation Two major approaches have dominated thinking about motivation in organizational behavior during this century. One has been described as, the great jackass fallacy. That is the age-old metaphor of the carrot and the stick, which prescribes that a combination of preferring some mix of rewards and punishments. Is a way to motivate people in organizational life. It is associated with behaviorist psychology in which external control of the individual is emphasized.

The other approach, associated with both cognitive psychology and humanist psychology, emphasizes the psychic energy of internal thoughts and feelings as the primary source of motivation has two types as, extrinsic views of motivation and intrinsic motivation

Extrinsic views of motivation lead managers to motivate people with a carrot and a stick. They long ago found that people who are hurt tend to move to avoid pain and people who are rewarded tend to repeat the behavior that brought the reward. This is a

behaviorist concept of Motivation, and it has long been highly influential in management thought. Managers using such techniques would say, we're motivating the employees.

Intrinsic views of motivation relate some contend that the behaviorist approach has nothing to do with motivation. Herzberg (1966) said of the carrot-and-the-stick approach. Hell, you're not motivating them. You're moving them Herzberg's observation points to a major criticism of the behaviorist approach to motivation it in fact does not deal with motivation at all.

The view is that though people can be controlled by external forces such as rewards and punishments, a crucial factor in the motivation of people lies within individuals themselves. The cognitive and humanistic views of motivation spring from an understanding of people as unfolding and developing both physiologically and psychologically from biological givens. The internal capacities of individual are primarily emotional and cognitive, give rise to feelings, aspirations, perceptions, attitudes and thoughts, and it is these that can be motivating. In this view, motivation is thought of as creating conditions in the organization that facilitate and enhance the likelihood that the internal capacities of members will mature both intellectually and emotionally, thus increasing their inner motivation. In sum the behaviorist tends to view motivation as something that one does to people whereas the cognitive or humanist tends to view motivation as tapping the inner drives of people by creating growth-enhancing environments.

Job performance is the product of a combination of an individual motivation and ability. Herzberg (1966) has made an important contribution to motivation theory by taking notions about need hierarchies and placing them in the workplace.

Traditional forms of motivation at the workplace are discussed by Herzberg (1966). His theory based on two different needs of humans to do it. The basic biological and psychological needs, and our unique human characteristics of the ability to achieve and experience psychological growth.

Herzberg (1966) conducted a study where he analyzed the responses of 200 accountants and engineers who were asked to describe those situations in which they felt exceptionally good and exceptionally bad about their jobs. The same methodology has since been used in a multitude of occupational settings and in numerous countries. He found that when people talked about feeling good or satisfied, they identified factors intrinsic to the job itself. He called these factors motivators. And they included: achievement, recognition, the work itself, responsibility, advancement, and growth. When employees talked about being dissatisfied with the work, they typically discussed factors extrinsic to the job but related to it. These sources of dissatisfaction were called hygiene factors because they form the outer environment of work and keep things from getting to disruptive. The hygiene factors included: company policy and administration, supervision, relationship with supervisors, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status and security.

Motivation factors and hygiene factors do not form a hierarchy and neither are they at opposite ends of a continuum. They are on two separate dimensions. Satisfaction on the job comes from motivators and dissatisfaction comes from hygiene factors. This conclusion has important implications for any work environment, including schools, because it argues that educators cannot be motivated toward higher levels of productivity by improving hygiene factors such as increased salary, better working conditions, more lenient or restrictive school policies, and so forth. Manipulating those factors can make educators only respond on the range from dissatisfied to neutral. Only

through the manipulation of motivators (improvement in the job itself) can improvement on a range from neutral to satisfaction be achieved.

Thus, according to Herzberg's theory, when teachers go to the bargaining table and argue that increased salaries or other hygiene factors are necessary to motivate or retain a high level of motivation, the observation is not accurate. Improved salaries and other hygiene factors will reduce the level of dissatisfaction, but they will not bring job satisfaction

It should be noted, however, that the hygiene factors can have a reverse impact on work effectiveness if not responded to conscientiously because of increased teacher absenteeism, turnover, frustration, or negative thinking in general (Hanson, 1995).

2.10. PREPARATION AND PLANNING

Effective instructors who are knowledgeable in the subject matter areas that they teach are better able to establish objectives and goals for themselves and for their pupils than are teachers who are less proficient in academic content. Thus, planning alone cannot overcome the knowledge deficit of a teacher in a particular subject area, and it is unrealistic to think that such an individual can explain underlying concepts or develop reasonable learning goals for students. These objectives or goals must be further transformed into appropriate lesson plans, as well as into flexible alternative and instructional strategies that can be used if students do not master the material on the first try (Dilworth, 1991).

Curricular issues have an impact on effective and responsible teaching at multiple levels of education. Curriculum provides at this level a set of expectations regarding what schooling and teaching should be. These content and value expectations are translated into concrete experiences in the classroom. At the classroom level teaching is an interpretive process that is based on how teachers understand what they

are teaching and the value of that content for students and citizens. It is generally said that no educational system in spite of excellent material resources but with incompetent and indifferent teachers can be effective and economic. The teacher, thus, has the pivotal role in promoting academic excellence among his students and achieving the quality of academic output (Mirza *et al.*, 1995).

To be effective educators, teachers must be highly competent in planning and organizing instruction as well as in managing the classroom environment if their students are to be academically successful. Some of these management skills are learned in methods courses, others are developed in educational psychology and social foundations of education courses and still other expertise is derived from exposure to classroom situations in schools through clinical practical experiences. Recognition and understand of contextual factors are extremely important in successful teaching practices and other factors influence the planning and organization of instruction.

There are four primary curriculum structures. The student-centered curriculum is based on the needs and interests of the individual student. The integrated curriculum weaves together two or more content areas, such as science and social science and social studies, to be presented to students at one time. The core curriculum presents information that all students from all backgrounds should know. Lastly, the subject matter curriculum presents information about each content area in depth with the teacher serving as an expert in his or her specialty. Each content area has its own unique aspects. What is taught and how it is taught is influenced by the national professional teaching affiliation for each content area as well as state recommendations and local community expectations.

Callahan (1966) explains that teacher can do relatively little to improve his basic capacity, the improvement-minded teacher turns to specific areas in which he can progress. Teacher may discover that he is only partially in command of his subject.

Certainly teachers cannot afford to waste valuable classroom time. It is important that the day be organized in the morning before school begins. If students need a copy of a handout for a lesson, there must be enough copies for everyone in the class. If a science lesson requires students to conduct an experiment, there must be enough apparatus available for all the student groups to do the experiment. If the art lesson requires that students make clay sculptures, there must be a sufficient amount of clay for all. No matter what the class, as a teacher you must plan ahead and organize the necessary materials.

Classroom time must be productive learning time for students. Teacher can accomplish this by early in the school year establishing and instituting classroom procedures and setting academic expectation. Thus, students know from their first day in the classroom what they can and cannot do and what is and is not expected of them. Throughout the school year, you can get the most out of the time you have with students by planning lessons and activities that fit within any time constraints as well as the available learning materials. Teacher should also sequence, pace, monitor, and assess student work as well as provide feedback to each student (Farris, 1996).

Bhatia and Bhatia (1959) explain that the five formal steps, which are necessary in teaching a lesson that aims at the acquirement for information. These steps are: preparation or introduction or motivation, Presentation, Comparison or association, generalization and application. Sixty-minute class period, while in the classroom the teacher has greater discretion as to the time devoted to a given lesson. In most high school subjects, the bulk of instruction centers around lecture and discussion. In

planning instruction it is important to recognize that teacher behavior and teacher-pupil interaction vary according to the nature of the activity used during instruction (Airasian, 1994).

Teacher can divide the work of the classroom into two areas.

- (i) The organization of lessons. Teaching/learning is a complex business and Participants spend quite a lot of their time talking about it as well as just talking and doing it. There can be talk about individual activities in a lesson, organization of lessons in a course, the syllabus, curriculum, assessment, homework and a lot else. This aspect of classroom behaviour covers all the content and structural sides.
- (ii) The subject matter of lessons. This phrasing is not intended to suggest that each lesson should or does have a set amount of content to be put over. Sometimes this is the case, but very often not. But every lesson, unless it is quite aimless, has got some sort of agenda, and normally both teacher and class know what it is.

According to Laslett and Smith (1984) every lesson should start with some activity that keep each child quietly occupied in his own place. The type of activity depends very much on the age and ability of the child and the nature of the lesson. Reading, writing, drawing or colouring may all be suitable in particular circumstances. What is most important is the need to give the children something, which is, clear and well within their capability. The aim at this stage is simply to buy a little time of peace and quiet to deal with latecomers, lost property or any other interruptions.

Variety is needed within a lesson to maintain interest, curiosity and motivation. Activities planned for the start and finished, as suggested above, will go some way towards achieving these aims.

Pace is helped by breaking up a topic into several smaller units of learning .It can also help to have as a target the intention that every child should have something finished, something marked in every lesson. Though often unattainable, such an aim does direct attention to the importance of immediate feedback and reinforcement in helping children to learn.

Starting with a general idea of what will be done during an instructional unit, teachers move through a series of successive elaborations and specifications. Important to this process, and indicative of the way assessments are made, is the fact that teachers typically try to visualize their teaching activities unfolding in their own classroom. In a very real sense, teachers mentally rehearse the learning activities they contemplate using in the classroom. There are many different instructional models that teachers can and do follow when teaching. These models describe steps or activities that should take place when a lesson is taught (Eby, 1992).

Educational objectives, or achievement targets, specify what pupils are to learn from the lesson; what they should be able to do following instruction. Objectives describe what the purpose of the lesson is in terms of desired pupil achievement. The materials that will be used in the lesson should also be specified. Nothing in advance that the lesson will require a video player, copies of the daily newspaper, construction paper and crayons, or marbles and an inclined plane helps the teacher prepare the needed materials. Planning also requires a description of the teaching – learning strategies or activities that will be used during the lesson. The heart of the teaching process is based on the strategies or activities teachers use with their pupils. Finally, a lesson plan should include some way to assess the success of the lesson.

Plans string together a series of instructional activities each of which encompasses a relatively short period of time, usually ten to twenty minutes, during

which pupils are arranged in a particular way or focused on a particular process. Common classroom activities have been cataloged and include seatwork, reading circle, recitation, discussion, lecture, demonstration, checking work, independent study, audiovisual presentation, tests, giving instructions, student report, games and silent reading. Clearly, some of these activities are more common in certain subject areas and grade levels.

In planning day-to-day lesson and activities, one important consideration is the nature of the pupil needs vis-à-vis the content of the lesson. If a few pupils have had difficulty understanding concepts or processes presented in a prior lesson, the teacher might select a supervised seatwork activity to provide a chance to work more closely with those pupils. When reinforcement and pupil engagement are needed, recitation might be a useful lesson activity (Airasian, 1994).

According to Oser *et al.*, (1992) the teacher kept tight control over the lesson when students' reactions did not reflect this emphasis drew on personal experiences to model the appropriate interpretation. The manner in which this lesson was conducted communicated to the students as a set of values, perhaps unintended by the teacher.

2.11 TEACHING STYLES

Teaching styles pupils styles and the effects of the interaction of these on achievement. In recent years, the study of 'styles' has become cautious and has waned. The issue is well in the ORACLE project in which they say that where the concept of teaching style can be helpful is in showing that certain patterns of classroom organization tend to enhance or reduce the capacity to engage in certain kinds of teacher pupils interactions and that further certain interactions show small but positive correlations with pupils test scores. Style is a vaguer concept than personality. Consequently, the correlations with achievement are harder to track down. In

considering teacher styles we would be interested in the contribution of cognitive and affective characteristics of the teacher in classroom tactics and their relationship to the achievement of the pupils. The interaction of cognitive styles of students and teachers has been looked at by in research using medical student. From the results, they felt there were some indications 'that teachers and students having similar styles formed the most successful combination' in terms of examination results. It would not be surprising if the style adopted by teachers did not have some effect on the learning of individuals with compatible styles. But the evidence from a large volume of American literature is not wholeheartedly supportive (Child, 2004).

Style differs from aptitude in the sense that overall there is no right or wrong way, although in a specific context one mode of thinking might be more appropriate. Aptitudes can be seen as being one-way starting from a zero position of having no competence and moving upwards with increasing ability. There is no benefit from not possessing an ability. Styles are usually postulated in bi-polar terms with each alternative conferring some advantages and some disadvantages.

Bernard (1972) have confirmed in his experiments that the personality of teacher is a powerful factor in the learning habits and personality development of pupils.

The Oxford Dictionary tells us that style is the manner of doing something as opposed to the water with which a person is working. Therefore style has to do with personality and motivation, as well as the thinking tactics used for tackling problem.

Successful patterns of behaviour most suited to our personal make up and external constraints become established as habits of responding. These response sets, as they are called. Become the bricks from which our personal lifestyles are built and it is within this area that we might look for useful generalizations about achievement styles.

Two crucial aspects of style are of particular concern. These are cognitive and affective style. Cognitive style involves those characteristic patterns of perceiving and thinking (Child, 2004).

2.12 RELATIONS WITH STAFF, ADMINISTRATION AND PARENTS

Parents would be invited in a program in which they are taught what you are now doing and how they can do much the same as they teach and manage their children at home. The more parents can teach them to be supportive and to avoid the adversarial relationship that often exists because they nag, punish and reward their children for doing school work, the easier their will be to teach (Glasser, 1993).

Classroom knowledge plays an essential role, in alerting and directing conscious processing. Given the group level at which the task of securing cooperation is encountered, it is reasonable to expect that teachers would monitor global status such as the mood or unity of the group and the general level of student participation and involvement. Group cues provide the greatest amount of task-relevant information. Implementing activities also requires that a teacher know which students are distracted easily, what kind of answers to expect from different students and the likelihood that a particular student's behavior will elicit reactions from other students. Such behaviors have consequences for the flow of classroom activities (Duke and Rehage, 1979).

Good human relations between teachers and adolescents are difficult, if not impossible, unless the teacher does basically like young people. If he has a genuine respect for youth and enjoys being with them, then he is usually able to develop a permissive atmosphere in which effective learning can result. The person who likes people and believes in them seems to radiate a warmth and friendliness, which makes for ease of communication. More important still, young people sense whether their teacher

has faith in them and in their ability to produce. With such faith they are challenged too much greater effort than if they feel they are merely being tolerated.

The children are required to work together in a group in which members are at different levels of ability any achievement. The group is to produce a shared outcome and so the critical feature for the teacher is to identify the right sort of task .It is no good asking children to work collaboratively together as a group if the activity invites a large amount of independent working, with the possibility of individual outcomes. Similarly, there must be opportunities for individual children to contribute at their own individual level of skill and understanding (Proctor *et al.*, 1995).

Teachers can create a special atmosphere in classroom in which students are expected to co-operate with their classmates in order to learn. In this way, students come to view their classmates as valuable learning resources, rather than as threats to their academic survival and success. Education under present scenario happens to be a teamwork, which without sound and healthy interpersonal relation cannot create healthy environment conducive for effective learning (Shah and Sultana, 2000).

If teacher often takes trips, spends weekends in interesting and significant ways, is well read and enjoys some of the same motion pictures and television programs that the adolescents like, they will discover in him an adult friend to whom they will turn with their questions and concerns. In addition, they will give him their cooperation as he leads them in their learning activities. A broad education can make it possible for a teacher to fulfill her obligation to be a teammate with fellow teachers and the administrative staff in the total instructional improvement program of the school. A good secondary school needs faculty members who are trained not only in special fields but also in helping to construct the total program of the school (Gilchrist *et al.*, 1985).

2.13 RESEARCH STUDIES ON JOB PERFORMANCE

Iqbal (1986) conducted a study and distributed questionnaires to 150 teachers and 50 principals of the institutions to identify the teachers' personal and professional competencies. He found that the desirable teachers' competencies are; honesty, punctuality, hardworking, aware of national history, confident, simple, serious, cheerful, straight-forward, teaches according to syllabus, using AV aids, aware of students' deficiencies, cordial relationships with parents and informs the parents about the performance of their children.

Veer (2004) described about specific studies, in which he has highlighted factors affecting teachers' performance. These factors included measures of teacher aptitudes, attitudes, subject mastery, expertise in teaching methodology and the characteristics of the environment of teaching. Although the major purpose of his work was to relate teaching performance to student learning, it was also designed to analyze the relation between a number of factors and teaching performance.

Swartz *et al.*, (1990) judged the teachers' performance on five teaching functions: instructional presentations, instructional monitoring, instructional feedback, management of instructional time and management of students' behavior. The sample for the present study consisted of 218 teachers, each with at three years teaching experience. A final sample of 171 teachers ratings were used to conduct the factor analysis. The reliability consistency was found to be from .77 to .91. The results of this exploratory factor analysis indicated that the teaching performance appraisal instrument measures to dusting but interrelated dimensions of teaching: instructional presentation and management of students behaviour. The pattern of correlations among the teaching practices and the factors indicated that the number of teaching practices that need to be observed and rated to describe a teacher's performance could be reduced by

concentrating on those teaching practices most highly correlated with the teaching factors.

Ferris *et al.*, (1988) identified teachers' job performance on seven performance dimensions. These were preparation and planning, effectiveness in presenting subject matter, poise, relations with students, self-improvement, relations with other staff and relations with parents & community. The sample for the present study consisted of 157 public school teacher from three school districts of a major metropolitan center of the Midwestern United States. Approximately two-thirds of the sample was female and the average age of the group was 37 years. Each teacher was rated on five point likert-type scale by their respective principal on seven performance dimensions as describe above. The reliability estimate (coefficient alpha) for this performance dimension was .91. In conclusion the results of the present study suggest that factor found to be predictive of absenteeism in prior research utilizing different occupational groups seem to extend to the explanation of absences in at least one professional occupation teacher.

Jahangir (1988) evaluates teachers' performance on a rating scale pertaining to the four broad categories of teaching behavior: intellect, personality, teaching techniques and interaction with students. The main aim of the present research was to study the characteristics teachers serving at post graduate level. The entire valuation is based on students judgment regarding the overall performance of their teacher. The data reveals that in general the students perceived their teachers positively. The sample consisted of 70 post graduate students of Peshawar University who were randomly selected. The scale consisted of 20 items each of which was valuated on five point scale. The major aim of the present study was to see how the students of the Peshawar University perceived and evaluated their teachers. Results indicate that the mean of the teacher was 67.71 which presented a favourable view about the representative teachers. The results

further revealed that the consulting students had judge the personality and intellect of their teachers in a favourable manner. It would one of the possible reasons for satisfactory teacher student interaction.

Perveen and Qadri (1982) identified desirable teaching competencies through a survey study on the basis of responses of 99 secondary school teachers. They found that the desirable teaching competencies of secondary school teachers are; appropriate culmination of the lesson. Keeping students actively engaged, explaining lesson with examples and diagrams, repeating and summarizing the lesson.

Riaz (2000) measured teachers' performance on such factors teaching competence demonstrated, motivational skills, teachers' attitude toward students and fairness in grading. The total number of students who participated in the present evaluation of university teachers was 2038 (men and women). These students were enrolled in MA previous and final year classes in 19 postgraduate department of humanities and science faculties of Peshawar University. The number of teachers who were evaluated by this sample was 144 construct validity was determined by factor analysis and item total techniques. Internal consistency of instrument estimated on alpha coefficient was .95. The scale likert-type consisting of 25 items was used. It was concluded that Peshawar University teachers' rating scale is a uni-dimensional test that can be used by the teacher themselves in order to identify provide valuable information to the teacher concerned for the improvement of teaching quality.

Qadri, *et al.* (1983) arranged a study on desirable qualities in ideal secondary school teachers. They administered their questionnaires to 55 principals of secondary schools. The desirable qualities of teachers identified by them are; life long quest of knowledge, cordial relations with colleagues, proud of their profession, cheerful, interest in the welfare of his students, fair in dealing, honest, resourceful, and sympathetic to

students.

Rana and Begum (1978) conducted a study to identify the teachers' competencies. They administered the questionnaires to 104 parents through their daughters. The competencies of teachers desired by the parents are; clear voice, neat and clean, and cheerful personality, cordial relationship with parents and love for teaching profession.

In the light of above mentioned studies, the pattern adopted by Jahangir (1988) and Riaz (2000) was selected by researcher, choosing four factors attitude toward students, subject mastery, teaching methodology and personal characteristics for the study, further were also accepted these four factors of teachers' job performance by the advisor and two members of the research committee.

RESEARCH METHODOLOGY

As the present study was designed to identify the factors affecting the performance of teachers at higher secondary level in Punjab, this chapter describes the method used in the study for collection and analysis of data under the following subheadings.

3.1 POPULATION

All the principals, the teachers and students of higher secondary classes in higher secondary schools and intermediate colleges in Punjab were the population of the proposed research.

The annual survey of educational institutions by the Bureau of Statistics of the Punjab Lahore for the academic year 2003-2004 during the month of April 2004, informed the strength of the higher secondary schools as 337 and the intermediate colleges the 59 (Government of Punjab, 2004).

3.2 SAMPLE

The sample of the study consisted of 120 principals, 600 teachers and 1200 students of 90 (45 male and 45 female) higher secondary schools and 30 (15 male and 15 female) intermediate colleges were randomly selected. Further more from each institution, the five teachers and their 10 students in addition to the principal were randomly selected, making total sample of 1920 which consisted of 120 principals, 600 teachers and 1200 students. Thus two-stage cluster sampling procedure was adopted for selecting the sample.

The research was carried out in three parts, the purpose of part-I was to develop the instrument, the part-II consisted of pilot study and the part-III consisted of main study.

3.3 RESEARCH INSTRUMENT (Part-I)

The purpose of the part-I of the study was to develop instrument and to find out the psychometric properties of the instrument. The instrument was developed from resource guide of Kim and Richard (1991). All the items selected for the instrument were closed ended.

First of all to find out the relevancy of the instrument, the sample of 12 educationists (School Principals, School Teachers) was selected from different educational institutions of the Punjab. They were asked to examine all the statements carefully and rate which items are relevant to our school teachers' work places. It was decided that teachers' job performance instrument could measure the factors affecting the performance of teachers. For better understanding of items and more reliable results, it was also decided to translate the instrument into Urdu. As Urdu is our national language, so it was assumed that one could easily comprehend those items that are presented in Urdu. All the presented items were fit to our culture.

The second phase was designed to translate the instrument into Urdu (Fimian, 1984). For the purpose of translation, it was decided to adopt back translation method. This process of translation was completed into four steps.

The focus of this step was on the translation of instrument into Urdu language. For more reasonable results, bilinguals were requested to provide the correct translation.

A sample of six bilinguals was selected their educational qualification was M.A (Master Level). Among them three had master degree in English with good understanding of Urdu language and other three had master degree in Urdu with good command on English.

The sample was approached individually. They were requested to translate the instruments into Urdu independently and accurately as possible. The objective of this

translation was to convey the meaning of the items of the English version of teachers' job performance instrument in the best possible way, keeping the contextual meanings intact.

On the basis of responses the closest translation with highest frequency was selected. This translation was also evaluated by the advisory committee, who all were doctor of philosophy. On the basis of their evaluation, the best possible translation that could convey the meanings closest to the original was retained. The translated twenty eight items were assigned five point rating scale having categories "Never" (☹️) sometimes (😞) often (👎) mostly (👎) always (👍). The scores assigned to these categories were 1,2,3,4,5 respectively.

To check the authenticity of Urdu translation it was back translated into English. Translation technique was used as a method of reducing errors and biases in the translation to identify the points of equivalence and discrepancy between the two versions, and of producing a more equivalent final product.

A sample of six bilinguals comprised of three male and three female, having good command on their subjects. This sample was not familiar with the original version of instrument.

The instrument translated into Urdu was given to the sample of six bilinguals. They were unknown with the English version of the instrument. They were requested to translate Urdu version of the instrument into English. They were asked to write as much accurate translation as possible conveying the maximum similar meanings.

Back translation (i.e. from Urdu to English) of the instrument was evaluated on the basis of frequency. The closest translation with biggest frequency was selected, by three doctors of philosophy (two members of advisory committee, and the supervisor).

All the items were conveying similar meanings in both versions of instrument. So Urdu translation was accepted and instrument was finalized.

In this phase teachers' job performance instrument in Urdu version was given to experts for the purpose of determination of face validity of the instrument. The objective was to evaluate whether these items were relevant to the work environment of teachers in Pakistan or not. For this purpose, the instrument was given to six educationists. On the basis of their responses all the items were retained. The adviser and advisory committee also accepted the instrument.

The reliability and validity of the Urdu version of the instrument of teachers' job performance was determined at this stage.

For that purpose the 28 items of Urdu version of the instrument was administered on a sample of 192, in which 12 principals, 60 teachers and 120 students were included. The sample was taken from four male & four female higher secondary schools and similarly two male & two female inter colleges were selected from district Gujranwala and Sheikhpura.

For the determination of reliability and validity of the instrument in Urdu version following statistical techniques were used:

1. Cronbach's alpha coefficient
2. Split half reliability
3. Item total correlations
4. Inter scale correlations
5. Cross-language validity correlation

3.3.1 Cronbach's Alpha Coefficients

Initial psychometric analysis, using Cronbach alpha coefficient yielded an internal consistency coefficient of .77 for the whole 28 items that ranged from .70 to .91 for the individual factors as given below in table 01.

Table 1: Alpha reliability coefficient of total and subscales of teachers' performance (N=12)

Subscales	No of Items	Alpha coefficient
I. Attitude toward students	7	.74
II. Subject mastery	7	.70
III. Teaching methodology	7	.91
IV. Personal characteristics	7	.72
Total	28	.77

3.3.2 Split Half Reliability

For calculating the split half reliability coefficients, the questionnaires items were divided into two equal parts that is from items 1 to 14 and items 15 to 28 for the four individual factors. The correlation coefficient between the two parts was found to be .82 that ranged from .74 to .97.

Table 2: Split half reliability coefficient for scores on total and subscales of teachers' performance (N=12)

Subscales	No of Items	Alpha coefficient
I. Attitude toward students	7	.79
II. Subject mastery	7	.76
III. Teaching methodology	7	.97
IV. Personal characteristics	7	.74
Total	28	.82

3.3.3 Inter Correlations on Teachers' Job Performance (N=12)

The internal consistency of the instrument was further determined by inter correlation of the factors as well as that of total score of Urdu\version.

Table 3: Inter correlations for scores on teachers' performance scale (N=12).

Subscale	I	II	III	IV
I. Attitude toward students	-	-	-	-
II. Subject mastery	.63**	-	-	-
III. Teaching methodology	.65**	.79**	-	-
IV. Personal characteristics	.29**	.47**	.42**	-
Total	.71	.85	.84	.79

Table 03 shows inter-correlation of scores on subscales as well as with total scores for Urdu questionnaires. The data indicates that all the factors of Urdu questionnaires have significant correlation with each other and with total scores. It shows the internal consistency of scale. The highest correlation is found between factor of subject mastery and teaching methodology personal characteristics (.79) and

minimum correlation is between attitude toward students and personal characteristics (.29).

Table 4: Items total correlation on teachers' performance scale (N=12)

Items	Correlations	Items	Correlations
1	** .79	16	** .92
2	** .90	17	** .97
3	** .95	18	** .75
4	** .92	19	** .81
5	** .98	20	** .86
6	** .74	21	** .90
7	** .90	22	** .98
8	** .92	23	** .79
9	** .95	24	** .95
10	** .75	25	** .74
11	** .89	26	** .79
12	** .85	27	** .85
13	** .89	28	** .90
14	** .95		
15	** .95		

(p**<.01)

Table 04 shows that all the items were significantly correlated with total score of Urdu questionnaires. The correlation coefficient ranged from .41 to .90 for all the 28 items of scales. It shows that will the items are consistent with the total scores of questionnaire. It determines the reliability and construct validity of scale as well.

To determine the internal consistency of scale and examine their relevance with the test, items total correlation was calculated because item total correlations are directly related to the reliability of a test. Table 04 indicates that all the items were significantly correlated.

3.3.4 Cross Language Validity Correlation

The next step was to cross validate the Urdu instrument and English instrument version. To assess the quality and empirical equivalence of Urdu instrument, a sample of two independent groups (n=10, 10) were selected. They were teachers selected from higher secondary schools. Their qualification was masters and they all had good understanding of both English and Urdu languages. The first group was given English version of questionnaires on the first day and Urdu instrument on the second day. The second group was given Urdu instrument on the first day and English version on the second day. In the original English instrument. The obtained scores were then correlated (Table 05).

Table 5: Correlations of Urdu instrument and English instrument (10,10)

Groups	Instrument Versions	Correlations
Group I	English-Urdu	.76
Group II	Urdu-English	.71

Table 05 shows that two independent groups have highly significant positive correlations between Urdu instrument and English instrument. It indicates cross language validity of Urdu instrument shows that both English and Urdu versions of instrument reliable measures of teachers' job performance.

3.3.5 Inter Rater Reliability

To determine the reliability of performance measures, inter-rater reliability is widely used technique. In this method, ratings are judged on another independent sample's ratings. These correlations also indicate the external criteria for the validity of a scale. For teachers' job performance, inter-correlation of ratings of students, teachers' self-ratings and principals were calculated. A sample of 12 principals, 12 teachers and 12 students were selected for this purpose. The rating of all group were correlated.

Table 6: Inter-correlations of the ratings by students, principals and teachers themselves on teachers' performance scale (N=12,12,12)

Raters	Students	Principals	Teacher (themselves)
Students	-	-	.29
Principals	-	-	.61
Teachers themselves	-	-	.86

(**p<.01)

Table 6 indicates that students rating for their teachers' job performance has significant correlation with the rating of these teachers, principals. The students rating have positive but nonsignificant correlation with self-rating of teachers. The teachers' self-rating have significant correlation with the ratings by their principals.

After checking the validity and consistency of instrument, the research instrument was converted into three types of questionnaires about the principals, teachers and students. Three types of questionnaires were developed for the study to investigate the factors affecting the performance of teachers. Three types of questionnaires were designed to elicit data from the principals, the teachers and students separately, the items in the questionnaires were same and 28 in number. The research instrument consisted of four factors items, the seven items under attitude toward

students, the seven items in factor subject mastery, seven items on factor teaching methodology and were also seven items in factor personal characteristics. Now the three types of questionnaires in Urdu version were ready for pilot study.

3.4 PILOT STUDY (Part-II)

In the light of the literature reviewed in chapter two, research appears to have been carried out on factors that improve teachers' job performance, especially at higher secondary level in Pakistan. The present study was thus carried out to judge teachers' performance on the factors of subject mastery, teaching methodology, attitude toward students, and personal characteristics.

The part II of the study comprised of pilot study. The main objective of pilot study was pre-testing of questionnaires on a small sample of the principals, teachers and students.

Sample for the pilot study was administered on a sample of 192, which consisted of 120 students, 60 teachers and 12 principals of higher secondary schools and intermediate colleges whose division was four male & four female higher secondary schools and two male & two female intermediate colleges from Gujranwala and Sheikhpura districts of Punjab. The total sample size was 192.

The questionnaires were distributed in the selected area. The principals and students were asked to rate their teachers' job performance and the teachers were asked to rate themselves.

The researcher personally visited the selected clusters and distribute the questionnaires among the selected principals, teachers and their students, Afterward, the filled in questionnaires holding data were collected. The researcher started data collection process for pilot and main study on 11th of December. 2006.

The investigator felt unusual difficulty in getting the questionnaires filled in from the principals, teachers and students because most of the time teachers were involved in taking their classes and the problem with the students was that of their low attendance. The response rate was 100 percent from the principals, teachers and students. Whole process of data collection from the principals, teachers and students was completed in three months.

The closed ended questionnaires of principals, teachers and their students were comprised of five point rating scale and following scoring procedure was adopted for the questionnaires of principals, teachers and students.

Never		1
Sometimes		2
Often		3
Mostly		4
Always		5

The data obtained for pilot study and of main study through these three types of questionnaires was arranged and scored before applying the statistical techniques. The data of pilot study was arranged under three columns, the column of principals (1x12), the column of teachers (5x12) and the column of students (10x12), the columns of principals, teachers and students were arranged in the ratio of 1:5:10. Similarly the data of main study was arranged under three columns, the column of principals (1x120), the column of teachers (5x120) and the column of students (10x120), the columns of principals, teachers and students were also arranged in the ratio of 1:5:10. For pilot and main studies, the mean, standard deviation, analysis of variance and average rating like

statistical techniques were applied and results were obtained. The level of significance selected for testing the null hypothesis was .05.

The analysis and interpretation of the data collected for pilot study through questionnaires were analyzed by using different statistical techniques under heading results and discussion in chapter four.

3.5 MAIN STUDY (Part-III)

The pilot testing remained successful and beneficial, thus after discussing by the advisory committee the researcher started the part third, the main study. The questionnaires were the same like the pilot study on five point rating scale containing twenty eight items and were same for principals, teachers and students. The scoring procedure was like the pilot study for filled in questionnaires.

After pilot study process, the data collection process of main study was started from 24th August to 15th November, 2006. The pilot testing remained successful and beneficial, thus after discussing by the advisory committee the researcher started the part third, the main study. The questionnaires were the same as pilot study on five point rating scale containing 28 items and were same for principals, teachers and students. The data collection strategy as closed ended questionnaires were distributed among the chosen sample, after the filled in response by questionnaires were collected. The data obtained for main study through these three types of questionnaires were arranged and scored before applying the statistical techniques. The data of main study were arranged under three columns, the column of principals (1x12), the column of teachers (5x12) and the column of students (10x12), the columns of principals, teachers and students were arranged in the ratio of 1:5:10. similarly the data of main study was arranged under three columns, the column of principals (1x120), the column of teachers (5x120) and the column of students (10x120), the columns of principals, teachers and students were also

arranged in the ratio of 1:5:10. For main study, the mean, standard deviation, analysis of variance and average rating like statistical techniques were applied and results were obtained. The level of significance selected for testing the null hypothesis was .05.

The analysis and interpretation of the data collected for pilot study through questionnaires were analyzed by using different statistical techniques under heading results and discussion in chapter four.

RESULTS AND DISCUSSION

The chapter deals with the analysis and interpretation of the data collected for the pilot and main studies through three types of questionnaires of the study. The data collected for the pilot study was analyzed by using different statistical techniques. The results of the pilot study are given below from table 7 to table 17 and also the results of the main study are given below from table 18 to table 28.

Table 7: Mean and standard deviation of principals perception scores about teachers' performance on each factor

Factors	No of Items	Mean	S.D
Attitude Toward students	07	25.67	7.41
Subject Mastery	07	28.58	8.25
Teaching Methodology	07	28.08	8.10
Personal Characteristics	07	26.41	7.62
Total	28	108.44	31.38

The results in table 7 indicate that total mean scores for teachers job performance factors were (M=108.44, SD=31.38) that fall in the category of average job performance, there were high scores on factor subject mastery (M=28.58, SD=8.25) in factor teaching methodology were (M=28.08, SD=8.10), on factor personal characteristics were (M=26.41,SD=7.62) and were low scores on attitude toward students (M=25.67, SD=7.41)

Table 8: Mean and standard deviation of teachers perception scores about teachers' performance on each factor

Factors	No of items	Mean	S.D
Attitude toward students	07	30.43	8.78
Subject Mastery	07	33.56	9.69
Teaching Methodology	07	32.78	9.46
Personal Characteristics	07	31.80	9.18
Total	28	128.58	37.11

The results in table 8 indicate that total mean scores for teachers' job performance factors were (M=128.58, SD=37.11) that fall in the category of excellent job performance, there were high scores on factor subject mastery (M=33.56, SD=9.69) in factor teaching methodology were (M=32.78, SD=9.46), on factor personal characteristics (M=31.80, SD=9.18) and were low scores on attitude toward students (M=30.43, SD=8.78).

Table 9: Mean and standard deviation of students perception scores about teachers' performance on each factor.

Factors	No of items	Mean	S.D
Attitude toward students	07	24.09	6.95
Subject Mastery	07	27.49	10.43
Teaching Methodology	07	26.50	7.64
Personal Characteristics	07	25.08	7.23
Total	28	103.14	32.25

The results in table 9 indicate that total mean scores for teachers' job performance factors were (M=103.14, SD=32.25) that fall in the category of average job performance, there were high scores on factor subject mastery (M=27.49, SD=10.43) in factor teaching methodology were (M=26.50, SD=7.64), on factor personal characteristics were (M=25.08,SD=7.23) and were low scores on attitude toward students (M=24.09, SD=6.95).

Table 10: Significance of difference between mean teachers' performance scores on the factor of attitude toward students as perceived by the principals, their students and teachers themselves.

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	25.67	Between	242.09	121.045	6.18	<.01
Teachers (Themselves)	30.43					
Students	24.09	Within	528.51	19.57		
df = 2.27				f at .05 = 3.35		

The results in table 10 indicate that there was significant difference ($F=6.18$) among the mean view scores of principals, teachers themselves and students about teachers' job performance on the factor attitude toward students, the mean perception scores of teachers being the highest, and of students being the lowest.

Table 11: Significance of difference between mean teachers' performance scores on the factor of subject mastery as perceived by the principals, their students and teachers themselves.

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	28.58	Between	252.45	126.22	5.69	<.01
Teachers (Themselves)	33.56					
Students	27.49	Within	598.39	22.16		
df = 2.27				f at .05 = 3.35		

The results in table 11 indicate that there was a significant difference ($F=5.69$) among the mean view scores of principals, teachers themselves and students about teachers' job performance on the factor subject mastery, the mean perception scores of teachers being the highest, and of students being the lowest.

Table 12: Significance of difference between mean teachers' performance scores on the factor of teaching methodology as perceived by the principals, their students and teachers themselves.

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	28.08	Between	455.96	227	18.44	<.01
Teachers (Themselves)	32.78					
Students	26.50	Within	333.59	12.36		
df=2.27					f at..05= 3.35	

The results in table 12 indicate that there was highly significant difference (F=18.44) among the mean view scores of principals, teachers themselves and students about teachers' job performance on the factor teaching methodology the mean perception scores of teachers being the highest, and of students being the lowest.

Table 13: Significance of difference between mean teachers' performance scores on the factor of personal characteristics as perceived by the principals, their students and teachers themselves.

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	26.41	Between	273.49	136.74	26.91	<.001
Teachers (Themselves)	34.80					
Students	25.08	Within	99362.35	3680.08		
df=2.27					f at..05= 3.35	

The results in table 13 indicate that there was highly significant difference (F=26.91) among the mean view scores of principals, teachers themselves and students about teachers' job performance on the factor personal characteristics, the mean perception scores of teachers being the highest, and of students being the lowest.

Table 14: The average rating of principals, teachers themselves and students mean on factor attitude toward students of teachers' performance.

	Mean	SD	SE mean	True Mean Population	Average Rating
Principals 1x120	25.67	7.41	0.86	23.98	3.42
Teachers 5x120	30.43	8.78	0.85	28.77	4.11
Students 10x120	24.09	6.95	0.76	22.60	3.23

The results of table 14 reflect average rating of the populations of principals 3.42, teachers themselves 4.11 and students 3.23, the average rating of the teachers was the highest whereas that of students was the lowest.

Table 15: The average rating of principals, teachers themselves and students mean on factor subject mastery of teachers' performance.

	Mean	SD	SE mean	True Mean Population	Average Rating
Principals 1x120	28.58	8.25	0.83	26.95	4.6
Teachers 5x120	33.56	9.69	0.90	31.80	4.5
Students 10x120	27.49	10.43	0.93	25.67	3.67

The results of table 15 reflect average rating of the populations of principals 4.6, teachers themselves 4.5 and students 3.67, the average rating of the teachers was the highest whereas that of students was the lowest.

Table 16: The average rating of principals, teachers themselves and students mean on factor teaching methodology of teachers' performance.

	Mean	SD	SE Mean	True Mean Population	Average Rating
Principals 1x120	28.08	8.10	0.68	26.75	3.82
Teachers 5x120	32.78	9.46	0.89	31.04	4.43
Students 10x120	26.50	7.64	0.80	24.13	3.56

The results of table 16 reflect average rating of the populations of principals 3.82, teachers themselves 4.43 and students 3.56, the average rating of the teachers was the highest whereas that of students was the lowest.

Table 17: The average rating of principals, teachers themselves and students mean on factor personal characteristics of teachers' performance.

	Mean	SD	SE Mean	True Mean Population	Average Rating
Principals 1x120	26.41	7.62	0.80	24.84	3.55
Teachers 5x120	31.80	9.18	0.87	30.93	4.42
Students 10x120	25.08	7.23	0.78	23.55	3.36

The results of table 17 reflect average rating of the populations of principals 3.55, teachers themselves 4.42, and students 3.36, the average rating of the teachers were the highest whereas that of students was the lowest.

The data of main study was analyzed through statistical techniques. Analysis of data is below.

Table 18: Mean and standard deviation of principals perception scores about teachers' performance on each factor.

Factors	No of Items	Mean	S.D
Attitude Toward students	07	27.65	2.52
Subject Mastery	07	28.93	2.64
Teaching Methodology	07	28.91	2.63
Personal Characteristics	07	28.55	2.61
Total	28	114.03	10.41

The results in table 18 indicate that total mean scores for teachers' job performance factors were (M=114.03, SD=10.41) that fall in the category of average job performance, there were high scores on factor subject mastery (M=28.93, SD=2.64), in factor teaching methodology were (M=28.91, SD=2.63), on factor personal characteristics were (M=28.55,SD=2.61), and were low scores on attitude toward students (M=27.65, SD=2.52).

Table 19: Mean and standard deviation of Teachers perception scores about teachers' performance on each factor.

Factors	No of items	Mean	S.D
Attitude toward students	07	32.99	3.01
Subject Mastery	07	33.39	3.05
Teaching Methodology	07	33.19	3.03
Personal Characteristics	07	33.09	3.02
Total	28	132.67	12.11

The results in table 19 indicate that total mean scores for teachers' job performance factors were (M=132.67, SD=12.11) that fall in the category of excellent job performance, there were high scores on factor subject mastery (M=33.39, SD=3.05), in factor teaching methodology were (M=33.19, SD=3.03), on factor personal characteristics were (M=33.09,SD=3.02) and then were low scores on attitude toward students (M=32.99, SD=3.01).

Table 20: Mean and standard deviation of Students perception scores about teachers' performance on each factor.

Factors	No of items	Mean	S.D
Attitude toward students	07	24.08	2.19
Subject Mastery	07	25.49	2.33
Teaching Methodology	07	24.88	2.27
Personal Characteristics	07	24.25	2.21
Total	28	98.69	9.09

The results in table 20 indicate that total mean scores for teachers' job performance factors were (M=989.69, SD=9.09) that fall in the category of average job performance, there were high scores on factor subject mastery (M=25.49, SD=2.33), in factor teaching methodology were (M=24.88, SD=2.27), on factor personal characteristics were (M=24.25,SD=2.21) and then were low scores on attitude toward students (M=24.08, SD=2.19).

Table 21: Significance of difference between mean teachers' performance scores on the factor of attitude toward students as perceived by the principals, their students and teachers themselves

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	27.65	Between	79388.2	39694.1		
Teachers (themselves)	32.99				1.30	<.10
Students	24.08	Within	822423.1	30460.11		
df=2.27					f at .05=3.35	

The results in table 21 indicate that there was non-significant difference (F=1.30) among the mean view scores of principals, teachers themselves and students about teachers' performance on the factor of attitude toward students, the mean perception scores of teachers being the highest, and those of students being the lowest.

Table 22: Significance of difference between mean teachers' performance scores on the factor of subject mastery as perceived by the principals, their students and teachers themselves

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	28.93	Between	94061.51	47030.75	2.34	<.10
Teachers (themselves)	33.39					
Students	25.49	Within	541954.99	20072.40		
df=2.27					f at..05=3.35	

The results in table 22 indicate that there was non-significant difference ($F=2.34$) among the mean view scores of principals, teachers themselves and students about teachers' performance on the factor of subject mastery, the mean perception scores of teachers being the highest, and those of students being the lowest.

Table 23: Significance of difference between mean teachers' performance scores on the factor of teaching methodology as perceived by the principals, their students and teachers themselves

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	28.91	Between	49765.82	24882.91	1.43	<.10
Teachers (themselves)	33.19					
Students	24.88	Within	471086.67	17447.65		
df=2.27					f at..05=3.35	

The results in table 23 indicate that there was non-significant difference ($F=1.43$) among the mean view scores of principals, teachers themselves and students about teachers' performance on the factor of teaching methodology, the mean perception scores of teachers being the highest, and those of students being the lowest.

Table 24: Significance of difference between mean teachers' performance scores on the factor of personal characteristics as perceived by the principals, their students and teachers themselves

	Mean	Source of variation	SS	MS	F	<i>p</i>
Principals	28.55	Between	24058816.95	12029408.48		
Teachers (themselves)	33.09				15.18	<.001
Students	24.25	Within	21394084.39	792373.50		
df=2.27				f at .05=3.35		

The results in table 24 indicate that there was a highly significant difference ($F=15.18$) among the mean view scores of principals, teachers themselves and students about teachers' performance on the factor of personal characteristics, the mean perception scores of teachers being the highest, and those of students being the lowest.

Table 25: The average rating principals, teachers themselves and students mean on factor attitude toward students of teachers' performance.

	Mean	SD	SE mean	True Mean Population	Average Rating
Principals 1x120	27.65	2.52	.02	27.62	3.95
Teachers 5x120	32.99	3.01	.03	32.94	4.71
Students 10x120	24.08	2.19	.02	24.04	3.43

The results of table 25 reflect average rating of the population of principals 3.95, teachers themselves 4.71 and students 3.43, the average rating of the teachers was the highest whereas that of students was the lowest.

Table 26: The average rating principals, teachers themselves and students mean on factor subject mastery of teachers' performance.

	Mean	SD	SE mean	True Mean Population	Average Rating
Principals 1x120	28.93	2.64	.02	28.89	4.16
Teachers 5x120	33.39	3.05	.03	33.33	4.76
Students 10x120	25.49	2.33	.02	25.45	3.64

The results of table 26 reflect average rating of the population of principals 4.13, teachers themselves 4.76 and students 3.64, the average rating of the teachers was the highest whereas that of students was the lowest.

Table 27: The average rating principals, teachers themselves and students mean on factor teaching methodology students of teachers' performance.

	Mean	SD	SE mean	True Mean Population	Average Rating
Principals 1x120	28.91	2.36	.02	28.87	4.12
Teachers 5x120	33.19	3.03	.03	33.13	4.73
Students 10x120	24.88	2.27	.02	24.84	3.55

The results of table 27 reflect average rating of the population of principals 4.12, teachers themselves 4.73 and students 3.55 the average rating of the teachers was the highest whereas that of students was the lowest.

Table 28: The average rating principals, teachers themselves and students mean on factor personal characteristics of teachers' performance.

	Mean	SD	SE mean	True Mean Population	Average Rating
Principals 1x120	28.55	2.61	.02	28.51	4.07
Teachers 5x120	33.09	3.02	.03	33.03	4.72
Students 10x120	24.25	2.21	.02	24.21	3.46

The results of table 28 reflect average rating of the population of principals 4.07, teachers themselves 4.72 and students 3.46 the average rating of the teachers was the highest whereas that of students was the lowest.

DISCUSSION

The initial of the study consisted of the development and adaptation of the instrument to be used in the main study for evaluation of teachers' job performance. The reliability and validity of the instrument was also determined. The rating of teachers by students was the most commonly used technique because the students were in unique position to judge teaching on such factors as attitude toward students, subject mastery teaching methodology and personal characteristics. The recognition of students ratings of their teachers' job performance has short history but has enormous vitality and strength (McKeachie, 1997).

Aleamoni, (1981), supports the students ratings of teachers' performance as students were the main source of information about learning and classroom environment including teachers ability, competency and communication skills. The teachers' job performance questionnaires were designed to evaluate teachers' job performance at their work places. The questionnaires helped to probe into the factors affecting the performance of teachers on the four dimensions. If the gaps among these factors were removed it would be helpful to improve the quality and effectiveness of teaching.

The instrument was developed through a standardized procedure. First of all the researcher selected the instrument items from the resource guide of Kim and Richard (1991). Afterwords, the empirical evaluation showed that these questionnaires were reliable and consistent. The four factor design was adopted by the researcher, like previous studies conducted by Jahangir (1998) and Riaz (2000). However the factors investigated in the present study were partially different from their studies.

Swartz *et al.*, (1990) judged the teachers' performance on five teaching functions: instructional presentations, instructional monitoring, instructional feedback,

management of instructional time and management of students' behavior. The sample for the present study consisted of 218 teachers, each with at three years teaching experience. A final sample of 171 teachers ratings were used to conduct the factor analysis. The reliability consistency was found to be from .77 to .91. The results of this exploratory factor analysis indicated that the teaching performance appraisal instrument measures to dusting but interrelated dimensions of teaching: instructional presentation and management of students behaviour. The pattern of correlations among the teaching practices and the factors indicated that the number of teaching practices that need to be observed and rated to describe a teacher's performance could be reduced by concentrating on those teaching practices most highly correlated with the teaching factors.

Ferris *et al.*, (1988) identified teachers' job performance on seven performance dimensions. These were preparation and planning, effectiveness in presenting subject matter, poise, relations with students, self-improvement, relations with other staff and relations with parents & community. The sample for the present study consisted of 157 public school teacher from three school districts of a major metropolitan center of the Midwestern United States. Approximately two-thirds of the sample was female and the average age of the group was 37 years. Each teacher was rated on five point likert-type scale by their respective principal on seven performance dimensions as describe above. The reliability estimate (coefficient alpha) for this performance dimension was .91. In conclusion the results of the present study suggest that factor found to be predictive of absenteeism in prior research utilizing different occupational groups seem to extend to the explanation of absences in at least one professional occupation teacher.

Jahangir (1988) evaluates teachers' performance on a rating scale pertaining to the four broad categories of teaching behavior: intellect, personality, teaching techniques

and interaction with students. The main aim of the present research was to study the characteristics teachers serving at post graduate level. The entire valuation is based on students judgment regarding the overall performance of their teacher. The data reveals that in general the students perceived their teachers positively. The sample consisted of 70 post graduate students of Peshawar University who were randomly selected. The scale consisted of 20 items each of which was valued on five point scale. The major aim of the present study was to see how the students of the Peshawar University perceived and evaluated their teachers. Results indicate that the mean of the teacher was 67.71 which presented a favourable view about the representative teachers. The results further revealed that the consulting students had judge the personality and intellect of their teachers in a favourable manner. It would one of the possible reasons for satisfactory teacher student interaction.

Riaz (2000) measured teachers' performance on such factors teaching competence demonstrated, motivational skills, teachers' attitude toward students and fairness in grading. The total number of students who participated in the present evaluation of university teachers was 2038 (men and women). These students were enrolled in MA previous and final year classes in 19 postgraduate department of humanities and science faculties of Peshawar University. The number of teachers who were evaluated by this sample was 144 construct validity was determined by factor analysis and item total techniques. Internal consistency of instrument estimated on alpha coefficient was .95. The scale likert-type consisting of 25 items was used. It was concluded that Peshawar University teachers' rating scale is a uni-dimensional test that can be used by the teacher themselves in order to identify provide valuable information to the teacher concerned for the improvement of teaching quality.

Rana and Begum (1978) conducted a study to identify the teachers'

competencies. They administered the questionnaires to 104 parents through their daughters. The competencies of teachers desired by the parents are; clear voice, neat and clean, and cheerful personality, cordial relationship with parents and love for teaching profession.

Perveen and Qadri (1982) identified desirable teaching competencies through a survey study on the basis of responses of 99 secondary school teachers. They found that the desirable teaching competencies of secondary school teachers are; appropriate culmination of the lesson. Keeping students actively engaged, explaining lesson with examples and diagrams, repeating and summarizing the lesson.

Qadri, *et al.* (1983) arranged a study on desirable qualities in ideal secondary school teachers. They administered their questionnaires to 55 principals of secondary schools. The desirable qualities of teachers identified by them are; life long quest of knowledge, cordial relations with colleagues, proud of their profession, cheerful, interest in the welfare of his students, fair in dealing, honest, resourceful, and sympathetic to students.

Iqbal (1986) conducted a study and distributed questionnaires to 150 teachers and 50 principals of the institutions to identify the teachers' personal and professional competencies, He found that the desirable teachers' competencies are; honesty, punctuality, hardworking, aware of national history, confident, simple, serious, cheerful, straight-forward, teaches according to syllabus, using AV aids, aware of students' deficiencies, cordial relationships with parents and informs the parents about the performance of their children.

In the light of above mentioned studies, the pattern adopted by Jahangir (1988) and Riaz (2000) was selected by researcher, choosing four factors attitude toward students, subject mastery, teaching methodology and personal characteristics for the

study, further were also accepted these four factors of teachers' job performance by the advisor and two members of the research committee.

The instrument was easy in administration and scoring procedure, it could be used in the institutions of the region to evaluate the teachers' job performance. Wherever Urdu language was an easy mean of communication, thus the English instrument was translated into Urdu version.

The second part of the study comprised of pilot study. The main objective of pilot study was pre-testing of questionnaires on a small sample. The sample consisted of 12 principals, 60 teachers and 120 students. The data of pilot study was analyzed on main study statistic designs. The statistic techniques adopted were mean, standard deviation, analysis of variance (ANOVA) and the average rating.

The results of pilot study showed that factor subject mastery was at the top level, if we probed into the surrounding educational atmosphere spreading in Pakistan, it might be observed that the teachers could brought changes in the society through educational awareness. As a member of society he could not keep himself aloof from the material orientation. The environment of the workplace was one of the factors that influenced the performance of teachers under factor subject mastery deeply. If environment of workplace was not suitable in lieu of facilities, the mastery benefits would be decreased. The graph of subject mastery of the teachers tends to increase if suitable facilities and atmosphere were available. Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan, implement, and revise instructions. Technology proficiency is the important dimension of teachers' competence (Siddiqui, 2004).

The factor of subject mastery was present at the first position. Thorough understanding of the subject requires a depth study of all aspects of the subject from a variety of perspectives, to think of ideas and information, to enrich classroom situation,

of various ways of presenting and explaining material to students and show students how various concepts and facts throughout the course relate to each other.

The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation. General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance (Nayak and Rao, 2002).

Generally, the teachers depend upon the curriculum planned by an external agency, instructional plans and materials used by their own teachers and on doing well in the external examinations. They should not forget the importance of the teachers efforts in the curriculum research and development. The teachers should always involve them in the process of learning. Thus the teachers must always attempt to best utilize their knowledge and understanding of the subject to design a teaching plan that meets the needs and interests of the students. It is called comprehensive curriculum development method. The following steps are involved in this method.

The teacher should select such course which he has been teaching for several years so that he could enrich and update his understanding of the subject. Those who are not experienced, they may select the course which is of more interest to them to in still confidence in and control over teaching plan and activities. If the teachers follow this step the students quickly sense how prepared and enthusiastic the teacher is in his course. The teacher should first divide himself the course into major elements by breaking them into major divisions so the division of the course starts with the teacher's current understanding of the course.

The teacher should locate and review materials that cover the subject to find out what experts in the field think about major divisions in the course. The materials which are to be consulted may be Text books, course outlines from reputed teachers, state curriculum and guidelines, books on the subject, discussion with the experts. In this step, the teacher should take care of the quality of the material rather than quantity. The new teachers will have to do considerable work and make considerable efforts because they are neither conversant so much with the course and not with the sources of the material.

The experienced teachers should utilize their opportunity to keep them up-to-date with research and trends in the subject mastery (Cole and Lorna, 1992).

The factor of teaching methodology was reported to be in the second position. The teachers need to give full attention towards the teaching methods by showing integrity in presenting materials, by using everyday examples AV aids etc. There are four categories into which methods of teaching can be divided. They are teacher-directed methods, student-directed methods, inter-active methods and problem-solving method. The explaining skills enhance the quality of educational process that obviously increases performance of teachers.

The factor personal characteristics stood on third position. The teacher was a copy model for learners. For the betterment of learners the teacher would be presented himself as role model of personal characteristics. There are many personal characteristics adopt the teachers present a confident in the classroom atmosphere. From them one is to present a confident role image and develop a relaxed style of communication in the classroom. Students respond well to teachers who smile readily and demonstrate ease and assurance in interpersonal communication. Admittedly, it is sometimes difficult for teachers to project an image of confidence and adopt a relaxed

style of communication if the topic is difficult. In such situations nervousness can often be overcome by demonstrating special enthusiasm for the subject matter being taught.

The second personal characteristics of the teacher is to talk the students in a language they understand. Students appreciate teachers who use ordinary language and avoid technical jargon. Teacher should use appropriate verbal, diagrammatic or symbolic forms, as demanded by the subject discipline, in ways that are familiar to their classes. Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood. They avoid the use of technical language, except when it is absolutely necessary to do. When technical language, except when it is absolutely necessary to do so. When technical terms are used they should be introduced systematically and a teacher should always ensure that new and unfamiliar terms are clearly explained (Roy, 2001)

Speaking clearly is a special personal characteristics of the teachers and for this action they vary the tone, pitch and inflexion of the voice when communicating in class. Students respond well to teachers who speak clearly and emphasize the mood and meaning of messages. Teachers should learn voice projection skills and vary the pace, volume and tone depending on the demands of the situation.

The fourth factor attitude toward students was found to be lowest on the fourth position among the four factors. The enhancement of positive professional attitudes not only promotes the teacher's efficiency, but also helps in making the schools attractive for students and teachers. Pakistan needs trained and professionally sound teachers and a lot responsibility falls on the teachers training institutions in this connection. These institutions should take painstaking efforts to equip the students-teachers not only with the teaching skills, but also try to promote the positive professional attitudes (AIOU, 2003).

Teacher may also at times wish for social distance from the complex, tangled, and sometimes destructive lives of their students, but they cannot both teach well and ignore the many dimensions of the lives of their students. Teaching well requires as broad and deep an understanding of the learner as possible, a concern for how what is taught relates to the life experience of the learner, and a willingness to engage the learner in the context of the learner's own intentions, interests and desires (Goodlad *et al.*, 1990).

Rao and Reddy (1992) explain that a change of attitude will not be achieved by preaching, but by showing that a need exists for certain information that can be obtained by testing and above all by practicing this in our own courses. The existing attitudes of our students are almost certainly coloured by their own experiences as takers of tests. This common experience and their existing attitudes seems to be the logical starting-point if teacher accept the proposition that the development of appropriate attitude is important.

The null hypothesis that was attitude toward students, subject mastery, teaching methodology and personal characteristics equally affect teachers' performance was approved false as the above results showed that subject mastery was at the top level and attitude toward students was at the bottom level, the factors teaching methodology and personal characteristics were at the intermediary level. All that approved that the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics differentially affect teachers' performance. The results computed by analysis of variance (ANOVA) showed that the four factors attitude toward students, subject mastery, teaching methodology and personal characteristics have overall significant and non-significant differences. The three factors attitude students, subject mastery and teaching methodology have non-significant differences but the fourth factor

personal characteristics has significant difference. The average rating results showed somewhat relationship among the four factors of teachers' job performance.

From the results of pilot study researcher assumed that the selected questionnaires were enough reliable and valid to conduct the main study process. Part III consist of the main study. The study was carried out in the 90 higher secondary schools and 30 Inter colleges of Punjab. A sample of 120 principals, 600 teachers and 1200 students were selected. The criteria of selection was based upon a series. The 600 teachers and 1200 students sample was selected from 120 institutions working under 120 principals. The 1200 selected students were the students of these selected 600 teachers working under their 120 principals. The three questionnaires as described in pilot study comprised of 28 items on five point rating scale, pertaining to four factors as attitude toward the students, subject mastery, teaching methodology and personal characteristics each factor was divided under seven items. The response category were never, (☹️) sometimes, (☹️☹️) often (👉) mostly (👉👉) and always (👉👉👉). The scores assigned to these categories range from one to five. The cut off scores for the scales were determined on the basis of percentile ranks analysis. The score 65 and below was determined as the indicative of poor teachers' job performance, 75 and above as excellent teachers' job performance and score ranging from 66 to 74 as indicative of good teachers' job performance.

The data for the main study was collected from 90 higher secondary schools and 30 inter colleges of Punjab. The data was individually collected from three independent samples, principals, teachers and students were approached at their schools and colleges. The students were asked to rate their teachers by ensuring them not to write their names or class etc, only write their institutional names, their information would be kept

confidential and their identities would not be disclosed. Each selected teacher was evaluated by two relevant students independently. After this the data was arranged, tabulated and analyzed statistically by using mean, standard deviation, analysis of variance (ANOVA) and average rating techniques.

The results of main study showed that the factor subject mastery was at the top level and the attitude toward the students was at the bottom level. The results computed by analysis of variance (ANOVA) showed that these four factors attitude toward students, subject mastery, teaching methodology and personal characteristics have over all significant and non-significant differences. The three factors of attitude toward students, subject mastery and teaching methodology have non-significant differences, but the fourth factor personal characteristics have significant difference. The average rating results showed somewhat relationship among the four factors of teachers' job performance.

The views of students selected in sample demonstrated that their teachers presented the subject matter of the lessons with keen interest but their attention toward the students in the class environment was poor. Thus the teachers should divert full attention toward the students to make teaching learning process adequate.

5.1 CONCLUSIONS

The conclusions of the study were as follows:

1. The factor of subject mastery was at the highest level or at the first position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the principals, teachers themselves and students.
2. The factor of teaching methodology was at the second position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the principals, teachers themselves and students.
3. The factor of personal characteristics was at the third position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the principals, teachers themselves and students.
4. The factor of attitude toward students was at lowest level or at fourth position among the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance as perceived by the principals, teachers themselves and students.
5. The average rating of teachers was the highest on four factors namely the attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance.
6. The average rating of principals was at intermediary level on four factors, namely the attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance.

7. The average rating of students was the lowest level on four factors, namely the attitude toward students, subject mastery, teaching methodology and personal characteristics of teachers' job performance.
8. There was no difference among the views of principals, teachers themselves and students about teachers' performance on factor attitude toward students. The opinion of teachers themselves was the highest and those of students being the lowest.
9. There was non-significant difference among the mean view scores of principals, teachers themselves and students about teachers' performance on factor subject mastery. The mean perception scores of teachers being the highest and those of students being the lowest.
10. There was non-significant difference among the mean view scores of principals, teachers themselves and students about teachers' performance on factor teaching methodology. The mean perception scores of teachers being the highest and those of students being the lowest.
11. There was highly significant difference among the mean view scores of principals, teachers themselves and students about teachers' performance on factor personal characteristics. However the mean views of principals, teachers themselves and students were found different on the factor of teachers' personal characteristics.

5.2 RECOMMENDATIONS

On the basis of analysis of the study, following recommendations were made:

1. Though the factor of teachers' job performance was found on the highest level in the present study, teachers should continue their attention and improve their command on the content through self study and by attending in service refresher courses.
2. The attitude toward students, the fourth factor of teachers' job performance as analyzed in the study, was perceived to be add the lowest. So teachers need to improve their attention toward the students, in order to improve their performance.
3. The present research also suggests teachers to improve their teaching methodology by consulting internet media, new informatory literature to bring innovation in their teaching methodology.
4. The factor of personal characteristics of teachers' job performance was given the third position among the four factors, thus teachers should give specific attention toward this factor by improving their personality characteristics such as use of ordinary language, removal of potential blocks to communication, use of key vocabulary, use of different channels of communication to facilitate the students and also speak clearly and vary the tone pitch and voice inflection while teaching in the classroom.
5. In the light of above conclusions, it can be the suggested that if teachers improve their performance on these factors as attitude toward students, subject mastery, teaching methodology and personal characteristics, a significant improvement can be made in teachers' job performance.

6. Due to few research studies conducted in Pakistan, there is a need to conduct more studies in this area in the future. The present study was conducted in the province of Punjab, the future researchers may expand it to other provinces of the country in order to measure the factors affecting the teachers' job performance at national level.
7. The present study was delimited to four factors attitude toward students, subject mastery, teaching methodology and personal characteristics only whereas the literature indicated a number of other factors such as aptitude, attitude, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting, subject matters, relations with other staff, self improvement, relations with parents and community, poise, intellect, teaching techniques, interaction with students, teaching competence demonstrated, motivational skills and fairness in grading etc.

SUMMARY

The intension of this study was to improve the job performance of teachers by measuring factors affecting the performance of teachers at higher secondary level. The main objectives of the conducting study were (a) to measure and summarize the perceptions of principals, teachers themselves and students about the factors that influence teachers' performance, (b) to compare teachers' performance on each factor in the light of perceptions of principals, teachers themselves and students, (c) to determine the rating of principals, teachers themselves and their students on each factor of teacher, (d) to discover the level of presence of each factor on teachers' job performance in the light of perceptions of principals, teachers themselves and students.

The study was conducted at Punjab level in higher secondary schools and inter colleges, the population of the proposed research was all the principals, the teachers and students of higher secondary classes in higher secondary schools and intermediate colleges in Punjab. The annual survey of educational institutions by the Bureau of Statistics of the Punjab Lahore for the academic year 2003-2004 during the month of April 2004, describes the strength of the higher secondary schools as 337 and the intermediate colleges the 59. The sample of the study was consisted on 120 principals, 600 teachers and 1200 students of these teachers from higher secondary schools and 30 intermediate colleges 45 male and 45 female higher secondary schools were randomly selected and similarly from the intermediate colleges, 15 male and 15 female colleges were randomly selected. Furthermore from each institution, the five teachers and 10 students in addition to principal were randomly selected making total sample of 1920 which consisted on 120 principals, 600 teachers and 1200 students. Thus two stages cluster sampling procedure was adapted for selecting the sample.

The research instrument was converted into three types of questionnaires one for principals, second for teachers and third for students, to investigate the factors affecting the job performance of teachers. Three types of questionnaires were distributed to elicit data from principals, the teachers and students separately the items in the questionnaires were closed ended, equal and 28 in counting. The questionnaires items were selected from the resource guide of Kim, (1991). For better understanding, Urdu translation of the English instrument was done, and back translation technique was also adapted, to improve the Urdu and English versions. The items in the questionnaires meant for principals, teachers and students were about the four factors as attitude toward students, subject mastery, teaching methodology and personal characteristics which affect the teachers' job performance. All the three questionnaires were based upon five point rating scale. To check validity and reliability of instrument the statistical techniques as Cronbach's alpha coefficient, split half reliability, item total correlations and inter scale correlations were carried out. After that process the pilot study or pre-testing of questionnaires was carried out on small sample, selecting 12 principals, 60 teachers and 120 students from the higher secondary schools and inter colleges of Gujranwala and Shiekhupura districts. The distribution of sample was consisted on four male and four female higher secondary schools and two male and two female intermediate colleges located in Gujranwala and Sheikhpura districts. The data was analyzed and interpreted by applying mean, standard deviation, average rating, analysis of variance (ANOVA) like statistical techniques.

The same process and design like pilot study was regenerated for the main study sample as discussed above was conducted in the higher secondary schools and inter colleges in the Punjab and the same statistical techniques mean, standard deviation, average rating and ANOVA were applied and the results were calculated. The results

reflected that factor subject mastery was on the highest level and the attitude toward students on the lowest level. The rating of teachers were at highest point and the students at lowest point, but the average rating perceptions of students seemed standing on reality basis.

LITERATURE CITED

- Arif, H. M. 2003. Human Development and Learning. Majeed Book Depot Lahore, Pakistan. PP.107-190.
- Aleamoni, L.M. 1981. Student Evaluation of Teacher Performance. Retrieved on 15 July 2003 from <http://ericae.net/edo/ED289887.htm>.
- Abrami, P.C., S.D'Appllonia and P.A. Cohen. 1990. Validity of student ratings of instructions: What we know and what we do not. *Journal of Educational Psychology*, 82:219-231.
- Adams, A. and T Witold. 1995. *The Crisis in Teacher Education*. Routledge, Falmer Publishers London. p p. 141-143.
- Ahmed, J. 2000. Education. Army Education Directorate, G.H.Q and Ministry of Education of Pakistan Islamabad, Pakistan. P.150.
- Anderson, L. W. 1991. *Increasing Teachers Effectiveness*. UNESCO, Paris. p.19
- A.I.O.U, 2003. *Pakistan Journal of Education*. (vol. 20). Research and Evaluation Centre. A.I.O.U Islamabad, Pakistan. p.142.
- Airasian, P. W. 1994. *Classroom Assessment*. McGraw-Hill, Inc, New York.PP.77-157.
- APEID. 1988. *Reform in Teacher Education Alternative Structures and Strategies*. Chung Cheong Book Depu Republic of Korea. pp-36-37.
- Arthur, M.G. Christopher and B. Nancy. 2003. *Classroom Management*. Thomson Nelson Australia Pty Ltd. CAN Australia. p.210.
- Avalos, B. 1991. *Approaches to Teacher Education* (vol. 02) Commonwealth Secretariat London. p.25 .
- Bhatia, K. and B. D. Bhatia. 1959. *The Principles and Methods of Teaching*. Doaba House, New Delhi, India.PP.97-196.
- Ball, J. S. and F.G. Ivor. 1985. *Teachers Lives and Careers*. Falmer Press, U.S.A. p.74.

- Bell, B. and G. John, 1996. *Teacher Development*. Routledge Falmer Press London. p.60.
- Bernard, H. W.1972. *Psychology of Learning and Teaching*. McGraw Inc, U.S.A. p.280.
- Boles, K., and V. Troven. 1996. *Teacher Leaders and Power. Achieving School Reform from the Classroom*. In G. Miller and M. Katzenmeyer (Eds, *Every Teacher as a Leader, New Directions for School Leadership, No.1*. San Francisco, CA: Jossey-Bass, California, America. pp.41-62.
- Boreman, T., and S.J. Motowidlo. 1993. Evidence that Task Performance should be Distinguished from Contextual performance. *Journal of Applied Psychology*, 79(4),475-480.
- Campbell, J.P. 1990. *Annual Reviews of Psychology: Performance Evaluation in Work Setting*. Retrieved on 8th February, 2003 from www.findarticles.com/of_o/m0961-v49/21036265/html.
- Campbell, J.P., McCloy, R.A., and Oppler, S.H. (1993). *A Theory of Performance*. N. Schmitt and W.C. Borman, *Personnel selection in organizations*. San Francisco: Jossey-Bass, U.S.A.
- Cascio, W.F. 1995. Whither Industrial and Organizational Psychology in a Changing World of Work. *American Psychologist*, 50(11), 928-939.
- Chandra Ramesh. 2003. *Technology in the Preparation of Teachers* published by Isha Books. New Delhi. India. p –17
- Cheng, Y.C., and K.T. Tsui. 1996. Total Teacher Effectiveness: New Conception and Improvement. *International Journal of Educational Management*, 10(6): 7-17.
- Child, D. 2004. *Psychology and the Teacher (7th ed)*. Continuum Midas International Ltd China pp. 316-319.

- Callahan, S. G. 1966. *Successful Teaching in Secondary Schools*. Foresman and Company, Atlanta.pp.111-313.
- Chouhan, S. S. 1984. *Advanced Educational Psychology*. Vikas Publishing House Pvt. Ltd. New Delhi, India. pp 09, 288-323, 345.
- Challanhan, S.G. 1987. *Successful Teaching in Secondary Schools*. Eurasia Publishing House, New Delhi, India. pp317-318.
- Cowie A.P. 1989. *Oxford Advanced Learner's Dictionary* 4th ed. Oxford University Press. England p.385.
- Cole, P. G. and K.S.C Lorna. 1992. *Teaching Principals and Practice* (2nd ed.), Nelson Australian (Pvt.) Ltd. CAN, Australia.pp.51-361.
- Dasgupta. D.N. 2004. *Principles and Practice of Educational Programming*. Pointer Publishers Jaipur, India. p-154.
- Dilworth, E. M. 1991.*Diversity in Teacher Education: New Expectations*. Jossey-Bass Publishers, San Francisco. U.S.A. .pp 29-33.
- Dickman, F., and W.G. Emener. 1992. *Employ assistance programmes: Basic concepts, attributes, and an evaluation*. *Personal Administrator*, 27(8), 55-62.
- Dunkin Michel J.(ed.) 1987. *The International Encyclopedia of Teaching and Teacher Education*. Published by Pergamon Press. New York. p.685.
- Duke, L. D. and K. J. Rehage. 1979. *Classroom Management*. The University of Chicago Press, Chicago.PP.49-66.
- Eby, J. W. 1992. *Reflective Planning: Teaching and Evaluation for the Elementary School*, Merrill Press, New York, USA. P.102.
- Education Commission Advisory Committee. 1992. *Education Commission Report No.5*. *Educational Research Journal*, 27,279-300.

- Farooq, R.A. 1994. Education System in Pakistan. Asia Society for Promotion of Innovation and Reform in Education Islamabad, Pakistan. P.7.
- Ferris, G.R., Bergin, T.G., and S. Wayne. 1988. Personal Characteristics, Job Performance and Absenteeism of Public School Teachers. *Journal of Applied Social Psychology*, 18(7): 552-563.
- Farris, G. P. 1996. Teaching: Bearing the Torch. Brown and Benchmark, London, UK. PP.218-243.
- Fimian, M.J. 1984. The development of an instrument to measure occupational stress in Teachers: The teacher stress inventory *Journal of occupational psychology*. 57, 6 277-293.
- Forstyth, D.R., and J.H. Mcmillan. 1982. Reactions to educational outcomes: Some effective and attribution correlates. Paper presented at the annual meeting of American Psychological Association, Washington D.C.
- Frandsen, A.N. 1961. Educational Psychology. McGraw Hill Inc. New York.32.
- Goodlad, I. J., R. Soder and K. A. Sirotnik.. 1990. The Moral Dimensions of Teaching, Jossey-Bass Publishers, Oxford, London.pp.133-137.
- Government of Pakistan. 1959. Report of the Commission on National Education. Ministry of Education, Karachi, Pakistan.pp.23,123-133.
- Government of Pakistan. 1970. The New Education Policy. Ministry of Education and Scientific Research Islamabad, Pakistan. p.19.
- Government of Pakistan. 1972. Education Policy 1972-80. Ministry of Education Islamabad, Pakistan. pp.42-21.
- Government of Pakistan. 1979. Education Policy 1979. Ministry of Education Islamabad, Pakistan. p.23.

- Government of Pakistan. 1996. Report of the Seminar on Quality Education at the Secondary Level. Ministry of Education Islamabad, Pakistan. p.25
- Government of Punjab. 1987 Directory of Higher Secondary Schools in Punjab. Bureau of Statistics, Lahore. Pakistan. pp.1-4.
- Government of Punjab. 2004. Directory of Higher Secondary Schools in Punjab. Bureau of Statistics, Lahore. Pakistan. pp.2-7.
- Government of Pakistan, 1992. National Education Conference, 1992. Ministry of Education Islamabad, Pakistan p79.
- Government of Pakistan. 1998. National Education Policy 1998-2010. Ministry of Education Islamabad, Pakistan..p.47.
- Government of Pakistan. 2001. Education Sector Reforms. of Pakistan Ministry of Education Islamabad, Pakistan. p-35.
- Groundwater-Smith, S. and R.L. Cornu. 2002. Teaching 'Challenging and Dilemmas', (2nd ed.) McPhersons Printing group, Australia .pp.156-157.
- Glasser, W.D.M. 1993. The Quality School Teacher. Harper Collins Publisher INC, New York, USA. Pp.15-16.
- Gilchrist, S. R., W. H. Dutton and W. L. Wrinkle. 1985. Secondary Education for American Democracy. Rinehart and Company Inc, New York, USA.PP.94-316.
- Gutkin, F. and A. Reyndds. 1990. Starting Teaching. Coon Helm Ltd. London. UK. p.1.
- Herzberg, F. 1966. Work and the Nature of Man.Thomas Y. Crowell Publishers, New York. P.5.
- Haertel, E.H. 1991. New Forms of Teacher Assessment. Review of Research in Education. (vol. 17) Washington, D.C. American Educational Research Association. pp.3-29.

- Hanson, E. M. 1995. Educational Administration and Organizational Behavior 2nded. Allyn and Bacon Inc. London. pp. 226-250.
- Harrywong. 2007. Classroom Discipline. Retrieved on 2ndJanuary, 2007 from <http://www.Harrywong.com/product>.
- Honey Ford, R. 1982. Starting Teaching. Coon Helm Ltd, London,UK. pp.142.
- Iqbal, M. 1986. Misali Ustad Sadar Mualeen Aur Mualmeen Ki Nazar Main (Unpublished) Master Thesis. Institute of Education and Research, Lahore, Pakistan. P.69.
- Iqbal, M. Z. 1996. Teachers Training, Institute of Policy Studies Islamabad, Pakistan. p.09.
- Jahangir, F.S. 1988. Student Evaluation of Their Teachers' Performance. Pakistan Psychological Studies, 6,27-30.
- Khalid, T. 1983. Education National Book Foundation Islamabad, Pakistan. p.13.
- Kim, E.C. and D.K. Richard. 1991. A Resource Guide for Secondary School Teaching. Published by Macmillan publishing company, New York. pp.435-438.
- Kreitner, R. 1995. Management. Houghton Mifflin Company. U.S.A. p.1.
- Kumar, Y. 2005. Teacher Education. A. P.H Publishing Corporation New Delhi. India. pp. 98-99, 104,230
- Kundu, C.L and D.N. Tutoo. 1985. Educational Psychology. Sterling Publishers Pvt. Ltd. New Delhi. India. p. 364.
- Laslett R. and C. Smith. 1984. Effective Classroom Management: A Teacher's Guide, Croon Helm Ltd, London, UK. PP.1-10.
- Losen, S. M. and Best D. 1978. Parent Confernces in the School. Allyn published and Bacon Ince, London. pp. 268-269.

- Mamidi, M. R. and S. Ravishankar 1986. Curriculum Development and Educational Technology. Sterling Publishers New Delhi, India. P.380.
- Marsh, H.W. 1987. Students' evaluation of University Teaching: Research findings, methodological issues, and directions for future research. International Journal of Educational Research, 11,253-388.
- McKeachie, W.J. 1997. Student ratings: The Validity of Use. American Psychologist. 52(11), 1218-1225.
- Medley, D.M. 1982. Teacher Effectiveness. Encyclopedia of Educational Research (5thed). Free Press New York, USA. pp.1894-1903.
- Medley, D.M., and Shannon, D.M. 1994. Teacher Evaluation. In T.Husen and T.N. Postlethwaite (Eds.), The International encyclopedia of education Oxford (2ndEd) Pergamon. (Vol.10). pp.6015-6020.
- Merrill, Charles C.E. 1986. An Introduction to Education In American Society. Eugene F. Provenzo Company., London. UK. pp. 34-37.
- Mirza, M. S., A. Hameed and H. M. Iqbal. 1995. Teacher Competency. The Curriculum and Student Achievement, (vol.1). Institute of Education and Research, University of the Punjab, Lahore, Pakistan. P.12.
- Moss, P.A. 1994. Can there be validity without reliability? Educational Research, 23(2), 5-12.
- Motowidlo, S.J., Packard, J.S., and Manning, M.R. 1986. Occupational stress: its causes and consequences for Job performance. Journal of Applied Psychology, 71,618-629.
- Murphy, J. 1995. Changing Role of the Teacher. Educating Teachers for Leadership and Change, Teacher Education Year book III. Thousand Oak, CA: Corwin Press, California, U.S.A. pp.311-323.

- Nayyar, M.R. 1994. Some correlates of work performance perceived by first line supervisor: A study. *Management and Labour Studies*. 19(1), 50-54.
- Nayak, A.K. and V.K. Rao. 2002. *Classroom Teaching. Methods and Practices* A.P.H. Publishing Corporation New Delhi. India.p.119.
- North Carolina State University Handbook for Advising and Teaching. 1994 Retrieved on March 23, 2003. from <http://www2.nesu.edu/nesu/provost/info/hat/current/ch10/0105.html>.
- Oser, K. F., A. Dick and J. L. Patry. 1992. *Effective and Responsible Teaching*. Jossey-Bass Publishers, San Francisco. PP.31-45.
- Panda, U.N.1988. *School Management*. Asia Publishing House New Delhi, India. p.26.
- Panda, B.N and R.C. Mohanty. 2003. *How to Become a Competent Teacher*. New Delhi, India. pp.1-25.
- Parsons, R.D., S.L., Hinson and D.S. Brown. (2001). *Educational Psychology (A Practitioner Researcher Model of Teaching)*. West Chester University, Wadsworth, Canada, pp.02-05.
- Perveen, S. and Y. Qadri. 1982. *Sanvi Madaras Main Asatiza Ki Tadreesi Muhartaun Ka Taeyan* (Unpublished) Master Thesis. Institute of Education and Research, Lahore, Pakistan. p.76.
- Pervaiz, K.T. Nasira N and Yaminuddin. 1994. *Education*. Majeed Book Depot, Lahore, Pakistan.pp.5-6.
- Perry, R.P. 1990. Introduction to the Special Section. *Journal of Educational Psychology*, 82: 183-188.
- Peterson Kenneth, D. 2006 *Effective Teacher Evaluation*. Corwin press California. pp. 17-19.

- Proctor, A., M. Entwistle, B. Gudge and S. M. Murdoch. 1995. Learning to Teach in the Primary Classroom. New Fetter Lane, London, UK. P.75.
- Powell M. and Jonathan S. 1990. Teachers in Control. Routledge Publishing Company U.S.A. p.24
- Qadri, I. M., A. Bilal and B. A. Hidyat. 1983. A Study of Desirable Qualities in an Ideal Secondary School Teacher (Unpublished Master Thesis). Institute of Education and Research University of Punjab, Lahore, Pakistan. p.82.
- Rana, A. and B. Begum. 1978. Sanvi Madras Key Asatiza Ki Zumidarian (Unpublished) Master Thesis. Institute of Education and Research University of Punjab, Lahore, Pakistan..p.88.
- Rao, V. K. and R.S. Reddy.1992. Teacher and Teaching Techniques. Common Wealth Publishers, New Delhi. India. pp.80-84.
- Rao, V.K. 2001. Teacher Education. A.P.H. Publishing Corporation New Delhi. India.pp. 64-65.
- Reddy, R.J. 2004. Methods of Teaching. APH Publishing Corporation New Delhi, India.pp.10-13.
- Reimers, E. V. 2003. Teachers Professional Development an International Review of the Literature. International Institute for Educational Planning UNESCO. Paris, 2003.p-119.
- Remmers, H.H. 1928. The Relationship Between Students' Marks and Students' Attitudes Toward Instructors School and Society, 28: 759-760.
- Remmers, H.H., and Wykoff, G.S. 1929. Student Ratings of College Teaching: A Reply. School and Society, 30,232-234.

- Riaz, M.N. 2000 Student Evaluation of University Teaching Quality: Analysis of a Teacher's Rating Scale for a Sample of University Students. *Pakistan Journal of Psychological Research*. 15(3-4): 107-117.
- Robbins, T.L, and DeNisi, A.S. 1994. A closer look at interpersonal affects as a distinct influence on cognitive processing in performance appraisal. *Journal of Applied Psychology*. 79(3): 341-353.
- Rogers, Bill. 2006. *Classroom Behaviour* Paul Chapman London. pp.110 –111.
- Roy Namita, 2001. *Management in Education*. A.P.H Publishing Corporation New Delhi, India. pp. 184, 203.
- Russell, T., and Munby, H. 1992. *Frames of reflection: An introduction in Teachers and Teaching: From Classroom to Reflection* The Falmer Press..London UK. The Falmer Press.
- Sadker, P. M. and D. M. Sadker. 1997. *Teachers School and Society*. The McGraw-Hill Companies, Inc, New York, USA. PP.39- 66.
- Research Association Monograph Series on Curriculum Evaluation.. Rand McNally. No.1. Chicago. USA. pp.39-83.
- Scriven, M. 1995. *Student Ratings Offer Useful input to Teacher Evolutions*. (ERIC Reproduction Service No.ED 39824).
- Scriven, M. 1996. *Assessment in Teacher Education: Getting Clear on the Concept*. *Teaching and Teacher Education*; 12: 443-450.
- Sharif, M. 1997. *School Teaching*, A.P.H. Publishing Corporation New Delhi, India. pp.31-33,49-72.
- Shah, R. A. and C.B. Sultana. 1999-2000. *Grassroots Biannual research journal*. Pakistan study center. (22). 72-78.

- Shrafuddin, A.M. and Howard C. A. 1969. Improvement of Teacher Education. Education Centre Dacca . Bangladesh. p. 09.
- Siddiqui, M. H.. 2004. Technology in Teacher Education. A.P.H Publishing Corporation New Delhi,. India. p.147.
- Silberman, C.E. 1970. Crises in the Classroom. Random House Inc, New York.pp.53-81.
- Singh, U.K and K.N. S. Shan. 2005. Teacher Education. Discovery Publishing House, New Delhi, India. p.136.
- Smith, S.G., R.Ewing and R.L.Cornu. (2002). Teaching Challenges and Dilemmas. Nelson Australian Pvt. Ltd. Australia. Pp.156-157.
- Smith S. G., R.Ewing, and R.LCornu. 2003. Teaching. Nelson Australia (Pvt.) Ltd, Australia. pp.11,20,118.
- Smith, M. C. 2006. Corwin Press California U.S.A p. 75.
- Swartz, C.W., White, K.P., Stuck G.B., and Patterson, T. 1990. The Factorial Structure of the North Carolina teaching performance appraisal instruments. Educational and Psychological Measurement, 50,175-182.
- Taneja, R. P. 1989. Education Dictionary. Anmol Publications New Delhi, India. p.174.
- Thompson, A.R. 1995. The Utilization and Professional . Development of Teachers Issues and strategies. International Institute for educational Planning UNESCO Paris. p.63.
- Torrington, P.D., J. Earnshaw., L.Marchington. and E.M. D.Ritchie. (2003). Tackling Under-performance in Teachers. Routeledge Falmer, U.S.A.p.05.
- UNESCO, 1996. Strengthening the Role of Teachers in a changing world An Asia Pacific perspective. UNESCO Principal Regional Office for Asia and the Pacific Banqkok, Thailand. p.5.

- UNESCO, 2002. Status of Teachers in Pakistan. Published by UNESCO Office Islamabad. Pakistan. p.5.
- Veer U. 2004. Modern Teacher Training. Anmol Publications (Pvt.) Ltd. New Delhi, India. pp.110-111.
- Waldman, D.A., and Spangler, W.D. 1989. Putting Together the Pieces: a Closer Look at the Determinants of Job Performance. *Human Performance*, 2(1): 29-59.
- Wikipedia.2007.Aptitude. Retrieved on 2nd January,07from<http://www.en.org/wiki.com>
- Wright,T.1987.Roles of Teachers and Learners. Oxford Press. NewYork.USA.p.25.
- Yiwen, L. 2004. How Can I Improve the Students' Self-Confidence in Classroom Activities in Order to Enhance Their Learning. Experimental Center For Educational Action Research in Foreign Languages Teaching, China. PP.45-50.

**PERFORMANCE OF TEACHERS AT HIGHER
SECONDARY LEVEL IN PUNJAB
(Questionnaire For Students)**

All of the responses will be treated confidentially and only for research purposes.

Please feel free to give your honest opinion about the performance of your teachers.

Name: _____ Class: _____

Gender _____ Name of Institution _____

By ticking (✓) on any one of the five rating options giving against each statement
Never, sometimes, often, mostly, always).

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
1	They consider teaching as an opportunity of service for students.					
2	They try to develop self-confidence in the students.					
3	They are sympathetic with students who feel difficulty in subject learning.					
4	They treat all students fairly and honestly.					
5	They maintain courteous and respectful approach when they meet with students.					
6	They provide guidance in their spare time to the students in their academic and non-academic affairs.					

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
7	They pay important role to improve the character of their students.					
8	They have adequate knowledge of subject matter in the courses they teach.					
9	They have enough knowledge of subject matter in other fields of learning to integrate with related areas.					
10	They make their subject matter interesting, exciting and absorbing.					
11	They use modern audio-visual aids to teach their subjects.					
12	They study books to integrate their knowledge to the modern demands.					
13	They try to satisfy their students when they ask questions in the classroom.					
14	They make easy their teaching by integrating subject matter with daily examples.					
15	Their teaching methodology is good.					
16	They select such teaching methods to meet specific learning objectives rather than on their own convenience.					
17	They use different techniques to teach.					

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
18	They encourage class discussion of the students during every stage of instruction.					
19	Their teaching efforts are directed toward stimulating the thoughts of their students.					
20	They recognize the students, learning as their primary responsibility for learning.					
21	They change class procedure to maintain their students attention, interest and to attempt to reach students varying learning styles.					
22	They have a sense of humour.					
23	They try to maintain a neat and clean personal appearance.					
24	They are prompt at opening and closing of classes according to schedule.					
25	They respect the ideas of others and express a willingness to learn from them.					
26	They readily admit any error and seek to correct it.					
27	They speak distinctly to their students					
28	They use clear and understandable language before the students.					

THANK YOU FOR YOUR COOPERATION

**PERFORMANCE OF TEACHERS AT HIGHER
SECONDARY LEVEL IN PUNJAB
(Questionnaire For Principals)**

All of the responses will be treated confidentially and only for research purposes.

Please feel free to give your honest opinion about the performance of your teachers.

Name: _____

Gender _____ Post held: _____

Name of Institution _____

By ticking (✓) on any one of the five rating options giving against each statement
(Never, sometimes, often, mostly, always).

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
1	They consider teaching as an opportunity of service for students.					
2	They try to develop self-confidence in the students.					
3	They are sympathetic with students who feel difficulty in subject learning.					
4	They treat all students fairly and honestly.					
5	They maintain courteous and respectful approach when they meet with students.					
6	They provide guidance in their spare time to the students in their academic and non-academic affairs.					

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
7	They pay important role to improve the character of their students.					
8	They have adequate knowledge of subject matter in the courses they teach.					
9	They have enough knowledge of subject matter in other fields of learning to integrate with related areas.					
10	They make their subject matter interesting, exciting and absorbing.					
11	They use modern audio-visual aids to teach their subjects.					
12	They study books to integrate their knowledge to the modern demands.					
13	They try to satisfy their students when they ask questions in the classroom.					
14	They make easy their teaching by integrating subject matter with daily examples.					
15	Their teaching methodology is good.					
16	They select such teaching methods to meet specific learning objectives rather than on their own convenience.					
17	They use different techniques to teach.					

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
18	They encourage class discussion of the students during every stage of instruction					
19	Their teaching efforts are directed toward stimulating the thoughts of their students.					
20	They recognize the students learning as their primary responsibility for learning.					
21	They change class procedure to maintain their students attention, interest and to attempt to reach students varying learning styles.					
22	They have a sense of humour.					
23	They try to maintain a neat and clean personal appearance.					
24	They are prompt at opening and closing of classes according to schedule.					
25	They respect the ideas of others and express a willingness to learn from them.					
26	They readily admit any error and seek to correct it.					
27	They speak distinctly to their students.					
28	They use clear and understandable language before the students.					

THANK YOU FOR YOUR COOPERATION

**PERFORMANCE OF TEACHERS AT HIGHER
SECONDARY LEVEL IN PUNJAB
(Questionnaire For Teachers)**

All of the responses will be treated confidentially and only for research purposes.

Please feel free to give your honest opinion about the performance of your teachers.

Name: _____

Gender _____ Post held: _____ Age: _____

Academic Qualification: _____ Professional Qualification: _____

Name of Institution _____

By ticking (✓) on any one of the five rating options giving against each statement
Never, sometimes, often, mostly, always).

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
1	We consider teaching as an opportunity of service for students.					
2	We try to develop self-confidence in the students.					
3	We are sympathetic with students who feel difficulty in subject learning.					
4	We treat all students fairly and honestly.					
5	We maintain courteous and respectful approach when we meet with students.					
6	We provide guidance in our spare time to the students in their academic and non-academic affairs.					

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
7	We pay important role to improve the character of our students.					
8	We have adequate knowledge of subject matter in the courses we teach.					
9	We have enough knowledge of subject matter in other fields of learning to integrate with related areas.					
10	We make their subject matter interesting, exciting and absorbing.					
11	We use modern audio-visual aids to teach their subjects.					
12	We study books to integrate our knowledge to the modern demands.					
13	We try to satisfy our students when they ask questions in the classroom.					
14	We make easy our teaching by integrating subject matter with daily examples.					
15	Our teaching methodology is good.					
16	We select such teaching methods to meet specific learning objectives rather than our own convenience.					
17	We use different techniques to teach					

S.No.	Statement	Never	Sometimes	Often	Mostly	Always
18	We encourage class discussion of the students during every stage of instruction.					
19	Our teaching efforts are directed toward stimulating the thoughts of our students.					
20	We recognize the students learning as, their primary responsibility for learning.					
21	We change class procedure to maintain our students attention, interest and to attempt to reach students varying learning styles.					
22	We have a sense of humour.					
23	We try to maintain a neat and clean personal appearance.					
24	We are prompt at opening and closing of classes according to schedule.					
25	We respect the ideas of others and express a willingness to learn from them.					
26	We readily admit any error and seek to correct it.					
27	We speak distinctly to our students.					
28	We use clear and understandable language before the students.					

THANK YOU FOR YOUR COOPERATION