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Global Journal of Educational Administration

Aims and Scope

Global Journal of Educational Administration research is a peer reviewed Print + Online journal of Enriched Publications to disseminate the ideas and research findings related to all sub-areas of Education. It also intends to promote interdisciplinary researches and studies in education administration maintaining the standard of scientific excellence. This journal provides the platform to the scholars, researchers, and PHD Guides and Students from India and abroad to adduce and discuss current issues in the field of Education.

Global Journal of Educational Administration

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Microteaching--"An Efficient Technique For Learning Effective Teaching"

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ABSTRACT

Teaching is the art of facilitating learning. One can become an effective teacher by learning different techniques of teaching. Micro- teaching is one such teacher training technique which helps the teacher trainee to master the teaching skills. It is about how the teacher trainee can teach a concept in the most efficient manner, in a way hat the students understand and completely perceive what is being taught, within a given period of time. This helps the teacher to come up with different ways in which new protocols of efficient teaching can be done. In this way the teacher can learn different skills of teaching, helping them gain confidence. There are different phases of micro teaching in which different skills can be practiced at different levels. All the competencies can be over come , modifications to existing teaching behavior can bring about a great difference in the teaching of a teacher. After all, establishing a harmonious relationship between teacher, student and subject is more important.

Teaching is a many sided activity which includes a host of activities like questioning, giving information, listening etc.,

Introduction

The intention behind such activities is to bring about learning. Thus teaching constitutes a number of verbal and nonverbal teaching acts like questioning, accepting pupil responses, rewarding, smiling, nodding to pupil response, movements, gestures etc., Micro teaching approach is a teacher training technique, which is useful for the following reasons:

- A student teacher can more easily incorporate a behaviourly defined teaching skill into his teaching than the vague non-behaviourl statements like draw the pupils' attention, develop rapport with pupils etc.,
- Objectives can be defined more easily and more reliable measures of changes in teacher behaviour can be thought of using behaviourly defined skills
- Using such skills researchers can conduct more meaningful studies, which involve determination of relationship between teacher performance and pupil outcomes
- Developing the teaching skills among trainees gives teacher educators a sense of satisfaction that they have been able to give evidence for the intended change in the trainees.

Origin And Development

A.W. Dwight Allen of the Stanford University first introduced the term micro-teaching in 1963. A number of experiments have been conducted in many institutes in U.S.A., U.K and Holland. But in India an attempt was made to spread micro-teaching in the year 1974.Experts were assigned for the development of testing and evaluation tools to measure the attainment of teaching skills. At this juncture Keath Acheson, a research worker was investigating the utility of video tape recorder in the development of technical teaching skills. This instrument could be used for recording the class interaction and the behaviours of the trainee vividly and accurately. This lead to the development of a systematic and accurate method of giving feedback to the teacher trainee.

The steps of micro-teaching technique:

Teach → Feedback → Re plan → Re teach → Re feedback were formulated.

Thus the name of micro-teaching was coined for this method of developing teaching skills in 1963. In India, it is being used with great emphasis in all the teacher training programmes of developing teaching skills and competencies among teacher trainees. Micro-teaching is considered as a mechanism of feedback device for the modification of teacher trainers.

Definition:

Various research workers and writers have defined micro teaching in a number of ways.

According Tod.W.Allan (1966)

"Micro Teaching is a scaled down teaching encounter in class, size and time"

"Micro Teaching is a teacher training programme which reduces the teaching situations to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing time and class size".

According Tob.K.Passi and M.S.Lalita (1976)

"Micro Teaching is a training technique which requires student teachers to teach a single concept using specified teaching skills to a small number of pupils in a short duration of time".

Concept:

Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee to teach a single concept of content using a specified teaching skill for a short time to a very small member of pupils. In this way the teacher trainee practises the teaching

skill in terms of definable, observable, measurable and control-able form with repeated cycle still he attains mastery in the use of skill.

Procedure: N.K.Jangira and Ajith Singh presented the three phases as follows:

1) Knowledge Acquisition Phase
2) Skill Acquisition Phase
3) Transfer Phase

Knowledge Acquisition phase (Pre-Active Phase)

It consists of two major activities

- Observing demonstration skill
- Analyzing and discussing demonstration

In this phase, the student teacher attempts to acquire knowledge about the skill, its role in classroom and its component behaviour. The student teacher observes the demonstration lesson and the mode of presentation of the skill.

Skill Acquisition Phase (Interactive Phase)

In this phase the student teacher

1) prepares a micro –lesson
2) practices the skill and
3) Carries out the micro teaching cyclic evaluating the performance.

Components:

1. Feedback

Activities: Teaching, re-teaching

2. Micro Teaching Setting

Activities: It includes size and duration of the micro class, supervisor, types of students etc., in teaching, re-teaching.

Transfer Phase (Post-Active Phase)

In this phase the student teacher integrates the different skills. The student teachers are provided an

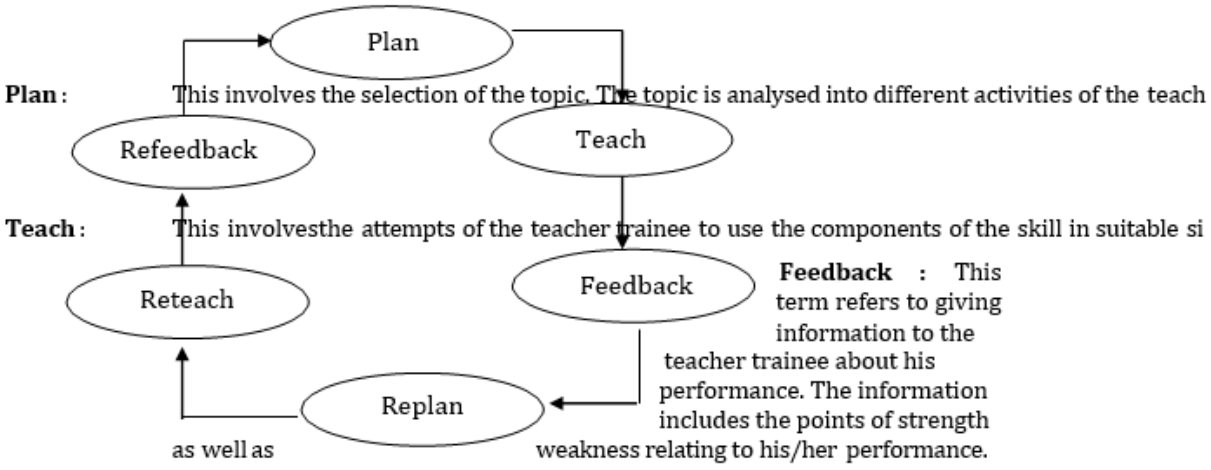
opportunity to use the skill in normal classroom teaching.

Characteristics

- Micro Teaching is an analytical approach to training
- Micro Teaching provides adequate feedback
- It is relatively a new innovation in the field of teacher education
- It is a training device to prepare effective teachers
- Micro Teaching is a highly individualized training technique
- Micro Teaching is a scaled down teaching
- It reduces the class size upto 5 to 10 pupils
- It reduces the duration of period 5 to 10 minutes
- It reduces the size of the topic
- It reduces the teaching skills
- Use of video tape and closed circuit television make observation very objective

Micro Teaching Cycle

The exact teach – re-teach cycle of micro teaching can be diagrammatically represented as:



Re-plan : The teacher trainee re plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

Re-teach : This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidenceto perform better than the previous attempt.

Re-feedback : Thisis the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every skill practice.

Principles Of Micro-Teaching:

- Teaching skills can be practiced, controlled and evaluated.
- It is based on Skinnerian operant conditioning that means responses occur is followed by reinforcement.
- Skinnerian theory of shaping is done in micro teaching.

Steps:

The Micro-teaching programme involves the following steps :

Step I - Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

Step II - The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.

Step III - The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step IV - The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

Step V - On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step VI - In the light of the feed-back given by the supervisor, the teacher trainee re plans the lesson plan in order to use the skill in more effective manner in the second trial.

Step VII - The revised lesson is taught to another comparable group of pupils.

Step VIII - The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step IX - The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Teaching Skills and their Specifications

S.No.	Skill	Components
1.	Probing Questions	Prompting, seeking further information, redirection, focusing, increasing critical awareness.
2.	Explaining	Clarity, continuity, relevance to content using beginning and concluding statements, covering essentialpoints.
3.	Illustrating with examples	Simple, relevant and interesting examples appropriate media, use of inducts, deductive approach.
4.	Stimulus variation	Body movements, gestures, change in speech pattern, change in interaction style, pausing, focusing, oral-visual switching.
5.	Reinforcement	Use of praise words and statements, accepting and using pupils' idea, repeating and rephrasing, extra vertical cues, use of pleasant and approving gestures and expressions, writing pupils' answer on the black board.
6.	Classroom Management	Call pupils bynames, Make norms of classroom behaviour, attending behaviour reinforced, clarity of direction, check non-attending behaviour, keep pupils in Eye Span, check inappropriate behaviour immediately.
7.	Use of blackboard	Legible, neat and adequate with reference to content covered.

Micro teaching is one of the most important developments in the field of teaching practice. It is originated in Stanford University in 1963.

It is also defined as "a teacher education technique which allows teachers to apply well defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounters with a small group of real classroom students often with an opportunity to observe the performance on videotape" (Bush 1968).The above definitions indicate the following features of micro teaching.

1. It is a real teaching but focuses on developing one particular teaching skills

2. It is a scaled down teaching.

a. To reduce the class size (5 to 10)

b. To reduce the duration of the period (5 to 10 minutes)

c. To reduce the size of the topic.

d. To reduce the teaching skill.

3. It is a highly individualized training device.

4. It provides feed back for the trainees performance.

5. It is a training device to prepare effective teachers.

Assumptions

Teaching is a complex skill, which can be analyzed into simple skill.

1. Component teaching skills can be practiced for mastery under simplified teaching situation.
2. Training with systematic feedback is helpful in skill mastery.
3. Once component-teaching skills are mastered one by one they can be integrated in original teaching.
4. Training can be transferred to actual teaching.

Need

1. It reduces the fear and tension to face children in a large class.
2. It provides effective feedback for the modification of teacher behaviour.
3. It gives knowledge and practice of teaching skills.
4. It develops teaching efficiency in pre-service and in service teacher education programmes.
5. It is a training device for improving teaching practice and prepares effective teachers.
6. It provides continuous reinforcement to the trainee performances.
7. It provides highly individualized training to student trainees. Each trainee is able to develop teaching skills at his own state depending on his ability.
8. It gives training in simulated classroom condition.
9. It controls and regulates teaching practice.
10. It is an economical device and use of videotape enables the trainee to analyse the teaching programme.
11. It lessens the complexities of the normal classroom teaching by scaled down technique.
12. It helps to modify and improve teaching behaviour in the desired direction.

Teaching Skills

A teaching skill is defined as the set of teachers' behaviours, which are effective in bringing about desired changes in pupil. Allen and Ryan (1969) suggested that following skills are representatives for teaching different subjects.

1. Stimulation Variation
2. Set induction
3. Closure
4. Silence and non-verbal cues
5. Reinforcement of student participation
6. Fluency in asking questions
7. Probing questions

8. Higher order questions
9. Divergent questions
10. Recognising attending behaviours
11. Illustrating and use of examples
12. Lecturing
13. Planned repetition
14. Completeness of communications

Attitude Towards Micro-Teaching

Students' reaction to micro teaching is favourable. Passi (1977) found micro teaching helpful in changing the attitude of student teachers towards teaching. Trainees indicated sustained interest throughout the programme and found the one skill at a time approach helpful.

Simulation In Micro-Teaching

Simulated technique of teacher training is effective. Simulation is the controlled representation of reality. Simulation has the potential for immediate feedback. In order to apply micro teaching technique the following essential steps are followed.

Defining Specific Skill

The first step of micro teaching is defining the specific skills. Some specific skill is defied in the form of teaching behaviour and the knowledge of this defined skil is provided to the pupil teachers.

Demonstration Of The Skill

The skills are demonstrated through the micro teaching lessons. This demonstration is either done by the teacher or video-film of that skill is screened.

Micro Lesson Plans

In this step the pupil teacher prepares micro lesson plans concerning some specific skills training or by using that skills.

Teaching A Small Group

Here the pupil teacher teaches small group of students. This group consists of 5 – 10 pupils. The teaching task of the pupil teacher can be video taped. If there is no provision of video any teacher can supervise the teaching task of the pupil teacher. When teaching is completed, lesson is criticized by the supervisor and peers.

Feedback

The information and suggestions provided to the pupil teachers are known as feedback. In the absence of feedback, evaluation of micro teaching has no meaning.

Re Planning, Re Teaching And Re Evaluation

On the basis of feedback given, the pupil teacher re plans the lesson, then they re- teaches the re planned lesson.

Plan For Action

M. T – Teacher in Micro Teaching Class P - Peer's acting as students

P. S – Peer Supervisor

T. K – Time Keeper

C. S – College Lecturers acting as supervisors.

Duration of The Micro-teaching Cycle

Teach	- 5 minutes
Feedback	- 6 minutes
Re plan	- 12 minutes
Re teach	- 6 minutes
Re feedback	- 6 minutes
Total	- 35minute

Skill Of Stimulus Variation

It is necessary for the teacher to explain, ask questions, give examples, provide encouraging remarks to draw and sustain the attention of the pupils. For this purpose the teacher uses hand gestures, head and body movements, makes certain verbal statements like 'look carefully', 'watch what I do', ' watch carefully what is happening', 'listen carefully' etc., many a times the teacher supplements verbal statements with gesture and body movements in order to make it more effective. All these behaviours are related to the skill of stimulus variation.

The Skill of Stimulus Variation includes the behaviours namely

1. Movements
2. Gestures
3. Change in Speech Pattern
4. Focusing

5. Change in Interaction Styles
6. Pausing
7. Oral-Visual Switching

1. Movements

In order to secure and sustain attention in pupils the teacher has to move about the class. This movement should be within the limits so that pupils' attention level is maintained high. The teacher should avoid aimless and habitual wandering in the class.

2. Gestures

Gestures are movements of the parts of the body to direct attention, to express emotion, to emphasis importance of to indicate shape, sizes and movements etc., Proper gestures reinforce the verbal exposition and also catch the attention of the pupils. The oral message is to be combined with gesture. The various gestures that can be used in the class are had, hand and body movements. Using such gestures we will be more expressive and dynamic in our presentation in the class. Gestures can be made by body movements of the parts of the body to direct attention, to emphasise importance, to explain emotions, or to indicate shapes, size, movements etc.,

3. Change In Speech Pattern

Whenever we want to express emotions or feelings we can modulate our voice. This sudden variation in this stimulus will attract attention of the pupils. This sudden variation in this stimulus will attract attention of the pupils. Sudden changes in the pitch of the voice will make pupils understand the idea being told to them.

4. Focusing

Teachers use such behaviours that direct or focus pupils' attention to a particular point, which the pupils have to notice or observe. Such behaviours can include certain verbal statements (verbal focusing) or gestures or movements (gestural focusing) and both verbal statements and gestures (verbal and gestural focusing).

Verbal Focusing: When the teacher says "Look at this diagram" "Listen Carefully to this".

Gestural Focusing: This involves focusing or directing pupils' attention to particular points in the lesson by using only gestures – head, hand and body movements. The teacher can point with her finger to the boundaries of a country on a map or important words on the blackboard.

Verbal and Gestural Focusing: This involves both verbal and gestural focusing. The teacher can focus pupils attention both by pointing to a figure and saying verbally 'Look at this figure'.

5. Change In Interaction Style

In a classroom there can be three styles of interaction among pupils and teacher –

i) Teacher – group interaction

ii) Teacher – pupil interaction

iii) Pupil-pupil interaction

6. Pausing

Pausing means introducing silence during talk. In order to sustain pupils' attention in the classroom, introduce certain pauses during the teaching and before and after asking a question. Silence is sometimes used to secure pupils' attention. If the teacher becomes silent during teaching it immediately draws pupils' attention towards the teacher and hence towards the lesson.

7. Oral-Visual Switching

A teacher will be either telling something to the pupils through oral medium or showing something to them through visual medium. Sometimes we will be doing both simultaneously through both oral and visual media. Frequent changes help the teacher to sustain pupils' attention to what they want to convey.

Oral Visual

Oral → Oral – Visual

Visual → Oral – Visual

Skill of Stimulus Variation Coding Sheet

Variation	1	2	3	4	5	6	7	8	9	10	Total
Teacher Movement	☑		☑		☑	☑		☑	☑	☑	7
Pupil Movement		☑		☑			☑		☑	☑	5
Teacher Gesture			☑	☑	☑			☑		☑	5
Change in Speech Pattern	☑	☑		☑		☑	☑	☑		☑	7
Change in Sensory Focus		☑		☑		☑	☑			☑	5
Pupil Talk	☑					☑		☑	☑	☑	5
Pausing				☑						☑	2
Change in interaction style		☑			☑				☑		3

Advantages

- Micro Teaching is training for real teaching
- It paves way for macro lesson
- It is an increased control of practices
- Feedback is immediately given
- Specific skills can be developed by Micro Teaching
- Teaching under simulation condition is also possible
- This technique is more useful for the training of one or more skills
- It simplifies the study of interaction between the teacher and the pupils
- It develops integration of theory and practice
- It helps in the research work related to classroom teaching
- It provides self-evaluation through the tape recorder and videotape.

Conclusion

Micro teaching is a method that provides the opportunity to impart knowledge, thoughts, ideas and experiences with the fellow teachers. It is a valuable technique because teaching a bunch of students is different than teaching and learning with peer teachers. It is a way in which they can learn and practice different ways and skills to teach efficiently. There are many and different benefits from taking this course. It contributes to improve self-confidence, to implement new techniques, to practice the teaching process.

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Teachers Either Intrinsically Or Extrinsically Motivated In Business Schools Of Madhya Pradesh

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A B S T R A C T

Teachers can be intrinsically or extrinsically motivated. Herzberg has classified motivation into two factors, that theory is used to understand motivation of teachers in Business Schools of Madhya Pradesh. A sample of 354 teachers of Business Schools has been taken for the study purpose. Statistical tools are carried out to analyse the data.

Keywords: Teachers, Motivation, Intrinsic, Extrinsic, Business Schools.

1. Introduction

Motivation is classified into intrinsic and extrinsic motivation by Herzberg in his two factor theory (1959). Herzberg has explained that a person or employee can be intrinsically or extrinsically motivated to do a task. Intrinsic motivation is about inner feeling to complete a task of a person that lead to happiness and satisfaction to a person. Whereas, Extrinsic motivation is about external requirements or reinforcement for a person to get some incentives, bonus and perks.

DeCharms (1968) distinguished between two types of perceived sources for intentional action, extrinsic and intrinsic. He suggested that in states of extrinsic motivation people perceive the source of initiation and regulation of their goal-directed activities as external to themselves, while in states of intrinsic motivation the locus of initiation and regulation is pertained to be internal.

2. Literature Review

McCormick and Tifflin (1979) defined motivation into two factors intrinsic and extrinsic. Intrinsic motivation roots from motivations that are inherent in the job itself and which the individual enjoys as a result of successfully completing the work or achieving his goals. While extrinsic motivations are those that are external to the work of the job, such as pay, work condition, fringe benefits, security, promotion, contract of service, the work environment and conditions of work.

Any activity or work that refers to internal satisfaction and enjoyment is related with intrinsic

motivation. It is about performing a task for oneself (Deci and Ryan, 1985).

According to Ngu (1998) motivation leads to enthusiasm and persistence to complete a task by a person. Thus, teachers can only reach peak performance if they are appropriately motivated.

- **Objectives:**

To analyse that the teachers are more intrinsically or extrinsically motivated in Madhya Pradesh Business Schools.

3. Research Methodology

This study is descriptive type. Primary and secondary data have been collected for completing this research work. O McNiel(1987) teachers motivation scale after modification has been used to collect responses from teachers of Business Schools of Madhya Pradesh. Sample size was 354 teachers of Business Schools of Madhya Pradesh. There were a total of 30 questions in the questionnaire, out of 30 questions, 15 are of intrinsic motivation and 15 are of extrinsic motivation.

The reliability of the questionnaire was very strong on cronbach's alpha scale. It is .907 on the scale.

Table 1. Reliability statistics

Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Motivation	.930	.933	30
Intrinsic Motivation	.879	.885	15
Extrinsic Motivation	.907	.908	15

4. Result and Discussion

A total of 354 teachers have been included in the research to analyse that the teachers are intrinsically or extrinsically motivated in Business schools of Madhya Pradesh. Collected data have been put into SPSS and analysed.

Mean values and Standard deviation are calculated. Result is showing that the Intrinsic Motivation mean value is 61.10 and Extrinsic Motivation mean value is 51.69. That means the teachers are more Intrinsically motivated then extrinsically motivated in Business schools of Madhya Pradesh.

Table 2. Mean Values and Standard Deviation.

Variables	Means	Standard Deviation
Intrinsic Motivation	61.10	7.356
Extrinsic Motivation	51.69	10.735

Here we can conclude that teachers are more intrinsically motivated than extrinsically motivated. The mean value of intrinsic motivation is higher than mean value of extrinsic motivation among the teachers of Business Schools of Madhya Pradesh.

5. Conclusion

In this study the main objective was to find out that the Business School's teachers are more intrinsically or extrinsically motivated. Results of mean values and standard deviation make it clear that teachers are more intrinsically motivated rather than extrinsically motivated in Madhya Pradesh. Result suggests that Intrinsic factors such as work itself, advancement, responsibility, recognition and growth are major factors which are more helpful to motivate a teacher to work effectively and increase their performance. Therefore, teachers and administrators need to focus more on intrinsic factors to improve motivation and performance at work.

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Attitude Of Teachers Towards The Use Of Technology And Innovation In The Classroom

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ABSTRACT

"The only person who is educated is the one who has learned how to learn and change. All of the top achievers we know are life-long learners. Looking for new skills, insights, and ideas. If they're not learning, they're not growing and not moving towards excellence."

The quality of learning is derived by the quality of teachers and by the way teachers engage the learners in their class room. So class room teaching demands more innovation and improvisation in the new millennium. In recent years there has been a groundswell of interest in how computers and internet can best be harnessed to improve the efficiency and effectiveness of education at all levels. Now ICT is playing a remarkable role in the education sector. Finding that access to digital communication technology has made learning more interesting. Thus this study is undertaken to identify the attitude of College teachers towards the use of technology in their classroom, and to study the teaching experience and type of management skills that prevail while using technology.

Keywords: teacher's, attitude, technology.

Introduction

The attitude and expectation of society in general and of the family of the learner in particular affect how learning is viewed and how teaching is organized. These attitudes and expectations vary from society to society and attempting to copy learning and teaching strategy from one society into another, without trying to adapt into the local conditions may not be successful. There are many kinds of technology present in today's classroom, including computers, tablets and smart boards. These pieces of technology have the potential to allow content to be taught much more efficiently, introduce new skills in the form of handling technology and are several times more engaging and relevant to students of the next generation. However, history has taught us that the introduction of new tools, concepts and solutions often do not work very well in their first iteration. Change may be met with resistance because many of the "old guard" is distrustful of altering what they have been doing for their entire careers, particularly in the absence of clear research-based alternatives.

Attitude is a very complex cognitive process just like the personality of an individual. The difference between these two is that personality is usually thought of as the whole person, whereas attitude may

make up the personality. It is a very important variable in human behavior, because it constitutes an important psychological attribute of individuals which shape their behavior. The importance of attitudes in understanding psychological phenomenon was given formal introduction early in the history of psychology till now, interest in attitudes have been studied with differing methods and emphasis has also been different.

Effects of Attitude

For better or worse, your attitude affects your performance. Your attitude has a profound impact on the way you lead people. It affects the way you sell and the way you serve customers. Your attitude has a direct impact on how you communicate and collaborate with others, how you contribute to the culture of your work environment, and how you perform your daily tasks and responsibilities. Ultimately, your attitude shapes your success and your happiness. Other things being equal, the person with the best attitude will win. Other things not being equal, the person with the best attitude usually still wins! Unfortunately, many people cling to beliefs and attitudes that restrict rather than empower their performance.

Measurement

Various kinds of rating scales have been developed to measure attitudes directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert Scale.

A Likert-type scale assumes that the strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes can be measured. Respondents may be offered a choice of five to seven or even nine pre-coded responses with the neutral point being neither agree nor disagree.

In it final form, the Likert Scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement-

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Neutral

Research Design

Statement Of The Problem

The problem stated in the study is the "Attitude of teachers towards the use of Technology and Innovation in the Classroom". How technology can be utilised in order to ensure effectiveness in teaching methodologies and the behavioural patterns of teaching fraternity to embrace new technology and ensure to use it in the classrooms is the area on which the study focuses on.

Objectives Of The Study

- To find out the attitude of College teachers towards the knowledge of ICT and skills to use ICT in teaching
- To find out the attitude of college teachers towards use of innovative methodology in teaching pedagogy.

Methodology

The study is an empirical study based on survey method collected from over 200 respondents from ten selected Autonomous colleges of Bengaluru. The perception of the respondent's forms the basic data for the purpose of analysis. Questionnaires were carefully prepared and administered to the respondents. Personal interview was conducted in order to collect the information from the respondents.

Data Collection

- **Primary Data –** For this research study, the collection of primary data was done through questionnaires method. A questionnaire of twenty questions was prepared and addressed to the teachers of different institutions

- **Secondary Data –** For this research study, the collection of secondary data was done from the website of the institutions selected.

Sampling Design

Sample Size – The respondents consisted of 200 Teaching faculties from selected Autonomous colleges across Bengaluru.

Sample Technique–

As the scope of this study is limited to the teaching faculty of different institutions the suitable sampling technique was convenient sampling wherein the teachers of institutions were most convenient for data collection.

Tools For Data Collection

The tool used to get the information from the respondents was the Questionnaire method.

For this study, a structured questionnaire of twenty questions consisting both open ended and close ended questions was used for the teachers of different autonomous institutions. It was designed in such a way that it covered all aspects of the study.

In this study data is collected from 200 teachers in the form of questionnaires, which are completely structured. The questionnaires were distributed by the researcher.

Plan Of Analysis

Step 1 – Data collected in the form of questionnaires were tabulated.
Step 2 – Tabulated data was analyzed.
Step 3 – Data representation Charts were drawn.
Step 4 – Inferences were drawn from the Charts.

Limitations Of The Study

- **Scope of the study -**The study was conducted only on teachers of autonomous institutions.

- **Time constraint-** On account of Time constraint a depth analysis of the attitude of teacher's towards use of technology in the classroom could not be carried out.

- **Accuracy of the study -**The accuracy of the report depends upon how honestly or sincerely the respondents have answered

Data Analysis

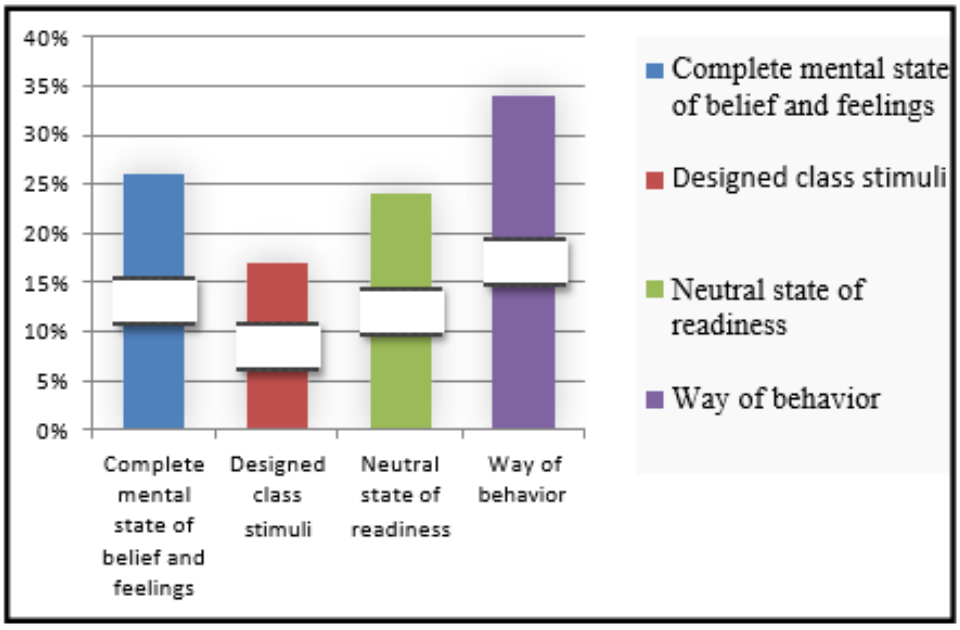
TABLE 1: Table showing the meaning of attitude according to respondents.

PARTICULARS	NO OF RESPONDENTS	%
Complete mental state of belief and feelings	52	26
Designed class stimuli	33	17
Neutral state of readiness	48	24
Way of behavior	67	34
TOTAL	**200**	**100**

Analysis:

The above table reveals that out of 200 respondents, 67 responded as way of behavior, 52 responded as complete mental state of belief and feelings,48 responded as neutral state of readiness and 33 of them answered it as designed class stimuli.

GRAPH 1: Graph showing the meaning of attitude according to the respondents.



Inference:

From the above graph majority (34%) of the respondents answered it was a way of behavior and minority (17%) of the respondents answered as designed class stimuli.

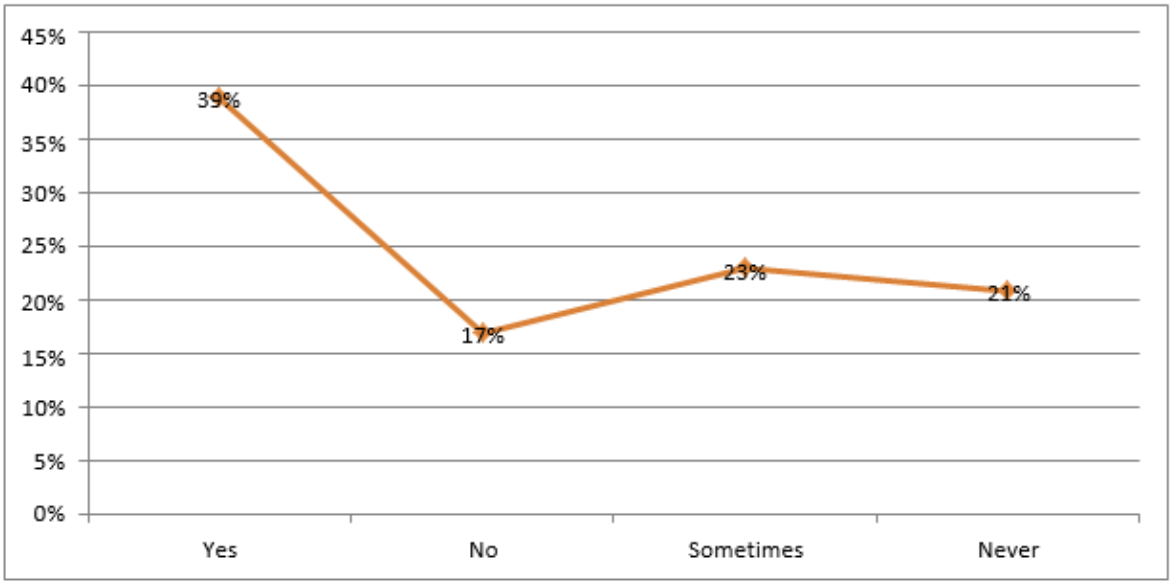
TABLE 2: Table showing the number of respondents who use technology in the classroom.

PARTICULARS	NO OF RESPONDENTS	%
Yes	79	39
No	34	17
Sometimes	46	23
Never	41	21
TOTAL	200	100

Analysis:

The above table reveals that out of 200 respondents, 79 answered Yes, 46 answered sometimes, 41 answered never and 34 answered No with regard to usage of technology in classroom.

Graph 2: Graph showing the number of respondents who use technology in the classroom.



Inference:

From the above graph we can infer that majority (39%) of the respondents answered yes, they use technology in the classroom and 17% of the respondents answered as no they don't use technology in classroom.

TABLE 3: Table showing the future of classroom teaching.

PARTICULARS	NO OF RESPONDENTS	%
Technology enriched classrooms	80	40
Real Time Interaction	44	22
Online Learning	76	38
TOTAL	200	100

Analysis:

From the above table we can analyze that 80 out of 200 respondents think the future classroom teaching will be enriched with technology, 76 responded as online learning and 44 responded as real time interaction.

Graph 3: Graph showing the future of classroom teaching.

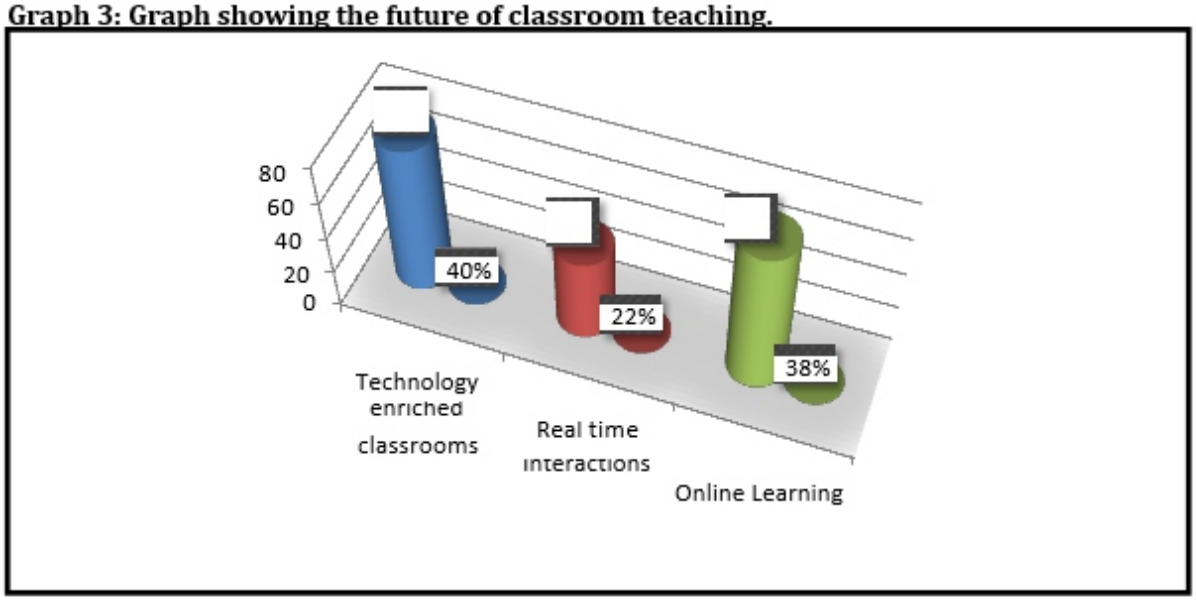


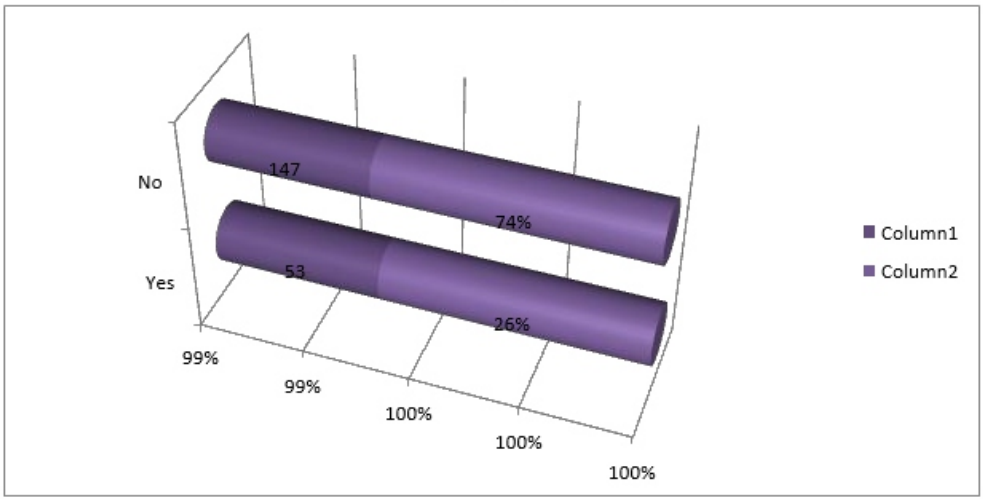
TABLE 4: Table showing whether the age of facilitator plays an important role in the use of technology in classroom.

PARTICULARS	NO OF RESPONDENTS	%
Yes	53	26
No	147	74
TOTAL	200	100

Analysis:

From the above table we can analyze that 147 out of 200 respondents responded as no, age of facilitator doesn't play an important role in the use of technology in classroom whereas 53 responded as yes, age of facilitator plays an important role.

Graph 4: Graph showing whether the age of facilitator plays an important role in the use of technology in classroom.



Inference:

The above graph shows that majority of the respondents with 74% responded as they don't think age of facilitator plays an important role in use of technology in classroom and 26% said yes.

Findings Of The Study:

- Majority (33%) of the respondents were of the opinion that attitude is a way of behavior.
- It was observed that majority (39%) of the respondents said they use technology in classroom.
- Majority (40%) of the respondents think future of classroom teaching will be technology enriched classrooms.
- Majority (74%) of the respondents responded as they don't think age of facilitator plays an important role in use of technology in classroom.

Conclusion

- To conclude we live in the age where technology has gone to an extent of becoming one of the basic necessities of life. We cannot avoid technology even by choice. As they say change is the only thing that's constant, embracing the change and living in the real world is the best option available to all of us.

- Technology will not serve as a substitute for teaching but yes technology is very important to make teaching effective. The teaching faculty irrespective of age has embraced technology to a very large extent. This not only helps our students by providing a better learning experience but also provides for the skill enhancement of teachers.

- Attitude on the whole is the behavioral patterns people develop and this should be mended according to the real world requirements in specific the use of technology. The institutions on the other should provide the teaching fraternity the support and various training facilities to empower their teaching skills. This should go hand in hand and the interest groups are also responsible at the same time.

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Emerging Issues In Indian Higher Education System

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ABSTRACT

Education, as you are aware, is vital to the human resources development and empowerment in the stages of growth of a nation. India has one of the largest higher education systems in the world, with 25.9 million students enrolled in more than 45,000 degree and diploma institutions in the country. It has witnessed particularly high growth in the last decade. India's growth in recent years has been led by the services sector. The present paper is an attempt to find out the various issues in Indian Higher education System. No doubts, there is a great need of value based higher education system which empowers youth for self sustainability by inculcating employment skills and reducing poverty. This can be done only if we address the different issues effectively after reorganization of those issues. The study use secondary data including reports, articles and discussion held in conferences. The study found that quality, accessibility, cost and student teacher ratio are major issues in Indian higher education system. In order to improve the skills and talent of our large population, there is a need for raising the quality and standards of our education system. The study reveals that current GER which is about 17 per cent stands very low when compared to the world average. The access to higher education for all eligible in the country will be a major issue before the policy makers. Lack of availability of faculty is also a big challenge for higher education sector to sustain in future. In nutshell, the present study highlighted the emerging issues to be focused to ensure that our education system is sustainable and meets global standards.

Keywords: Higher Education, Gross Enrolment Rate (GER), High-Quality Research, Inequitable Access.

Introduction

Education, as you are aware, is vital to the human resources development and empowerment in the stages of growth of a nation. In any education system, higher education encompassing Management, Engineering, Medicines etc., plays a major role in imparting knowledge, values, and developing skills and, in the process, increase the growth and productivity of the nation. While the Government is committed to providing primary education and certain facilities/subsidies for higher education, given the higher cost involved in the establishment of higher education institutes, we are witnessing the entry of private sector to run educational institutions. India has one of the largest higher education systems in the world, with 25.9 million students enrolled in more than 45,000 degree and diploma institutions in the country. It has witnessed particularly high growth in the last decade, with enrollment of students

increasing at a CAGR of 10.8% and institutions at a CAGR of 9%. The private sector has played an instrumental role in this growth, with private institutions now accounting for 64% of the total number of institutions and 59% of enrollment in the country, as compared to 43% and 33%, respectively, a decade ago. The Government has also given the required thrust to the sector in its Five Year Plans. During the Eleventh Plan period (2007–2012), India achieved a Gross Enrollment Ratio (GER) of 17.9%, up from 12.3% at the beginning of the Plan period. Various legislative actions were also taken during this period, including the introduction of the Higher Education and Research Bill, the Educational Tribunal Bill and the Foreign Educational Institutions Bill, to enhance transparency and quality in the sector.

India's growth in recent years has been led by the services sector. The most noticeable aspect has been the recent big boom in the BPO/KPO sector. This off-shoring trend is certain to continue and India faces the challenge of generating an appropriate supply response to retain its existing advantage. It should be noted that Indian's spend nearly $4 billion annually to send their children abroad for higher studies and technical training while there is no reason for India not emerging as a global hub for higher education and technical training. The real challenge therefore, is to expand capacities in higher education to keep ahead of the curve of rising domestic and global demand. However, this poses a well known policy dilemma. India has a huge population of uneducated children and the Constitution provides for free and compulsory education up to the age of 14. The country also has the dubious distinction of one of the highest levels of illiteracy in the world. The system of public education at all levels is in advanced stage of disrepair and disarray. Clearly, governments both at the Center and in the States need to allocate far more resources and attention on ensuring that future generations are equipped sufficiently to operate in a knowledge economy. Thus , India has to find a strategy that will en able it to effectively address the multiple challenges in the education sector of improving literacy, universalizing access to quality basic and secondary education and at the same time ensuring an adequate supply of higher skills and technically trained manpower.

Review of Literature

Jaraiedi and Ritz(1994) applied QFD to two processes, 'advising' and 'teaching', in a colleges. Here, they considered students as the main customers. Student's requirements were studied and compared with some 'design' requirements developed for each process. On the basis of calculated importance ratings and target values for the design requirements, conclusions were made on the ways that quality could be improved.

Gibbs (1989) has also observed that the demand for such know-how is becoming acute while it remains a key to improve productivity and competitiveness. But data and information processing are major services being outsourced to service providers in developing countries. In addition, many companies are divesting themselves of expensive operations and transferring them to low cost economies or simply closing them and relying on cheaper service suppliers from developing and transition countries. On the other hand, in these host economies, there is growing demand for high-level skill s required to tap these emerging opportunities. As a result, education and for that matter higher education, have become attractive avenues for investment.

Lam and Zhao (1998) Paper addresses the issue of improving quality of teaching with the use of QFD and AHP. Owlia and Apinwall (1998) applied QFD for the improvement of quality in an engineering department.

Fiorenzo Franceschini and Marco Terzago(1998) Applied QFD to industrial training courses and identified the two major differences between the application of QFD for product development and for education.

Bouchereau and Rowlands (2000) article explores the integrated use of techniques like fuzzy logic, artificial neural networks, and the Taguchi method with QFD to resolve some of its drawbacks, and proposes a synergy between QFD and these three techniques.

Hwarng and Teo (2001) In this paper they demonstrated how an institution in higher education can apply the three-phased, service-based quality function development (QFD) methodology to translate the voices of customers (VsOC) in stages into operations requirements.

Chan and Ming-Lu (2002) review paper highlighting the historical development of QFD, methodological development of technique, applications under the classification of different industries, working of some QFD organizations, and key readings – publications on QFD.

Objective of the Study

The present paper is an attempt to find out the various issues in Indian Higher education System. No doubts, there is a great need of value based higher education system which empowers youth for self sustainability by inculcating employment skills and reducing poverty. This can be done only if we address the different issues effectively after reorganization of those issues. The study use secondary data including reports, articles and discussion held in conferences to find out the emerging issues in

higher education in India after Globalization.

Issues and Concerns

However, in spite of the significant progress made during the past few years, India's higher education sector is still plagued with several challenges, e.g., its relatively low GER, inequitable access to higher education by community, gender and geography, and lack of high-quality research and education institutions, resulting in sub-optimal outcomes. Although Higher Education has expanded several times since independence, issues of access, equity, and quality still continue to be the areas of concern.

Access: The Gross Enrolment Rate (GER), measures, the access level by taking the ratio of persons in all age groups enrolled in various programs to total population in age group of 16 to 23. For Higher Education GER has risen from 0.7per cent in 1950-51 to 1.4 per cent in 1960-61, and 8per cent in early 2000. The current GER which is about 17 per cent stands very low when compared to the world average. The access to higher education for all eligible in the country will be a major issue before the policy makers.

Quality: Maintaining standard of education in more than 45000 colleges and diploma institution nationwide, offering training programs to teachers, and keeping good balance with education system worldwide is a big challenge. Colleges and universities vary in size and resources and are forced compromise in the all round development opportunities they must provide to students. In order to improve the skills and talent of our large population, there is a need for raising the quality and standards of our education system. It is well-known that many of our professionals (engineers/doctors/ management professionals) remain unemployed despite lot of opportunities being open in the globalised world. We need to introduce/activate the mechanism for rating and ranking universities/colleges. At present, there is no compulsion for institutions/colleges to get accreditation in India. Government has already mooted a proposal to introduce accreditation. We, therefore, require standard rating agencies to give accreditation to universities/colleges/schools. In a recent ranking of Business Schools by Financial Times at global level, in the top fifteen, only two of the Indian premier Business Schools appeared at rank no. 11 and 13 for the year 2011. Most of the top ranking business schools were from the U.S. In this ranking, even China was ahead of India. In the same reporting, in respect of value for money of these two Schools, it is observed that it is not that high when compared with some of the best U.S. Schools. However, a positive development is that these high ranked Indian Schools possess faculties with doctoral qualifications and of global standards who can deliver quality education to the students. NASSCOM-MacKinsey Report-2005 has said that not more than 15per cent of graduates of general education and 25-30per cent of Technical Education are fit for employment. The various regulatory bodies regulating higher education have constituted autonomous bodies for

monitoring quality standards in the institutions under their purview. For example, National Assessment and Accreditation Council (NAAC), by UGC. National Board of Accreditation (NBA) by AICTE, Accreditation Board (AB) by ICAR, Distance Education Council (DEC) by NCTE etc.

Equity: On one hand GER stands low for the overall population, while on the other hand there are large variations among the various categories of population based on gender, urban or rural habitation and rich and poor. Due to regional disparity in economic development and uneven distribution of institutions of higher education, the higher education is not equally available to the different sections of the society. To overcome the deep rooted problem of social inequity, successive governments have introduced caste based reservations in higher education. At present the caste-based reservation is applicable in only government funded institutions, which includes institutions of excellence and amount to approximately 49per cent of the total seats. Due to the cast based reservation, better talent coming from non-reserved category is deprived of the admission in good institution, which creates social unrest and used as a tool to make vote bank by the political parties.

Cost of Education: Government funding on higher education has been diminishing on a year to year basis for more than one decade. In terms of expenditure incurred on education, particularly on higher education, during the year 2010–11, the government spent around Rs. 15, 440 crore which is about 85 per cent of the revised budget estimates for the year. The recent 66th round of NSSO survey reveals that between 1999 and 2009, spending on education in general jumped by 378 per cent in rural areas and 345 per cent in urban areas of the country. The survey further reveals that spending on children's education underlines sharp increase – 63 per cent for rural and 73 per cent for urban families. However, if we measure the expenses on education as a percentage to GDP, India lags behind some developed/ developing nations. We recognize that the gap in investments in education in India can perhaps be filled by private sector playing a crucial role. In the view of withdrawal of government support to finance higher education private institutions has been allowed to take over the responsibility of imparting education to all. Further, in government aided universities the model of self financing and self sustaining institutions has been introduced. All these developments have added to the cost of education significantly. Though, the education loan has been made easy to facilitate higher education still the terms and conditions imposed by banks in terms of guarantee and criteria of minimum income of family restricts the talent coming from the poor families to go for higher education.

Student- teacher Ratio: Another challenge for improving the Indian education system is to improve the student-teacher ratio. In India, this ratio is very high as compared to certain comparable countries in the world. For example, while in developed countries this ratio stands at 11.4, in case of India, it is as high

as 22.0. It is even low in CIS (10.9), Western Asia (15.3), and Latin America (16.6) (Annex 3). This brings the necessity to recruit quality teachers and strengthen the teachers required to handle classes. Economic growth led by industrial and service sector during the last decade has created more opportunities and faster career growth for the young talent. Further, the lucrative salaries and glamour has acted as catalyst in attracting talent to such fast growing sectors. Higher education in India which has been passing through transition on account of privatization and withdrawal of financial support from the government has been finding it difficult to attract adequate number of young talent to teaching job. It is a big challenge for higher education sector to sustain in future due to lack of availability of faculty.

Conclusion: In India, higher education was traditionally looked after by the government, but in view of lack of resources to meet the increasing demand, private sector has been allowed to share the responsibility. The study found that quality, accessibility, cost and student teacher ratio are major issues in Indian higher education system. To sum up, we need to recognize that the knowledge, skills and productivity of our growing young and dynamic work force forms the backbone of our economy. To reap the benefits of such a young work force, we need to implement the reforms in the education system. The study found Higher education institutions managed by public and private sector lack in creation of knowledge which leads to deterioration of quality of education. The councils and government bodies responsible for quality assurance do not have internationally match able quality norms on one hand and an effective system to monitor and control violation of the existing norms by the institutions on the other. The present study highlights the emerging issues to be focused to ensure that our education system is sustainable and meets global standards.

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Study Of Teacher-Student Relationship & Its Influence On Teacher Well Being And Students' Performance

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A B S T R A C T

While student– teacher affiliations give a selective affirmation area utilized for instructors and additionally others working to build up the basic and additionally education condition of the school and also a classroom. These affiliations may be a straight focus of support or may be seen as lone huge normal for winning achievement a ton of alternate inclusions portrays in this degree. Dealings by the teacher may generally be all critical utilized for youngsters who show inopportune educational or performance inconveniences. Inside one learns exploratory youngsters on an educational threat, a group of children be chosen while on risk utilized for proposal utilized for specific education or preservation lying on the establishment of low nursery school accumulation score.

1. Introduction

A broad writing gives affirmation to the solid and steady relationship among teacher alongside student is major to the good growth of all students in school (Hamre & Pianta, 2001)[1]. Valuable student–teacher dealings bring as a supply utilized for students at risk of discipline breakdown, through strife or removal among students with grown-ups may complex that peril (Ladd and Burgess, 2001)[2]. People who at last do increase occupied alluded among nursery school and also next accomplish be contrast and people who, in show disdain toward the high threat, be advance or alluded. The children who, regardless of expectations of resistance or recognition, are eventually advanced or alluded have far off extra hopeful relationships by their teacher their high- chance companions who hold or alluded. Moreover, unhelpful third-and fourth- graders that be skilled toward shape agreeable relatives by the teacher are plausible than extra unhelpful student be sound like with peer (Hughes, Cavell, & Willson, 2001)[3].

So also, every person instructor, like organization since a total, makes a learning foundation additionally because official or informal relations by an student. These surroundings are viewing how an instructor and also student „consider things with to sensibly have hopeful and additionally destructive impact going on students‟ knowledge.‟ He more recognized to "the value of the affiliation put glad among teacher and also student, or inside an association, be alluded toward its climate, the

technique the student consider in regards to it.

The declaration among the student and the teacher fill in as a connection between the two, which gives an enhanced inclination to a classroom air. Of way a teacher isn't leaving to value each trouble for each youngster in his or her classroom, however, will get adequate in succession for those students who are worried about correct assignments. An imperative assemblage of research demonstrates that "educational achievement and student performance are subjective by the value of the teacher and student association."

The more the teacher associates or speaks with his or her students, the more likely they will be astute to help students learn at a hoisted level and accomplish quickly. Thus, those teachers who indicate regard towards their students mechanically win help by having dynamic students in their classroom. The unrivalled or obnoxious teacher won't have these accommodating qualities because of his or her expectations of overseeing over the youngsters. Teachers must proclaim that they ought to be treated with high supposition and their homestead obligations to ensure that students joy each other with empathy.

"Teachers are sure to consolidate their friendship and assurance towards the students in their classroom, however with reasonable cut-off points." Educational accomplishment has been differently characterized: as the elevation of capacity achieved in educational occupation or as authoritatively procured data in school subjects which is regularly spoken to by level of imprints got by students in examinations. Scientists have uncovered that to be the criteria of support into the accordingly class; educational fulfilment is an index of all prospect achievement in life. More prominent achievers in the educational earth, for the most part, are probably going to save their level, of accomplishment in the professional field as well.

The teachers accomplish on Locus of having control over was straightforwardly associated with students achievements. The teacher attraction was related to scholastic improvement, self-assurance, and motivation. However, this was exact just for students with same-sex teacher models. Among students with contradicted sex models, teacher repugnance was not associated with student advancement teacher's declaration examples, and his error is managing to students as evident by students was a huge determiner of student's accomplishment

2. Importance Of Teacher– Students Relationships

Insight into teacher prosperity is important for several reasons. First of all, it adds to the understanding

of teaching careers. Knowing factors that are high worry to teachers is useful in making school contexts that foster teachers' job responsibility and prevents dropout from the profession. Second, by examining what is most satisfying and remunerating for teachers, a superior understanding of their attitudes toward school reforms and mediation programs can be picked up (Veen et al. 2005)[4]. As a rule, teachers are the agents of progress, and insight in teacher prosperity may add to the dissemination of intercession programs in schools. Last however not least, teachers are important adults in children's scholastic lives, and there is some proof that teacher prosperity, at any rate in a roundabout way, has significant effects on children's socio enthusiastic adjustment and academic performance. Research on teacher prosperity has focused to a great extent on stress and burnout.

For students, it is clear that the emotional quality of the teacher-student relationship is an important factor in their school engagement, prosperity, and academic success. Teacher-student relationships characterized by strife and mistrust effects affect children's learning. However, moderately little is thought about the interpersonal demands that teachers may want involvement from their students. Also, there is little acknowledgment of the inner needs that teachers themselves may have for positive, personal relationships with singular students. The objective of this writing survey is to investigate the impact of teacher-student relationships on teacher prosperity. Also, we plan to give a speculative model that describes the key concepts and interrelations between those concepts to control future research.

A person's reaction to stress is guided by the subjective elucidation or appraisal of an outer stressor which subsequently triggers an enthusiastic response. The essential appraisal process involves subjective evaluations of whether the occurrence is applicable and objective harmonious. Just incidents that are judged pertinent to one's goals, values, or needs trigger emotions. Conversely, an occasion or interpersonal demand leads to positive emotions when it facilitates the acknowledgment of an objective or intention. Secondary appraisal involves the subjective assessment of one's capacity to adapt to the situation, which influences the intensity of emotions. Unfavourable changes in prosperity are caused by rehashed day by day experiences of discrete unpleasant emotions in response to unending stressors, whereas delayed experiences of pleasant emotions advance prosperity.

We investigate how teachers' mental representations of their relationships with students may influence their emotions in actual situations with students to clarify the effects of teacher-student relationships on teacher prosperity. It presents the effects of teachers' mental representations of teacher- student relationships on their prosperity through their regular passionate responses. Moreover, the model proposes that teachers' relationship representations could intercede or direct the very much studied effects of apparent student conduct on teacher prosperity. A genuinely similar model has been proposed

in a current audit on teacher burnout, emotions, and student misbehaviour.

Although the cognitive-full of the feeling process of stress implies a fleeting sequence, variables can be the two antecedents and outcomes. For instance, burnout among teachers has been found to blow up perceptions of antisocial and oppositional behaviours. Because most research on teacher prosperity has inspected word related stress and burnout, similar (negative) indicators will get consideration in this writing survey. However, take note of that the present audit refers to prosperity as an umbrella term for both positive and negative indicators of psychological and physical wellbeing. Hypothetically pertinent positive indicators to be discussed are job satisfaction, work inspiration, self-efficacy, self-esteem, and positive self-see.

3. Influence Of Teacher– Student Relationships On Teacher Wellbeing

It is trusted that personal relationships with children bear the cost of teacher's inward rewards and offer importance to their work. Teacher-student relationships are frequently said as one of the central reasons for staying in the profession (O'Connor 2008)[5]. Is there observational support for the broadly assumed association between teacher- student relationships and teacher prosperity? In this research, we survey accessible research. This was found for both essential and secondary school teachers, although the findings showed more candidly intense relationships in rudimentary than in secondary schools.

Rudimentary teachers experienced both more negative and positive emotions and alluded all the more frequently to incidents of outrage and frustration. Secondary teachers tended to describe personal relationships with students more regarding affirmation and respect (Hargreaves 2000)[6]. The hierarchical structure of secondary education can make it somewhat more troublesome for secondary teachers to feel personally associated with their students. In like manner, secondary teachers experienced more estrangement from students and all the more frequently felt obscure and stereotyped by their students, which was over and again said as a source of negative feeling.

Also, positive teacher-student relationships were also positioned as most satisfying. This fits with the abnormal state of personal responsibility that teachers feel toward their students. Correlational research based on teacher reports of contention and closeness in relationships with singular students provides modest support for linkages with teacher prosperity. Teacher reports of contention, yet not closeness, have been observed to be modestly identified with efficacy beliefs of teachers, and to self-report depression of preschool teachers when strife was higher than anticipated based on teacher

These findings suggest that experiences of high teacher-student struggle could undermine teachers' efficacy beliefs and bring out feelings of helplessness. Similarly, the level of teacher-student relationships in the classroom judged as negative by the teacher has been observed to be associated with teacher reports of stress and negative emotions. That was positively identified with teachers' efficacy beliefs in regards to the administration of troublesome child conduct in a sample of pre-kindergarten teachers. They didn't discover linkages between teacher-student relationship quality and teacher-revealed depression.

In like manner, relationships with students must be unsafe or gainful to the prosperity of teachers when teachers have a need or desire for personal relationships with students. Numerous researchers have pointed out the significance of strong personal attachments of teachers to their students. In the previous section, we discovered support for this thought and discussed research that has given some experimental proof to the effects of teacher- student relationships on teacher prosperity. However, these studies don't clarify why teacher-student relationships give off an impression of being of such a strong personal worry to teachers.

The psychological point of fondness bonds between an individual and a connection figure, seen in, for instance, caregiver-child and grown-up romantic relationships, is to accomplish or keep up enthusiastic security. The experiences picked up in connection relationships move toward becoming disguised into mental representations (i.e., "interior working models" or "mental schemas") of relationships that guide social data processing in a consistent and predictable way. This has important consequences for future social relationships. Interior working models of relationships contain summed up data about the self, others, and self– different relationships that shape the development of new relationships. Research on the various levelled structure of these models demonstrates that relationship experiences are disguised at various levels of speculation (Sibley and Overall 2008)[7].

Teachers may hold domain-specific models of their relationships with students that contain summed up expectations and beliefs about themselves as a teacher, about their various roles (e.g., parental figure, disciplinarian, and instructor), self-efficacy beliefs, goals for interactions with students, and beliefs about how students should identify with teachers. The teachers hold valid theories about the idea of classroom relationships. They, for instance, clarify how teachers' destiny or growth beliefs about relationships with students can influence teachers' investment efforts in relationships with testing students. Growth beliefs encompass the view that relationships are pliant and that social difficulties can be overcome.

4. Influences Of Teacher- Student Relationships: Academic Outcomes Of Low- Income Middle And High School Students

Teachers accept an essential part toward students all through the formal schooling foundation (Baker, Grant, and Morlock,2008)[8]. Though most research concerning instructor understudy relationships looks at the first years of schooling, teachers have the unique opportunity to help students' academic and social development at all levels of education. Agreed with association speculation, positive instructor understudy relationships enable students to feel sheltered and secure in their learning environment and give a stage to vital social and academic abilities. Teachers who reinforce students in the learning condition can positively influence their social and educational outcomes, which are essential for the whole deal bearing of the school and over the long haul business. Exactly when teachers shape positive bonds with students, classrooms wind up observably unfaltering spaces in which students can partake in academically and socially productive ways. Positive instructor understudy relationships are named having the proximity of closeness, warmth, and motivation (Hamre and Pianta, 2001) [9]. Students who have positive relationships with their teachers use them as a safe base from which they can explore the classroom and school setting both academically and socially, to go up against academic troubles and work on social-energetic development. This consolidates relationships with friends and making self-respect and self-thought. Through this safe association, students get some answers concerning socially reasonable practices and furthermore academic wants and how to achieve these wants. Students in low-pay schools can especially benefit from positive relationships with teachers (Murray and Malmgren, 2005)[10].

Students in high-desperation urban schools may benefit from positive instructor understudy relationships essentially more than students in high-compensation schools, given the perils identified with destitution. Risk comes about identified with desperation fuse high rates of secondary school dropout, cut down costs of school applications, low self-adequacy, and low self-assurance. There are a couple of elements that can guarantee the adverse outcomes consistently associated with low-compensation schooling, one of which is a positive and enduring relationship with an adult, regularly an educator. Low- compensation students who have strong educator understudy relationships have the higher academic achievement and have more positive social-eager change than their partners who don't have a clear relationship with an instructor.

- **Academic outcomes:** Albeit many studies concentrate on the essentialness of early teacher-student relationships, and a couple of reviews have found that teacher- student relationships are first encountering noteworthy change years; the years when students advance from essential to focus school or focus to secondary school. Studies of math capacity in students advancing from

fundamental to focus school have found that students who move from having positive relationships with teachers toward the completion of essential training to more negative relationships with teachers in focus school inside and out lessened in math skills.

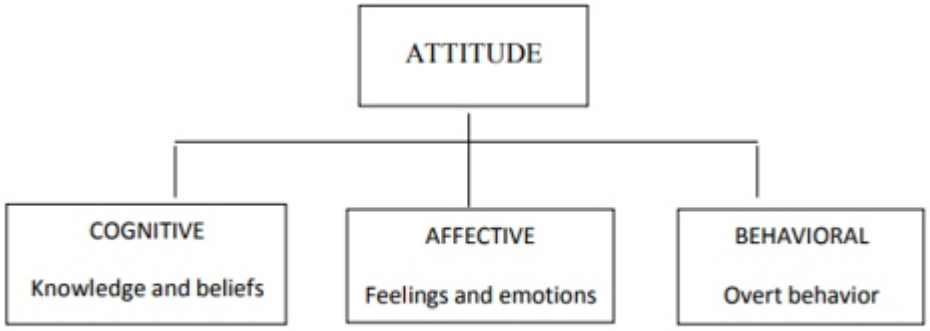

Figure 1: Tripartite (ABC) Model of Attitude

- **Self esteem:** Self-esteem is a basic component of the self and has its impact on aspects of human's life. As school achievement and development have imperative parts informing people and deciding their future vocations, upgrading self- esteem in pupils.
- **Global Self esteem:** This term alludes to a" man's general sentiment self-worth rather than particular self- esteem that alludes to a man's sentiment self-worth concerning a particular movement or skill."
- **High self esteem:** "This term alludes to a man who is sure and has a reasonably positive perspective of themselves and their abilities".
- **Low self esteem:** This term alludes to "children who see the self in a less positive light, frequently harping on apparent deficiencies as opposed to on any quality they may happen to have.
- **Self-efficiency:** "People's beliefs about their capabilities to arrange and execute the courses of action required to oversee the prospective situation. Efficacy beliefs decide how people feel, think, propel themselves and act." The self is a controversial term that has involved the field of psychology for so long.

$$Self\ Esteem \frac{Success}{pretensions}$$

- **Achievement:** Achievement is a crucial issue that concerns educators, families, and pupils themselves. The researcher did not put much exertion on specifying theories of achievement; her worry was on the self-esteem with its various domains. In the wake of examining self- esteem, she would relate the outcomes to pupils' achievement represented by schools' formal records for the two achievers and low achievers trying to investigate any relationship between self-esteem and pupils' academic achievement.

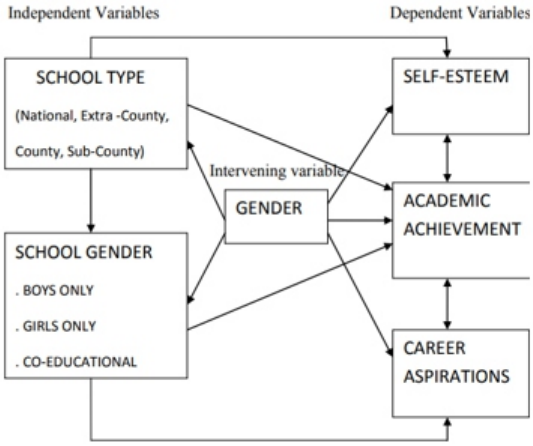

Figure 2: The Interrelationship between Variables

5. Conclusion

The researcher therefore firmly battles that hardly any work exists that studies the joint Contributions of teachers behavioural traits- demography, teaching process, teaching attitude, work satisfaction, on students' academic performance in secondary schools exhaustively especially at the multivariate level in India. It, therefore, appears that this is one of the areas, which have not drawn much research enthusiasm for adequate measure in India, A couple of researchers have indicated enthusiasm for joined influence of inherent behavioural traits, for example, teacher work value, self-esteem, and occupation satisfaction and extraneous teacher behavioural traits, for example, demographic traits on teachers' profitability and students' academic performance. Many studies attest that a few teachers contribute more to their students' academic development than different teachers.

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