A Study of Educational Administration Problems in Primary Schools

Hemprabha Gurjar[1]* Dr. Kuldeep Kumar[2]

[1] Research Scholar

[2] Professor, Department of Education, Himalayan Garhwal University, Uttarakhand

Abstract – Primary education is the foundation of education and, compared with primary schools, primary schools are very close to the community. Community participation in the administration of primary school is therefore more important. The head teacher of primary school takes care of numerous other responsibilities. We should concentrate on the main problems of head teachers and make some good suggestions. Theoretics, principles and practices, pedagogy not applications in the education system need to be established in research not evaluation. Only head teachers can change the school environment in a sustainable way. 'Good Capitan may sail the ship in the right direction,' certainly, but the captain will certainly not move in the right direction if he has a bed instrument and lazy ineffective co-working people. So the factors that influence rural primary education must be found and the work of the heads of schools must be affected. The factors that influence the education system and lead teachers to create problems include social changes, the time-consuming, political environment, economic conditions, technological developments, changes in the nature of work etc.

Key Words – Educational Administration, Problems, Primary Schools, Head Teacher, Technological Developments.

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INTRODUCTION

'Education is for life not for living, the end of education is character". One should recall the words of John Dewey who said, "Learning depends on experience and is largely dependent upon the characteristics of the environment of the learner." The environment thus provides the networks of forces and factors which circle enclose and affect the person, even though some people can resist this network. "Education is the manifestation of human perfection and a synthesis process which is dedicated to the development of a personality that has an integrated character in particular to spiritual development," says Swami Vivekananda. "Education is the development process of the entire human person and not just the intellectual development of the individual, Rabindranath Tagore says. The physical, moral and spiritual aspects of human personality should also be underlined."

'Education is the systematic training of people to enjoy the active building work for the common goal of character strengthening and intelligent development.' Education does not mean that people are told to know what they are unaware of, it means that they are taught to behave if they are not. Education is designed to help students to realize their value and commitment in life and take responsibility for themselves and society. It is a rich resource which is the basis for an individual's enrichment, social inclusion and nation development. It allows people to make the most of the opportunity on their way and differentiate between good and bad. Education offers learning experiences to bring about desired human behavior changes. The changes take place at the cognitive and affective levels and allow the student to develop an integrated, balanced personality. "Education is what's left after you have forgotten all that you've learned in your school. As we understand, education is the sum of all those processes in which society transfers social, intellectual, religious and heritage experience from one generation to the next. These processes are informal and incidental in the past, arising from participation, on their own and for the sake of their educatory influence on the emerging generation, in certain forms of social life and activity.

Education means a general knowledge or academic, technical and occupational knowledge and cultural achievement program or programs that develops and promotes people in any community or in any political area. Schools such as pre-schools, childcare centers, colleges, universities, mentally retarded or physically disabled schools,

education radio and television may offer such programs. Programme, such as centralized administrative service facilities, may include public school systems and support facilities. Education includes instruction and discipline aimed at enlightening and understanding, at remedying the moods and habits of young people, it is useful in their future stations and it is therefore indispensable that they be given religious formation. Education is an expedition of guided discovery in which we are supported, nurtured and loves in our natural search for our own knowledge, culture and world, as we develop and develop our talent, personality, and well-being. "Education is the development of all the capacity of people to control and fulfill their environment," says John Dewey. 'Education is a system that, according to Plato, guides young people towards proper and logical speeches supported by rules and regulations adopted over generations of proceeding. "Education is the complete development of individuality in order for Nunn to make an original contribution to human life." The individual is a total of different components, all of which must be developed. Every person is unique and the task of education therefore is to respond to each one's needs. The development should be carried out to the highest extent possible.

"As a natural, harmonious and progressive development in human innate power," Pestalozzi defines education. Human beings are endowed with certain innate powers and abilities, and their development is the task of education. In the process of education, due consideration of the nature and needs of the child should be paid. The development of some children's powers at the cost of others should not be stressed unreasonably. In developing the various innate powers of the child, an appropriate balance should be struck. Education is a training act or process: the outcome of education, as determined by knowledge, skill or character discipline. It will also be the act or procedure of training as a bar or chair through a prescribed or customary course of study or discipline. Education is instruction or instruction you receive or earn. Education is an activity that you receive or benefit from. Education is a work that imparts knowledge, usually in schools, schools or universities. Thus, the educational objective includes teacher education and associated management activities. Education is an enormous task, and should not be handled roughly. 'India's destiny has been shaped in its classrooms,' the educational commission observed (1964-66) and added that in educational departments and institutes of instruction, the fate of these classrooms has been shaped safely. Lifelong education demands the teacher's continuous development throughout his career. Thus, education for teachers has become part of the education system. The quality of learning, and therefore the quality of the people of the country, is determined by the education of teachers.

TEACHER EDUCATION

The education part of teacher education intended to provide the teaching profession with the knowledge, skills and knowledge base. Although teachers are told to be born, they must be perfected through well-defined education courses.

Teaching in all professions in the world is the oldest, most indispensable and inevitable. Since history began, teaching in India has been an acknowledged and respected profession. Not just to provide information and skills, but to guide its students into "highest knowledge." The teacher was also expected. Thus, teachers were given very high qualities. The essence of teaching, said Dr. Rajammal P Devadas, is creating an insatiable love for knowledge in students, which will not die when they leave the educational institution, but will continue to influence them until the end of their lives. A teacher's real success lies in helping children become worthy people with courage to confront the problems of life and inner strength resulting from goodness of character and living in the community." The primary responsibility for information education – skills – is the second role of a teacher. The teacher should ensure that information-access knowledge, skills and attitudes are part and parcel of the school curriculum. Nations develop policies for recruiting, preparing and preserving teacher skills because the quality of their teachers is the core of any nation's education system. The authorities and the institutions that prepare teachers are responsible for dealing with such policy questions. It also encompasses the processes used to achieve policy by these structures (eg. Sources of initiative, advisory input, opportunities for review, accountability of schemes). Lastly, governance includes teacher education policy functions (eg. Establishing entrance qualifications, levels of preparation, nature of the preparation programs, exit standards). For example, teaching can be conceived as the transmission of knowledge and skills or as a process to help children reconstruct their own knowledge. Teacher may be regarded as an authority or speak on behalf of the authority or an enabler for the development of the learner's independent authority. The education, training and updating of teachers is widely known as key to the development of the quality of teachers. Quality as a teacher is an important factor in improving students' learning outcomes. It is both vital and necessary that teachers receive increased attention in terms of education and training.

It is unlikely that teachers will in future be able to correct society's problems, instill values, teach basic and more intellectual skills and prepare students for a competitive world market. During the 1990s there is little doubt that these multiple requirements will be addressed. Therefore, inside and outside the profession, the subject of stress

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from teachers remains a major concern. The standards of licensing and certification also depend on the supply and demand relationship of the teacher. Low qualifications standards were accepted for recruiting professors during rapidly expanding student populations. The status is lowered when the standards for licensing and certification are lowered. "In countries with the rapid expansion of their educational systems, qualified candidates are recruited to meet the growing demand for teachers, which further reduces public perception of the occupation's prestige, as Lockheed and Verspoor (1990) have affirmed. The issue is how prospective teachers can be attracted and instructed to meet minimal standards in many developing countries.

SCHOOLS, SCHOOL HEADS AND TEACHERS

The best educational program is therefore only as good as the school it is implemented. And a school is only as good as its headmaster by measure. Only a happy, unthreatened yet delicious group of people who work together in a warm and respectful atmosphere can grow out of a sound school programme. The role of headmasters in the modern school has a major influence on the atmosphere of the school. Learning emphasizes behavior change in contemporary society. The desired conduct must be inculcated in pupils' minds and therefore the appropriate environment should be provided for pupils in order to improve productivity in the learning process. The quality of education depends on the quality of the schools and the interaction between teachers and the people and the community and the cozy atmosphere predominant. Each person notices that the unique climate or atmosphere is felt whenever he spends even a little time with his/her staff. Many external forces are acting on teachers and shaping the school's internal environment, which in turn shapes the behavior of the students. It supports the smooth implementation in the school system of national educational policies and programs. The school consists of a system of personnel who differentiate in education, gender, age, work, experience, expectations of work, temperament, attitudes and skills. There are other components of systems, such as formal organization and the physical working environment, in addition to this human element. Teachers interact in the performance of their functions as part of a system among dynamic education managers.

THE CHALLENGE OF OFSTED

It is probably not unusual for the head teacher of the primary school to step up all of these challenges and difficulties during the now well-known Ofsted experiment if the leader is central to the accountability of the proper functioning of the school. While it is true that one of the more stressful experiences in any school is that of "Ofsted," it can be quite unlike the same experience in a larger one, but undergoing Ofsted inspection at a primary school. Because every staff member is responsible for several subjects and areas, each inspector must talk to a different agenda on numerous occasions. In addition, since only one professor is responsible for any age group and often several inspectors attend the same class for different purposes on the same day. In the course of a four-day inspection, inspectors attended 87 classes or sections of courses. The stress that resulted could not be described and was regarded as far as in greater institutions could be expected. It was also expressed concern that inspectors were not aware, particularly in terms of facilitating and implementing monitoring, evaluation, and review policies, of any budget limitations and stresses facing primary schools.

RELATIONSHIPS – THE GREATEST STRENGTH OF THE PRIMARY SCHOOL

One of the greatest joys of being a head teacher is the relationship with staff and parents, especially at primary school, where it is easy to develop and build close links. For example, the welcome of primary schools and the fact that everybody was noticed, acknowledged and valued' South West (2004: 29). However, the parents think that they should have access to the Head when a small problem arises because of this closeness and because of the inevitable lack of a Deputy Head Teacher. As Galton and Patrick confirm, "the role of the head has an all-encompassing nature...the reputation of the head teacher in primary schools might be more significant than in a larger school because only few teachers could relate to" (Galton and Patrick, 1990).

However, due to the cooperative nature of primary school staff, there is more collaboration in matters such as allocation of resources, evaluation of pupils, staff position etc., although staff meetings cover a broad range of issues, which was confirmed in the PRISMS rehearsal once again. The official meetings in primary education and schools tend to take place less often. This is because informal employee meetings are held every time the personnel meet, such as lunchtimes, breaks and so on. Governors can also engage in employee meetings as the numbers remain below 20 even with all employees and the entire governing body and so relations between personnel and governors and a strong relationship can be developed within the team.

ENHANCED PUPIL RELATIONSHIPS

Another positive outcome of enhanced relations in primary schools is that students are often given more responsibility, both for their work without supervision and for other routine tasks throughout schools. Thus, as Anne Waterhouse confirms:

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"Often we know how positive our children approach new experiences and can undertake independent learning" pupils become more self-assured and independently motivated" (Waterhouse, 1991). In schools where these papers are focused, older children always visit future parents at school and are constantly congratulated on their knowledge of the university and their pride in it. School students also turn around to "man the office," a function to respond to the telephone and to monitor visitors at lunchtime (more difficult since recent events have brought school security to the fore as an issue of major concern). Therefore, discipline is generally easier to keep than a larger primary school. When a structured system is established and understood and owned by the staff and pupils, it is more likely that new children will be integrated into it than disrupted. Other children tend to promote the status quo when it is disruptive and treat any discipline violation with some degree of disdain.

Notwithstanding these issues, this paper is unquestionably unique and rewarding to play the role of the head teacher of a primary school. The primary school's greatest strength is the quality of links between staff and children, staff and parents, parents and governors, etc. Indeed, the position is not a job but a way of living for most primary school heads and probably for all sorts of schools; it is, as South Worth has pointed out, "a question of self-definition and self-expression at the same time." Nevertheless, we must note that the role of the head teacher in any school and in primary school is complex. The increased bureaucratization of the role of the head teacher brought about by national law has exacerbated the division that has been defined in the seminal work of Hughes between the head teacher and the principal professor (1975). Naturally, the pressure of such often conflicting demands is felt most acutely in primary schools, where the fault lines in this division have always been the most apparent.

EDUCATIONAL ADMINISTRATION

In every group activity, a kind of administration is required to organize and direct the efforts of the groups to certain prior defined objectives. This applies to industry, commerce, government, defense and education. Ordway Terel defined the administration as "a comprehensive effort to direct, guide and integrate human endeavors that focus on certain specific goals." "Management has the capability to coordinate in one organism so well and so wisely many and often conflicting social energies that they function as one." "Administration runs and directs," writes Cox and Langifitt. Oversight provides guidance, guidance and support, encourages and explains. Plan, diagnose, inspect and order the execution, while supervision helps decide and helps improve the instruction." Educational Administration is the process that enables the objectives of education to be achieved. In order to retain and expand the relevance, efficiency and productivity of

complex institutions, education administration is critical. The quality of administrative services offered depends on the survival of educational organizations. School management is defined as an integrated system to identify, maintain, stimulate, control and integrate formally and informally organized human and material energies to achieve predetermined goals.

The major components of educational administration are:

a)   Accountability of performance

b)   Work ethic

c)   Economy

d)   Functionality Vs. dis-functionality

e)   Harmony between the goals, process and end product.

Educational Administration: (National level): The agencies at the national level concerned with the development of education are: Ministry of Human Resource Development and the various departments dealing with Elementary Education, Adult and Non-formal Education, Higher Education, Science & Technology, the University Grants Commission, the National Council of Educational Research and Training (NCERT) and the National Institute of Educational Planning and Administration (NIEPA).

Educational Administration: (State level): The State Government Department of Education is the principal body for the formulation of government policy and for the preparation and implementation of education plans. We have several Education Directorates in Delhi to look into various aspects of education. Thus, we have Education Directorates, School Education Directorate, Adult and Non-Formal Education Directorates, Teacher Education Directorate and Government Examinators. There are Educational Officers in the district, who work for the administration of primary and basic education institutions.

Why Educational Administration?

"The purpose of education management is to allow right pupils to receive the correct education from the right teacher, at a cost to the state, allowing the school pupils to take advantage of their learning," writes Sir Graham Balfour very aptly. "The basis of good democracy is indeed an effective and sound system of the Education Administration." The administration of education includes a great deal that we require in government and is inextricably linked with content, such as supervision, planning,

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supervision, guidance, management, organization, control, guidance and regulation."

"Education administration is an organizational set of specific functions which aim primarily to make the delivery of relevant educational services effective and effective, as well as the implementation of legislative policy through planning, decision-making and leadership behaviour. It provides an optimized allocation and most careful care for resources, stimulates and coordinates professional and other staff, ensures a coherent social system and describes the organizational climate and facilitates the determination of essential changes that can serve students and society's future and emerging requirements.

1. Attitude towards Educational Administration

"Attitude is the specific predisposition and tendency to react to the situation or value of an object." The overall attitude refers to a few aspects, including employment, education or management. The attitude of a person towards his subject results in changes to his or her performance so that in this study the researcher has used this variable to construct a descriptive administrative behaviour. His attitude is one aspect of a person's personality. "A stance is a sum total of a man's inclination and feelings, prejudices or partiality, preconceived conceptions, ideas, fears, threats and beliefs on any particular subject, according to Thurstone. First of all, the attitude is the way the body is set or prepared for an outcome. Attitude psychology begins with set psychology, readiness to move in one way or another. Thurstone defines the position of a certain psychological object as the degree of positive and negative effect. An behavior is a willingness to respond consistently, learned and become one's typical mode of reaction to certain situations, individuals or items. An approach has a defined reference object. Attitude testing is based on many assumptions (a) the size should deal with a contentious issue; (b) the sensations and insights of an individual in relation to the question should determine his answers to the various statements made pro and con; and (c) the statements can be scaled as to the degree they advocate or oppose. Attitude tests are intended to predict the later performance of the students in a specific type of conduct. Attitude scales are often developed to measure the attitude of the individual to a specific group, institution or institutional practice. An attitude is usually thought of to have three parts: an affective component consisting of the feeling of the person concerning his attitude object; a cognitive component that is his beliefs or understanding of the object of attitude; and a behavioral component, which is the person's willingness to take action in a particular way towards the object of attitude.

2. Administrative Behaviour

The phrase "administrative behavior," in particular behavior that involves decision making or influence the behavior of others is used to designate human behavior in an organizational framework. The phrase is most commonly used by scientists and scholars interested in administering as a social behaviour. The study of administration was thus part of the broader development which is commonly referred to as "Competent Science."

The work of administrative theory to which the phrase is applied tends, first, to explain rather than to prescribe what should be descriptive. However, the literature which focuses particularly on motivation is a partial exception; it often covers applications which advise, for example, how greater productivity or acceptance of change is ensured for workers. The behavioral approach to administration has also highlighted operational definition of terms and empirical study: field observation, controlled field experiments on organisations, and organizational laboratory studies – such as groups. Thirdly, this work is largely about quantifying, mathematicizing and formal theory building, but not exclusively. For instance, game and graphic mathematical theories have been used in organisation. Therefore, the study of administration is only distinguishable by certain phenomena from the other behavioral sciences. It makes extensive use of psychological, sociological and economic suggestions. It applies those proposals to the prediction of organizational phenomena and uses empirical data on administrative behaviour. The investigator designed a descriptive Administrative Competency Questionnaire in order to test the school's administrative conduct. Simon's book (1947, which develops and extends Barnard's work) brought the administrative comportage to the forefront. With this general acceleration in behavioral studies after the Second World War, the study of administrative behavior was inextricably interwoven with the movement of human relations. There has also been considerable borrowing between administrative behavior research and industrial sociology work. The combined approach and vocabulary of so many social science disciplines in organizations has led to great diversity (Foundation for Research on Human Behaviour - 1959). There is a number of strategic performance in organizing administrative study; it is clear that fewer concepts than are required for the labeling of administrative behaviour.

3. Leadership Behaviour

The management of schools depends on their leaders. Leadership is not defined accurately. Leadership. The word 'leadership' is literally derived from the word 'lead.' The term "to lead" has two meanings to "to excel" or to be "to guide," to control or to control an organization. The word "to

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guide," Since the late 1960s, management has played an important part in school management research. During that time around 20% of surveys focused on the administration of schools. Here are a few important leadership descriptions. "Führung is the ability to convince others to look enthusiastically for defined goals. It is the human factor that connects and motivates a group towards objectives." The conduct of leadership is multidisciplinary. These dimensions are numerous and vary according to the personality of the manager, his task and his followers' needs, his fans' attitudes, needs and expectations and the physical and organizational environment in which they operate. Leadership is positively linked to personality factors such as exit, intelligence, emotional stability and perseverance but there was no meaningful link with sex, age, education and administration. Good relations are developed by effective leaders, conflict resolution motivates people, and enhances group skills through meetings, committees, and task forces. An open-minded attitude towards the group's members as collaborators and not as subordinates is an important aspect of the leaders' attitude towards them. Despite the many conceptual approaches to leadership study, school researchers relied on two theories, namely "Leadership Theory" (1953) and "Leadership Theory for Fielders" (1953). (1978).

SCHOOL HEAD AS A LEADER

Leadership is the act of managing a company or guiding these organizations' activities towards a given goal. The tone and wellbeing of a school is obviously dependent in large part on the quality of the leadership of the school manager. Especially those who have served for their earlier years are an important part of the school's duty to direct the activities of its assistants. For educational leaders, he himself provides an example. The recent study of successful schools highlights the important leadership of the education system, especially its role in the coordination and control of the educational programmes. Such work has resulted in the return of the old "efficient principal – efficient school." Various studies have reported that the successful schools do have the following characteristics:

i.   A School climate conducive for learning is one, which is free from disciplinary problems and vandalism.

ii.   A school's emphasis is on basic skills of instruction, belief of teachers that all students can achieve, and a system of clear instructional objectives for monitoring and assessing students' performance.

iii. The principal has been recognized as the key person to implement changes and teachers role performance, which has a high impact on the school's institutional climate (organizational climate). The leaders play an important role and their behavior is primarily responsible for the control, support and maintenance of excellent school systems programmes. One of many factors that contribute to the institutional (organizational) environment of schools is the management behavior of principal leaders.

Technically, the school's atmosphere is known as its organizational environment. The psycho-emotional environment in which the education process is carried out in schools speaks for its organisation. This is the climate that teachers can find useful to teach and students may like to learn. It is worth mentioning the nature of a learning situation that is supposed to prevail in school in the organizational climate.

1.   Institutional Climate (Organisational Climate)

Any quality, including leadership, is based on the institutional environment (organizational climate). "Institution" for W.H. Ryburn means just the practical steps that we take to ensure that the working system we use will assist us to our goals and to our children to their greatest advantage.

Further, the term "organization" (Institution) implies three things:

a)   A group of persons working together for common purpose eg., companies, schools, institutions.

b)   A network of relationships among individuals and activities. This implies the structural and / or strategic arrangement of persons positions and rules, and

c)   A process of executive function aimed at ensuring that resources, activities and authority relationship are so coordinated to achieve specified goals. This in the management context of the concept of organization.

2.   Criteria for good organizational climate

For the structure of the education enterprise to be deemed appropriate, consideration should be given to the following criteria:

a)   The objectives of education and types of activities required to achieve them

b)   The benefits of specialization and how to maximize such benefits for the interest for the enterprise.

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c)   The limitations of functional authority and how best to distribute and harmonize the authority levels.

d)   The problem of communication and to ensure effective communication between the levels and functions.

e)   The size, shape location and capacity of the institutions and what administrative structure best fits such.

3.   Dimensions of Organizational Climate

Halpin and Croft identified the following eight dimensions of institutional climate as a result of their factor analysis study. Four of these relate to the behaviour of the teachers and the other four to the behaviour of the leader.

Teacher behaviour dimensions are:

a)   Disengagement

b)   Psycho-Physical hindrance

c)   Esprit

d)   Intimacy

And the leader behaviour dimensions are:

a)   Aloofness

b)   Production emphasis

c)   Humanized Thrust

d)   Consideration

CONCLUSION

In the study school liaison with staff as a whole and especially with the school administration officer is limited to breaks or to snatched moments, e.g., during Assembly, (a reason for having other teachers take Assembly as a matter of routine). The School Administration Officer therefore must assume mush more responsibility for everyday matters and thus it is vital that a good relationship develops between the Head and the Administrator. Regular administration matters in the study school have to be dealt with on a time-tabled basis, generally weekly. This, it is felt, allows for poor reflection and consideration of important matters as it is difficult to retain the threads of a debate over a period of time. Problematically, however, there appears to be little scope for concentrated thought at key moments in the administrative cycle, especially for example when setting the budget when difficult options have to be debated. Other problem times that one might note include that around Admissions, usually in the spring

term, when it is essential to make the right decisions. This can be particularly difficult and complex in a rising roll situation when the outcome of a wrong decision may well be an Appeal. It is thus of little surprise that recent commentators have noted fears that increasing pressures form management and administration will dilute the curriculum leadership role of Heads and Deputies. In Primary schools such tensions are heightened by the fact that head teachers are likely to have a very large teaching role. Moreover parents have, in many cases, positively opted for such schools and may drive some distance in order to enable their child to attend; they consequently have high expectations of the school and are prepared to put pressure on staff and Head if they feel their child is not receiving the attention they feel that their child deserves. Thus, having a compulsory class teaching commitment, not only because of the restraints on time and energy, but also because of the stressful demands of any class, makes the teaching Headship a difficult role to fulfill.

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Corresponding Author

Hemprabha Gurjar*

Research Scholar

Hemprabha Gurjar[1]* Dr. Kuldeep Kumar[2]