

# AN EMPIRICAL STUDY ON TEACHERS' EFFECTIVENESS OF UG AND PG COLLEGE TEACHERS IN HYDERABAD

**Shahnaz Uddin**

Research Scholar, KLU Business School, Koneru Lakshmaiah Education Foundation,  
Vaddeswaram, Guntur, Andhra Pradesh, India

**Dr. Simanchala Das**

Associate Professor, KLU Business School, Koneru Lakshmaiah Education Foundation,  
Vaddeswaram, Guntur, Andhra Pradesh, India

*Abstract - Teachers are the pillar of the educational system. Teaching is a noble profession and is also considered as an art. Therefore, effective teaching is no simpler. Generally a teacher can learn while teaching. Effectiveness of teaching is understandable and successful delivered by a teacher is significant factor in teaching. Teachers can improve their knowledge with their effective teaching as well as it will also create a great experience of satisfaction. In order to make the teaching more meaningful, the teachers have to deliver the class in an effective way. The study is an attempt to examine the level of teaching effectiveness of teachers belongs to UG and PG colleges in Hyderabad.*

*Keywords: Teachers, UG and PG college teachers, teaching effectiveness, factors of teaching effectiveness.*

## INTRODUCTION

Teachers are the pillar of the educational system as the development and growth of the country is depends on the teacher community. Teaching is a noble profession which contributes towards the progress of the nation and helps in overall development of the nation. Teaching is also considered as an art. Therefore, effective teaching is no simpler. The quality of an education in an country depends on the quality of a teacher. Therefore, quality teachers and quality in teaching have become important elements which ensure the quality of student life. Generally a teacher can learn while teaching. Effectiveness of teaching is understandable and successful delivered by a teacher is significant factor in teaching. Teachers can improve their knowledge with their effective teaching as well as it will also create a great experience of content and satisfaction.

Before going to define Teaching Effectiveness, we have to know clearly what is „Teaching“. Actually, “Teaching is complex, and great practice takes time, passion, high-quality materials, and tailored feedback designed to help each teacher continuously grow and improve”(Vicki Phillips, 2013). According to Oyedeji (1998) - Teaching is a process of imparting knowledge, skills and attitude in order to bring about a desirable change in learners. The primary goal of teaching is to ensure that meaningful learning occurs (Ogunyemi, 2000). When such kind of teaching took place by a teacher then we called the teaching delivered by the teacher has become effective i.e. effective teaching or teaching effectiveness.

## OBJECTIVES OF THE STUDY

The study has been conducted with the following objectives.

1. To study the demographic profile of the respondents
2. To understand the importance of teaching effectiveness of selected teachers
3. To study the factors contributing to the teachers' effectiveness of teachers of selected colleges
4. To suggest certain measures to improve the effectiveness of teachers

## **HYPOTHESIS OF THE STUDY**

The study further analyzed with the help of defined hypothesis.

H<sub>0</sub>= There is no significant difference in the response of male and female teachers regarding factors of teaching effectiveness

H<sub>1</sub>= There is a significant difference in the response of male and female teachers regarding factors of teaching effectiveness

## **NEED FOR THE STUDY**

Effectiveness of the teacher is the output of teachers' involvement, dedication and commitment while performing the job responsibilities. More over the morale and motivation of the teachers helps in delivering an effective class. In educational institutions, considering colleges the role of teacher effectiveness is more important for achieving student outcomes in terms of academic results as well as in terms of their career. Effectiveness is seen in teacher productivity and students achievement. Therefore, there is a need for study of teacher effectiveness.

## **SCOPE OF THE STUDY**

The scope of the study is to understand of factors are causing teaching effectiveness for teachers in selected colleges. The present study covers the gathering and analysis of data collected using a structured questionnaire from the teachers of selected colleges.

## **METHODOLOGY**

The present study is an attempt to study the factor of teaching effectiveness which is descriptive and quantitative. The data for the study has been collected from both primary and secondary sources. Simple random sampling method was used to collect data from 100 teacher respondents of the selected colleges. The data was collected through structured questionnaire which was divided into two parts respondents were asked to reveal their demographic profile in the first part of the questionnaire i.e. age, education, income, marital status and second part of the questionnaire consists of the factors of teacher effectiveness which is proposed by Ms. Ummekulsum. The Secondary Data were collected from various articles, research papers, journals, books, websites, research reports etc. The collected data has been analyzed by using percentage method. Further the data has been analyzed with the help of F- test for testing of hypothesis.

## **REVIEW OF LITERATURE**

A number of researchers and theories have been paying attention in the Teacher effectiveness concept and have tried to identify different dimensions that determine the job satisfaction among teachers in relation to Emotional Intelligence (Barman, Pranab & Dash, Umasankar, 2016; Ajeya jha, 2007; Amos Oyesoji Aremu, 2012; Dennis Relejo, 2015; Marina Goroshit, 2014; Mohammad Hossein Hekmatzadeh, 2016; Moyosola Jude Akomolafe,2014; Nina Dolev,2016; Ramana,2013; Singh, 2017;Tahir Mehmood,2013; Toor, 2014;Trutaa,2014).

## **RESULTS AND DISCUSSION**

The results of the study are discussed below

### **1. Demographic Profile Of The Respondents**

The socio economic profile of the respondents shows that among the respondents male respondents are majority in number. Regarding the age of the respondents majority of them are belongs to 31-40 years followed by 41-50 years. Among the selected teachers, majority of them are post graduates. The experience of the respondents shows that the most of the respondents are having 6-10 years of experience and followed by 11-15 years of experience.

## 2. STUDY OF FACTORS OF TEACHERS EFFECTIVENESS AND TESTING OF HYPOTHESIS

The factors showing the teachers effectiveness are included in the questionnaire namely Personality, Subject matter, Relational competency with students, Professional competency, Teaching style and Class room management style. The responses were given on Likert five point scale where 5 for Strongly agree, 4 for Agree, 3 for Neither agree nor disagree, 2 for Disagree and 1 for Strongly Disagree.

The results and discussion on the data analysis of the study has been presented below.

### Personality

The responses regarding personality have been collected in terms of following aspects: I prevent the differences through the exchange of thoughts – P1, I have the confidence – P2, I have the relation of friendship and brotherhood with fellow teachers – P3, I do not hesitate in acquiring knowledge from the fellow-teachers – P4, I behave with honour to all guardians without consideration caste, social and economical status – P5, Iam creative – P6, Iam responsible – P7, I have insight – P8, I am imaginative – P9 and I have adjustment capacity – P10.

**Table: Response on Personality**

S.No.	Variable		Response					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	P1	Male	1.8	13.3	28.2	20.9	38.3	100.0
		Female	1.8	13.0	27.5	20.4	37.3	100.0
2	P2	Male	1.8	7.7	30.0	21.2	41.8	100.0
		Female	1.8	7.5	29.3	20.7	40.7	100.0
3	P3	Male	0.8	7.7	29.0	21.9	43.1	100.0
		Female	0.8	7.5	28.3	21.4	42.0	100.0
4	P4	Male	2.2	8.0	28.6	19.7	44.0	100.0
		Female	2.1	7.8	27.9	19.2	43.0	100.0
5	P5	Male	1.8	6.0	32.0	21.5	41.2	100.0
		Female	1.8	5.9	31.2	21.0	40.1	100.0
6	P6	Male	2.2	7.6	28.3	21.5	42.9	100.0
		Female	2.1	7.4	27.6	21.0	41.9	100.0
7	P7	Male	1.8	6.6	29.0	22.1	43.0	100.0
		Female	1.8	6.4	28.3	21.6	42.0	100.0
8	P8	Male	1.4	8.4	27.9	21.5	43.3	100.0
		Female	1.4	8.2	27.2	21.0	42.2	100.0
9	P9	Male	1.8	7.3	28.7	21.3	43.4	100.0
		Female	0.8	7.5	28.3	21.4	42.0	100.0
10	P10	Male	1.1	7.4	29.0	22.0	43.0	100.0
		Female	1.1	7.2	28.3	21.5	41.9	100.0

The average scores of response of male teachers on personality in order the of highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied in percentage are 1.67, 8, 29.07, 21.36 and 42.4 respectively. The average scores of response of female teachers on personality in the order of highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied in percentage are 1.55, 7.84, 28.39, 20.92 and 41.31 respectively. The f –test value of means scores of male and female responses regarding personality is 0.963204 which significant at 0.01 level. Thus the null hypothesis is accepted. There is no significance difference in response on personality between male and female teachers.

### Subject Matter

The responses regarding subject matter have been collected in terms of following aspects: I have full confidence which subject i teach - SM1, I have the capacity to give knowledge of the present events, general knowledge in addition to the course subject - SM2

**Table:** Response on Subject Matter

S.No.	Variable		Response					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	SM1	Male	1.6	6.4	29.5	22.1	42.9	<b>100.0</b>
		Female	1.6	6.2	28.8	21.6	41.8	<b>100.0</b>
2	SM2	Male	1.9	7.7	28.0	22.1	42.8	<b>100.0</b>
		Female	0.8	7.5	28.3	21.4	42.0	<b>100.0</b>

The average scores of response of male teachers on subject matter in order the of highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied in percentage are 1.8, 10.5, 29.1, 21.05 and 42.9 respectively. The average scores of response of female teachers on subject matter in the order of highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied in percentage are 1.8, 10.25, 28.4, 20.55 and 39.0 respectively. The f –test value of means scores of male and female responses regarding subject matter is 0.95921 which significant at 0.01 level. Thus the null hypothesis is accepted. There is no significance difference in response on subject matter between male and female teachers.

### Relational Competency with students

The responses regarding relational competency with students have been collected in terms of following aspects: I always try to develop my knowledge - RC1, I give necessary guidance to search the solution of student’s problem - RC2, I always voluntarily ready to give my time and labour for the benefit of the students - RC3, For achieving the adequate goal, I use maximum reward and minimum punishment - RC4, I behave brotherly to all students - RC5, I give proper time to the guardian for the solution of students solution - RC6, I give appropriate opportunity to students for adequate motivation - RC7, For the comprehensive development of the students I take help from the guardian - RC8, I take interest in co-curriculum activities of the institution - RC9, My expression is fluent - RC10, I develop student’s interest in subject - RC11, I pay personal attention to each student - RC12

**Table:** Responses on Relational Competency with students

S.No.	Variable		Response					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	RC1	Male	1.8	6.8	29.0	22.1	42.8	<b>100.0</b>
		Female	1.8	6.6	28.3	21.5	41.8	<b>100.0</b>
2	RC2	Male	1.9	7.2	28.0	22.6	42.8	<b>100.0</b>
		Female	1.9	7.0	27.3	22.0	41.8	<b>100.0</b>
3	RC3	Male	1.9	6.6	29.1	22.1	42.8	<b>100.0</b>
		Female	1.9	6.4	28.4	21.6	41.7	<b>100.0</b>
4	RC4	Male	0.8	7.5	28.3	21.4	42.0	<b>100.0</b>
		Female	3.4	7.5	30.3	24.9	33.9	<b>100.0</b>
5	RC5	Male	1.8	7.7	30.2	25.5	37.3	<b>100.0</b>
		Female	1.8	7.5	29.5	24.9	36.3	<b>100.0</b>
6	RC6	Male	1.6	12.2	27.1	22.4	39.2	<b>100.0</b>
		Female	1.4	11.9	26.4	21.9	38.4	<b>100.0</b>
7	RC7	Male	0.8	7.5	28.3	21.4	42.0	<b>100.0</b>
		Female	1.8	11.5	26.6	21.9	38.2	<b>100.0</b>
8	RC8	Male	1.0	12.3	26.0	20.7	42.5	<b>100.0</b>

		Female	1.0	12.0	25.4	20.2	41.4	<b>100.0</b>
9	RC9	Male	1.7	11.9	26.4	22.3	40.2	<b>100.0</b>
		Female	1.4	11.9	25.0	23.2	38.5	<b>100.0</b>
10	RC10	Male	1.9	11.8	25.5	22.9	40.4	<b>100.0</b>
		Female	1.9	11.5	24.9	22.3	39.4	<b>100.0</b>
11	RC11	Male	0.8	7.5	28.3	21.4	42.0	<b>100.0</b>
		Female	1.8	11.8	24.9	22.3	39.2	<b>100.0</b>
12	RC12	Male	1.9	11.8	25.7	22.9	40.2	<b>100.0</b>
		Female	1.7	11.9	26.4	22.3	40.2	<b>100.0</b>

The average scores of response of male teachers on relational competency with students in order the of highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied in percentage are 1.45, 9.09, 27.46, 21.98 and 41.77 respectively. The average scores of response of female teachers on relational competency with students in the order of highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied in percentage are 1.7, 16.76, 26.74, 22.28 and 39.95 respectively. The f-test value of means scores of male and female responses regarding relational competency with students is 0.821223 which significant at 0.01 level. Thus the null hypothesis is accepted. There is no significance difference in response on relational competency with students between male and female teachers.

### Personal Competency

The responses regarding Personal Competency have been collected in terms of following aspects: I do not call students outside of the class without cause – PC1, I accept with pleasure my errors told by the students – PC2, I honour Head of the Institution as the eldest member – PC3, I cooperate in the daily college works – PC4, I give neutral opinion in relation to college activities – PC5, I do not do any work against the institution welfare – PC6, I always ready to give guidance to my teacher fellows – PC7, I do not assault my fellow teachers – PC8, I prepare practice home work according to student’s capacity – PC9, I present subject matter clearly – PC10, I use teaching aids – PC11, I adequately make supervision of class practice work – PC12

**Table: Response on Personal competency**

S.No.	Variable	Response					Total	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
1	PC1	Male	1.7	11.9	25.8	23.6	36.6	<b>100.0</b>
		Female	0.8	6.5	29.3	20.4	43.0	<b>100.0</b>
2	PC2	Male	1.7	11.9	26.4	22.3	40.2	<b>100.0</b>
		Female	1.95	11.6	25.2	22.7	35.7	<b>100.0</b>
3	PC3	Male	1.9	12.1	25.8	23.2	36.6	<b>100.0</b>
		Female	1.85	11.8	25.1	22.7	35.7	<b>100.0</b>
4	PC4	Male	1.9	11.9	25.5	22.9	36.5	<b>100.0</b>
		Female	1.85	11.6	24.87	22.3	35.6	<b>100.0</b>
5	PC5	Male	2.0	11.8	25.5	23.0	36.4	<b>100.0</b>
		Female	1.95	11.5	24.8	22.4	35.5	<b>100.0</b>
6	PC6	Male	1.7	11.9	25.8	23.6	36.6	<b>100.0</b>
		Female	1.6	11.6	25.2	23.0	35.7	<b>100.0</b>
7	PC7	Male	2.0	11.9	25.9	23.2	36.6	<b>100.0</b>
		Female	1.95	11.6	25.2	22.6	35.7	<b>100.0</b>
8	PC8	Male	1.9	12.1	25.8	23.2	36.6	<b>100.0</b>
		Female	1.85	11.8	25.1	22.6	35.7	<b>100.0</b>
9	PC9	Male	1.9	11.9	25.5	22.9	36.5	<b>100.0</b>
		Female	1.7	11.6	25.8	21.8	39.1	<b>100.0</b>
10	PC10	Male	1.9	11.8	25.5	22.9	40.4	<b>100.0</b>

		Female	1.7	11.9	26.4	22.3	40.2	<b>100.0</b>
11	PC11	Male	1.8	12.1	25.5	22.9	40.2	<b>100.0</b>
		Female	1.4	11.9	25.0	23.2	38.5	<b>100.0</b>
12	PC12	Male	1.9	11.8	25.7	22.9	40.2	<b>100.0</b>
		Female	1.9	11.5	25.1	22.3	39.2	<b>100.0</b>

The average scores of response of male teachers on personal competency in order the of highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied in percentage are 1.86, 11.94, 25.74, 23.0 and 38.04 respectively. The average scores of response of female teachers on personal competency in the order of highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied in percentage are 1.67, 11.2, 25.77, 22.36 and 39.0 respectively. The f –test value of means scores of male and female responses regarding personal competency is 0.988701 which significant at 0.01 level. Thus the null hypothesis is accepted. There is no significance difference in response on personal competency between male and female teachers.

### Teaching Style

The responses regarding Teaching Style have been collected in terms of following aspects: I provide honour to student’s ideas and proposals - TS1, I solve illogical questions of the students patiently - TS2, I prepare to students to take part in co-curriculum activities according to their interest and capacity - TS3, I conduct the co-curriculum activities - TS4, I prepare regularly daily lesson plan - TS5, Iam familiar totally with the aims of lesson planning - TS6, I select or prepare adequate assistant material - TS7, I use adequate teaching methods in class - TS8

**Table: Response on Teaching Style**

S.No.	Variable		Response					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	TS1	Male	1.4	11.9	25.0	23.2	38.5	<b>100.0</b>
		Female	1.9	11.6	25.0	22.3	39.2	<b>100.0</b>
2	TS2	Male	2.0	11.8	25.5	23.8	39.4	<b>100.0</b>
		Female	1.9	11.4	24.9	23.2	38.6	<b>100.0</b>
3	TS3	Male	1.7	11.9	26.4	22.3	40.2	<b>100.0</b>
		Female	1.8	11.6	25.1	22.9	38.6	<b>100.0</b>
4	TS4	Male	1.4	12.2	25.6	23.8	39.5	<b>100.0</b>
		Female	1.4	11.9	25.0	23.2	38.5	<b>100.0</b>
5	TS5	Male	1.8	11.8	25.6	23.6	39.7	<b>100.0</b>
		Female	1.8	11.5	25.0	23.0	38.7	<b>100.0</b>
6	TS6	Male	0.8	7.5	28.3	21.4	42.0	<b>100.0</b>
		Female	1.2	11.9	25.3	23.0	38.6	<b>100.0</b>
7	TS7	Male	2.3	12.5	26.3	24.6	36.8	<b>100.0</b>
		Female	2.5	12.4	25.4	23.4	36.3	<b>100.0</b>
8	TS8	Male	2.0	13.8	26.9	23.2	36.6	<b>100.0</b>
		Female	1.7	11.9	26.4	22.3	40.2	<b>100.0</b>

The average scores of response of male teachers on teaching style in order the of highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied in percentage are 1.8, 12.35, 25.95, 23.48 and 38.5 respectively. The average scores of response of female teachers on teaching style in the order of highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied in percentage are 1.93, 11.78, 25.4, 22.95 and 38.77 respectively. The f –test value of means scores of male and female responses regarding teaching style is 0.995057 which significant at 0.01 level. Thus the null hypothesis is accepted. There is no significance difference in response on teaching style between male and female teachers.

### Class Room Management Style

The responses regarding class room management style have been collected in terms of following aspects: I do not usually use physical punishment to the students – CM1, I use civilized language with students – CM2, I do equality of behaviour with the students – CM3

**Table:** Response on Class room management style

S.No.	Variable		Response					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	CM1	Male	1.9	12.1	25.8	23.2	39.5	<b>100.0</b>
		Female	1.4	11.9	25.0	23.2	38.5	<b>100.0</b>
2	CM2	Male	1.9	11.9	25.5	22.9	40.3	<b>100.0</b>
		Female	1.9	11.6	24.9	22.3	39.3	<b>100.0</b>
3	CM3	Male	2.0	11.8	25.5	23.0	40.2	<b>100.0</b>
		Female	1.4	11.9	25.0	23.2	38.5	<b>100.0</b>

The average scores of response of male teachers on class room management style in order the of highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied in percentage are 1.9, 12.0, 25.65, 23.05 and 39.9 respectively. The average scores of response of female teachers on class room management style in the order of highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied in percentage are 1.65, 11.75, 24.95, 22.75 and 38.9 respectively. The f –test value of means scores of male and female responses regarding class room management style is 0.968985 which significant at 0.01 level. Thus the null hypothesis is accepted. There is no significance difference in response on class room management style between male and female teachers.

### Educational Implications

The major finding of the study is that there is no significantly difference between male and female teachers regarding the teachers effectiveness of UG and PG colleges. It means that no gender has significant influence on teaching effectiveness of college students. It is very essential to focus on teachers' effectiveness which ensures the quality of teachers. It can be said that as teachers play a very important role in making the future citizens of nation. The effectiveness of teachers will standard of students thereby the standard of education will be developed. Qualitative teaching largely depends upon the commitment and dedication of the teachers. Educational institutions also should strive for the improving teacher's effectiveness by encouraging teachers to participate training programs, to go for inter-college teacher exchange programmes etc. The teachers should strive continuously to boost their morale and motivate themselves for resulting in effective teaching.

The effectiveness of teachers not only measured by subject knowledge and dedication towards taking the class but also engage the students in learning. Utilization of latest ICT tools made the teacher to feel completeness in teaching. Therefore, the teachers are needed to be provided ITC tools by the educational institutions. A teacher has always thinks about benefit of the student. They have to concentrate on overall success of the students in academics as well as in getting best employment opportunities.

Effective teachers provide high quality education to improve student standards and to achieve student leaning outcomes with the integration of technology in teaching. Teachers as building blocks of the educational institutions always strive for the betterment of society. Therefore, the effective and best teachers of UG and PG colleges are important for shaping the bright future of the society.

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