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An assessment of the Class-room Management Skills of Departmental Promotee among the Online &PSC Selectee Secondary School Science Teachers in District Dera Ismail Khan

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Abstract
The study in hand was conducted to compare the management skills of Departmental Promotee, Online and PSC Selectee Secondary School Science Teachers (SSSTs) in District Dera Ismail Khan. The major objective of the study was to assess the classroom management skills of Departmental Promotee, Online and Public Service Commission selectee Secondary School Science Teachers. The gender and location as demographic variables were also investigated.All the male and female of 9th class science students and Secondary School Science Teachers (SSSTs) working at GHS &GHSS of district DIKhan constitute the population of study. A sample of 25 Promotee, 25 online and 25 PSC selectee SSSTs was taken. Only those schools were selected in the sample where all three types of SSSTs were working simultaneously. 04 students for each promotee, Online and PSC selectee SSST were selected by random sampling technique. In order to get the opinion of the students about the performance of their science teachers, 5-point Likert rating scale was developed. TheCronbasch alpha reliability of the scale was0.86. In order to compare the significance difference between the means of three groups of Science Teachers, ANOVA and Tukey Test were used as statistical technique. The mean difference between male and female, rural and urban was analyzed by using the t-test. The result shows that the management skill of Departmental Promote Secondary School Science Teachers was better than the Online and public service commission selectee teachers. The results further show that there was no significant difference between the management skills of male and female and rural and urban SST's.
Keywords: Class-Room Management Skills, Departmental Promotees, Online & PSC Selectee Secondary School Science Teachers, Dera Ismail Khan

1. Introduction

No doubt the national development of a country is determined by the standard and quality of its educational system. Education plays a vivacious role in restructuring and solidification of the society. It is unswervingly liable for the advancement of a nation. It is a tool that is used to modify the cultural, economic, political and social system of the country. Teacher Education is a system that prepares skillful and professionally competent teachers who in yield produce capable persons that plays their role in the national development. Thus the role of a teacher in the nation building is of due consideration. Hence it is essential that the teacher should be made skillful and competent.The role of Secondary School Science Teachers (in short Science Teachers) at secondary level is of due importance. I would like to say that if Science Teachers effectively establish a comprehensive base of science subjects in their students, it will not be an exaggeration to say that they will be capable to make fusion in the sun in their control. It is because these teachers occupy the backbone in the entire system of education. So we can say that the upcoming status of the students mostly depends upon the performance and teaching effectiveness of their teachers at secondary level. For secondary classes, two kinds of teachers (SSTs) are recruited i.e. SST (General) and SST (Science). The latter is usually known as Science Teacher. In KPK, there are two modes for the recruitment of Science Teachers, i.e. In-service promotion of teachers working on some lower teaching posts by the Elementary & Secondary Education department and direct selection by Khyber Pakhtunkhwa PSC.

In 2006, former Govt: of N.W. F. P through its Schools & Literacy Department invited online applications through internet from all interested candidates having BA/ B. Sc degree with B. Ed/ BS.Ed: for appointment as SST. As a result of this advertisement, more than 1300 SSTs were appointed on fixed pay for a period of six months. These SSTs were selected without any interview or qualifying ability test. A merit based on their academic and professional qualification was determined and candidates were appointed to serve as SST. Their contract was then extended twice. Later on, their services were regularized in 2009 through an ordinance. These SSTs are generally known as online selecteeSSTs or simply Online SSTs.

Another category of SSTs in my research is departmental promoted SSTs. These are those SSTs who are promoted from the posts like PST, CT, DM, AT, TT and Qari. According to the existing service structure

prepared by the Govt: of KPK for its govt: school teachers, 50% of the in-service teachers from cadres like CT, PST, DM, PET, Qari and AT are promoted to the post of SST. These SSTs are generally known as Promotee SSTs. Third category of SSTs in my research is SSTs selected by Khyber Pakhtunkhwa Public Service Commission. According to the current service structure, 50% SSTs are appointed directly through KPK Public Service Commission.In this research, we would like to compare the performance (teaching effectiveness) of these three kinds of SSSTs i.e Direct Selectee (by the Public Service Commission), Online Selectee and Departmental Promotee SSSTs of District DIKhan.

1.1Statement of the Problem

The present study was conductedto compare the classroom management skills of Departmental Promotee, Online and PSC Selectee Secondary School Science Teachers (SSSTs) of the Dera Ismail Khan district

1.2Objectives of the Study

The following objectives were kept in mind while in the deliberation of the study in hands:

1. To compare the classroom management skills of Departmental Promotee, Online and Public Service Commission selectee Secondary School Science Teachers
2. To compare the classroom management skills of female and male, Secondary School Science Teachers
3. To compare the classroom management skills of Urban and Rural, Secondary School Science Teachers

1.3 NullHypotheses

H_{01}: There is no significant difference in the classroom management skills of three groups of Science Teachers (DP, Online and PSC selectee)

H_{02}: There is no significant differencein the classroom management skills of male and female Science Teachers

H_{03}: There is no significant difference in the classroom management skills of rural and urban Science Teachers

1.4 Limitations of the Study

As there was no standard test which fulfills the need of my research topic, the researcher made questionnaire was used for data collection about the management skills of three types of science teachers.

1.5 Delimitations of the Study

The study in hand was delimited to Departmental Promote, Online and Public Service Commission selectee, Secondary School Science Teachers of High and Higher secondary schools of district DIKhan. The study was also delimited to rural/urban and male/female selected science students of class 9^{th} of these schools.

1.6 Significance of the Study

The findings of this research study will certainly prove as one of the leading chains of development in the field of education. The research in hand will definitely be one of the milestones in the development field of teacher education and training. The best teachers of the country are symbols of her bright and promising future. The study will be significant for science teachers in improving their classroom management skills. It may help the policy makers and educational administrators to adopt some suitable criteria of direct recruitment and quota for departmental promotion for the selection of science teachers. It can also accommodate the educational policy makers, school heads and educational administrators understand teaching performance of science teachers in comparative perspective in formulating policies at various stages.

2. LITERATURE REVIEW

2.1 Teacher and Teaching

Teaching is a multifaceted task which is not easy to describe, define and explain comprehensively. Every educationist has defined teaching and its nature in his own way. Elwood (1990) observed that teaching is both an art and science but what in teaching art is and what the science has never been delineated, nor it is of much concern. Some educationists relate teaching towards science and some towards art, while according to some it is both art and science. More comprehensive and professional view about teaching is given by Arthur and Robert (1990) as, “Teaching is actually an applied science resulting from exploration in human learning and human behavior. Teaching is an art, an activity, a process and something other than science, as science deals with human beings and his various other aspects concerning him but teaching deals with human mind which provides a foundation of all aspects of the environment. Teaching is a very complex activity as it is not easy to bring out something from one's mind and to insert into it something new for its application and utility (Akram, 2008).

It is unanimously accepted that teacher is the major organizer of all educational activities that take place either within or outside the institution. All the activities and curriculum revolve around the teacher. Teaching is a profession having great prominence in every society. The reason is that, teacher is not only the facilitator of merely educational, both curricular and co-curricular activities, but also helps to educate people who become history makers of a nation (Rizvi, 2003).The job of a teacher has been often formal, approved and continuing,

usually carried out at an institution called school or college or some other place of formal education. It is pre-requisite for an individual who desires to become a teacher, should first obtain some specified and required professional credentials from a recognized degree awarding institution (Wikipedia, 2013).Mohanty (2003) says that teacher is the fundamental agent who interprets the immaterial (abstract) into tangible (concrete) and imaginations into realities.

2.2 Teaching Performance

According to Sultana (1998), the terms teaching performance, tendencies, capabilities and competencies may be defined as follows:

1. Teaching Performance: Vocal and nonverbal observable behavior.
2. Tendencies: The act of a teacher in various classroom situations.
3. Capabilities: The ability of a teacher to do his best.
4. Competencies: Those approaches, understandings, skills & actions that are considered to be essential for the overall growth of students (p.34).

This means, teaching conduct of a teacher that sometimes appear as outcomes, results, achievement or perceptions of students is called teaching performance . But the student's results or achievement cannot be the reflection of teacher's overall performance; rather it may be an aspect of his/ her performance. The reason is that many other variables are involved in the student's achievement.Dash and Dash (2003), has defined the teacher effectiveness as the perfection or the best level of productivity and output on the part of a teacher. It mentions elevation of maturity and ripeness during the entire service period of a teacher. Thus with more time is passed, the teacher gets more experienced and his teaching becomes more and more effective. According to Good (1973), teaching effectiveness is the fine performance on the part of a teacher. Teaching effectiveness is the sum of job regularities, student's satisfaction and acceptable outcomes of the students. A 'teacher' can be well said as 'effective teacher' if he/ she facilitates his learners by his best teaching attitude and aptness. An effective teacher can decide; how he can achieve his objectives. A teacher can present his content in a better way, if he has knowledge of student's attitudes.

2.3 Measurement of Teaching Performance

According to Paulsen (2002), numerous sorts and sources of data can be used to estimate teaching effectiveness. The data may be gathered from students, colleagues, heads and teachers themselves. According to Theal and Franklin (2001), five necessary skills required for effective teaching include:

- Command over subject
- Instructional design skills
- Expertise in subject matter delivery
- Evaluation skills; and
- Skills related to the management of class.

For the precise and accurate assessment of the teaching performance, the data should be collected on all five areas.

2.4 Classroom ManagementSkills

Classroom management means all the activities that teachers adopt to make an atmosphere that supports academic and social-emotional learning. It contains all such practices of a teacher relating to the establishment of social and physical atmosphere in the classroom, regulating routine works and correcting behavior of the learners.According to Ming-tak and Wai-shing (2008), effective classroom management plays a vital role for making classroom environment feasible for learning. Some examples of different views on class room management are summarized below:

- It is a process that yields effective classroom atmosphere (Brophy, 1997).
- It emphases on learner' behavioral problems relating to poor self-esteem and low learning motivation
- All the tasks that teachers do in the class room are called classroom management. It aims to encourage learner's participation and teamwork spirit
- It emphasis on promoting the educational advancement of learners. It also focuses on progressive and proactive class room activities, by avoiding adverse features of punishment and control (Good, 1973).

Mohanty (2003) says that an effective classroom management refers to the effective class control. He has abilities like planning, organizing and discipline. He has command overall classroom environments and can promote teamwork spirit among learners.Classroom management refers to the teacher's organization of a cluster of learners to create suitable approaches of group engagements, conduct and tactics for learning in the class room. It indicates the different tactics used by the teachers to acquire and hold attention of whole class, keep it in order, encourage students to contribute in an organized manner. It consists of planning and managing classroom activities, starting and conclusion of lessons along with single, couple, cluster, and entire class work. Effective

class room management comprises of the well-organized use of material, assets and the proper usage of class room space (Newby, 2007). A teacher should keep in mind various aspects of effective classroom management. These include; proper seating arrangements, favorable learning environment, time management, classroom and student's cleanliness, caring of students' activities, their movements, actions and classroom discipline as well. For better performance of a teacher, the above classroom management skills must be applied while teaching.

Bhutta (2004) says, "Teacher's activities that boost confidence, self-assurance and safety in students generally produce optimistic effects on the classroom learning. The skill and use of the knowledge of good human relations is of due importance for an effective teacher" (p.46).Morgan and Saxton (1991) say, "But in classroom, there should be two way communication; so that the learners may share their problems with teacher and in turn, the teacher should keep them conscious of their development. This will help the teacher to improve their teaching and the students to solve their problems" (pp.68-69).Mohanty (2003) further points out certain practices, skills and techniques for classroom management. These are organizational, management and administrative tools for effective teaching process. At the beginning of an academic year, the teacher should divide the entire set of courses into weekly and monthly units. Each lesson must be properly planned. He should organize A-V-Aids and materials well in advance. All other resources must be properly managed. There is massive influence of teacher's temperament on his teaching and also on students' achievement. He should confirm active participation of learners and ensure democratic values for maximum achievement of goals (p.88).There are many aspects related to class room management. These include:

i. Positive classroom climate
ii. Culturally responsive classroom practices
iii. Instruction designed to optimize learning and engagement
iv. Instruction is structured and predictable
v. Instruction is interactive and engaging
vi. Instruction is direct and explicit
vii. Learning is actively monitored
viii. Classroom managed to support student engagement
ix. Behavior expectations established and taught
x. Classroom rules

Jones (2000) stated that the cheapest form of a good classroom management is its proper seating arrangement. It's discipline for free. Almost all proficient teachers strongly endorse allotted seats to the students to ensure smooth teaching and to avoid discipline problems. They put an argument that there will be great disadvantage for teachers, if students are allowed to sit on their own choices of seats. Best practices suggest some simple rules for good classroom arrangements.Students should be seated such that:

- They can clearly view the stage, blackboard and the teacher.
- Their attention is concentrated towards the teacher.
- Their faces are towards the front of the room classroom settings should be flexible for the performance of different activities.

3. RESEARCH METHODOLOGY

3.1 Population of the Study

All the male and female 9th class science students and Secondary School Science Teachers (SSSTs) working at GHS &GHSS of district DIKhan constitute the population of study. There are total 126 High and Higher Secondary Schools in district DIKhan in which 149 Science Teachers are working. The total 9th class science students enrolled in these schools are 4021.

Table 3.1: Description of Population

Gender	No of Schools		Departmental Selectee SSSTs		PSC selectee SSSTs	Total SSSTs	Total Science Students (Class 9th)
	High School	Higher Secondary School	Promotee	Online Selectee			
Male	71	11	41	30	26	97	2836
Female	38	06	21	15	16	52	1185
Total	109	17	62	45	42	149	4021
G/ Total	**126**		**149**			**149**	**4021**

Source: Annual Statistical Report of Govt: Schools of Khyber Pakhtunkhwa for the year 2010-11. andDistrict

Education Office, DIKhan.

3.2 Sample of the Study

A sample of 25 Promotee, 25 online and 25 PSC selectee SSSTs was taken. Random sampling technique was used to select the sample. Only those schools were selected in the sample where all three types of SSSTs were working simultaneously. 04 students for each promotee, Online and PSC selectee SSST were selected by random sampling technique.

Table: Description of Sample.

Gender	Departmental Selectee SSSTs		PSC Selectee SSSTs	Students
	Promotee	Online Selectee		
Male	15	15	15	180
Female	10	10	10	120
Total	**25**	**25**	**25**	**300**

3.3 Instrumentation

In order to get the opinion of the students about the classroommanagement skills of their science teachers, a Likert type five point rating scale was developed for students. This scale was initially consisted of 72 items in six parts. The scale was filled by 22 experts for pilot testing. Rating scale was improved in consultation with experts. Complicated words were replaced by simple and commonly used words and terms. Some necessary items were added and some unnecessary items were removed. It was kept in view that each question must express a definite idea. Efforts were made to incorporate all possible aspects related to teaching performance in the questionnaire. The reliability of the scale was 0.86. This reliability was measured by the Crombash Alpha method by using the SPSS (version 16.0). The final version of rating scale was consisted of 56 items in six parts. Urdu version of this scale was distributed among the students to collect the data for their teachers.

3.4 ***Administration of the Instrument***

The rating scale was personally administered among 180 male students of 9th class and 120 female students through their school heads.The data were personally collected through rating scale from 180 male and 120 female students through their school heads.The responses of each sample were totaled separate. The data were converted into quantitative form. All the responses were given quantitative value as;Excellent=5, Good=4, Average=3, Poor=2 and Very Poor=1.

3.5 Analysis of Data

The collected data were ordered and organized individually for each rating scale of students. It was then analyzed to make comparison of the classroom management skills of three groups of SSSTs viz. Departmental Promotee, Online and PSC selectee. The values were calculated, summed and mean scores were obtained separately for each rating scale. In order to compare the significance difference between the means of the performance of three groups of Science Teachers, ANNOVA and Tukey Test were used as statistical technique. The mean difference between male and female, rural and urban was analyzed by using the t-test.

Table: Showing Mean and Standard Deviation of the classroom management skills of three groups of Science Teachers (Departmental promotee, Online and PSC selectee).

	n	Mean	Std. Deviation
PSC	100	3.7250	.50938
DP	100	4.5988	2.78673
On Line	100	3.2600	.61486
Total	300	3.8613	1.75824

Table above table shows the mean classroom management capabilities of three groups of Science Teachers (DP, Online and PSC selectee). The average scores of PSC, DP and Online selectee SSSTs on Classroom management aspect were 3.725, 4.5988 and 3.2600 respectively. The mean score of DP were greater than the other two groups of SSSTs. The Standard Deviation of PSC, DP and Online selectee SSSTs was .50938, 2.78673 and .61486 respectively. This shows that classroom management skills of Departmental Promotee SSSTs were better than the PSC and Online selectee SSSTs.

Table: Showing Mean and Standard Deviation of the classroom management skills of three types of Science teachers (Departmental Promotee, Online and PSC selectee) on Gender basis.

Cross tabulation of Gender and Selection Criteria.							
		Selection Criteria			Total (N)	Mean	Std. Deviation
		PSC	DP	On Line			
Gender	Male	60	60	60	180	3.6866	.51470
	Female	40	40	40	120	3.7766	.28978
Total		100	100	100	300		

The above table shows the cross tabulation of Gender and Selection Criteria. The table shows that there were 60 male and 40 female students for each of the PSC, DP and Online selectee SSSTs. So there were 180 male and 120 female student respondents. The table also shows that the mean of male and female SSSTs were 3.6866 and 3.7766 respectively. The Standard Deviation of male and female SSSTs was 0.51470 and 0.28978. This table shows that the mean performance of female SSSTs was greater than male ones.

Table: Showing Mean and Standard Deviation of the classroom management skills of three types of Science teachers (Departmental Promotee, Online and PSC selectee) on Locality (Urban & Rural) basis.

Cross tabulation of Locality and Selection Criteria							
		Selection Criteria			Total	Mean	Std. Deviation
		PSC	DP	On Line			
Living Location	Urban	28	28	28	84	3.6968	.48657
	Rural	72	72	72	216	3.7492	.38722
Total		100	100	100	300		

The above table shows the cross tabulation of Living Location and Selection Criteria. The table shows that there were 28 Urban and 72 rural students for each of the PSC, DP and Online selectee SSSTs. So there were 84 urban and 216 rural student respondents. The table also shows that the mean of urban and rural SSSTs were 3.6968 and 3.7492 respectively. The Standard Deviation of Urban SSSTs was 0.48657 and that of Rural SSSTs was 0.38722. This table shows that the mean performance of rural science teachers was greater than urban ones.

COMPARISION AND INTERPRETION OF THE DATA COLLECTED THROUGH RATING SCALE DEVELOPED FOR STUDENTS.

The analysis of data collected through "Rating Scale for students" is presented in the following tables.

H_{01}: There is no significant difference in the classroom management skills of three groups of Science Teachers (DP, Online and PSC selectee)

Table: ANNOVA showing the classroom management skills differences of three groups of Science Teachers (DP, Online and PSC selectee).

ANOVA					
Mean differences of DP, Online and PSC selectee SSSTs on classroom management.					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	92.397	2	46.199	16.493	.000
Within Groups	831.937	297	2.801		
Total	924.334	299			

The above table shows that F=16.493 and p = 0.000 < 0.05, which means that there is a significant difference in the classroom management skills of three groups of Science Teachers. Therefore the null hypothesis $H_0$1 stating no significant difference in the classroom management skills of three groups of Science Teachers (DP, Online and PSC selectee) is hereby rejected. This table does not shows that which group differs from which one. Therefore, we usedTukey's test

Multiple Comparison
Tukey's Test showing Mean differences on Classroom Management

(I) Selection Through	(J) Selection Through	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PSC	DP	-.87375*	.23669	.001	-1.4313	-.3162
	On Line	.46500	.23669	.123	-.0925	1.0225
DP	PSC	.87375*	.23669	.001	.3162	1.4313
	On Line	1.33875*	.23669	.000	.7812	1.8963
On Line	PSC	-.46500	.23669	.123	-1.0225	.0925
	DP	-1.33875*	.23669	.000	-1.8963	-.7812

*. The mean difference is significant at the 0.05 level.

The above table shows that for PSC and DP, p = 0.001 < 0.05 which means that there is a significant difference between the classroom management of PSC selectee and DP SSSTs. Similarly for PSC and Online selectee, p = 0.123 > 0.05 which means that There is no significant difference between the classroom management of PSC and Online selectee SSSTs. For Online and DP, p=0.000 < 0.05 which means that there is also a significant difference between Online and DP SSSTs on classroom management

H_{02}: There is no significant difference in the classroom management skills of male and female Science Teachers

Table: t-test showing the mean difference between the management skills of Male and Female SSSTs.

Gender	N	Mean	Std. Deviation	T	P
Male	180	3.6866	.51470	-1.740	0.083
Female	120	3.7766	.28978		

The above tableshows that p=0.083 > 0.05, this means that there is no significant difference between the classroom management skills of male and female SSSTs. Therefore the null hypothesis H_{02} stating no significant difference between the classroom management skills of male and female science teachers is hereby accepted.

H_{03}: There is no significant difference in the classroom management skills of rural and urban Science Teachers

Table: t-test showingthe mean difference between the mean classroom management skills rural and urban SSSTs

Living Location	N	Mean	Std. Deviation	T	p
Urban	152	3.6968	.48657	-1.030	.304
Rural	148	3.7492	.38722		

The above table shows that p = 0.304 > 0.05, which shows that there is no significant difference between management skills of rural and urban SSSTs. Therefore the null hypothesis H_{03}statingno significant difference in the classroom management skills of rural and urban science teachers is hereby accepted.

4. Major Findingsand Discussion

The topic under study was, "To compare the classroom management skills of Departmental Promotee, Online and PSC Selectee Secondary School Science Teachers (SSSTs) of the Dera Ismail Khan district. The major objectives of the study were to compare the classroom management skills of three groups of Science Teachers (Departmental Promotee, Online and Public Service Commission selectee) and also to compare the classroom management skills of male & female, Urban & Rural SSSTs.The data was collected from 300 science students of 9^{th} class (180 male and 120 female) of class 9^{th} through a Likert type 5 points rating scale and then analyzed using SPSS. The result shows that there was significant difference in the average performance of three groups of Science Teachers on classroom management. The mean of PSC, DP and Online selectee SSSTs on classroom management were 3.725, 4.5988 and 3.2600 respectively. The mean of DP was greater than the means of Online and PSC selectee SSSTs. This finding supports the results reported by Bibi (2005), Shah (2007) and Atta (2008). Test of Hypothesis H_{01}: There is no significant difference in the classroom management skills of three groups of Science Teachers (DP, Online and PSC selectee). The data analysis shows that there is significant difference in the classroom management skills ofthree groups of Science Teachers (DP, Online and PSC selectee). Hence H_{01} is rejected. Test of Hypothesis H_{02}: There is no significant difference in the classroom management skills of male and female Science Teachers. The data analysis shows that there is no significant difference in the

classroom management skills of male and female science teachers. Hence H_{02} is accepted. Test of Hypothesis H_{03}: There is no significant difference in the classroom management skills of rural and urban Science Teachers. The data analysis shows that there is no significant difference in the classroom management skills of rural and urban science teachers. Hence H_{03} is accepted.

The result shows that there was no significant difference in the overall classroom management skills of Science Teachers on gender basis. The mean of male and female SSSTs on the aspect of their overall teaching performance was 3.6866 and 3.7766 respectively. The results of the present study are supported by Khan (2000).The result also shows that there was no significant difference in the classroom management skills of Science Teachers on locality aspect. The mean of urban and rural SSSTs on the aspect of their overall performance was 3.6968 and 3.7492 respectively. The results are in-line with the study conducted by Khan (2000).

5. Conclusions

The result shows that classroom management skills of Departmental Promote Secondary School Science Teachers were better than the Online and public service commission selectee teachers.The results further show that there is no significant difference between the overall classroom management skills of male and female SSSTs. The overall classroom management skills of male and female SSSTs were similar.Also there is no significant difference between the overall classroom management skills of Urban and Rural SSSTs. The overall classroom management skills of Urban and Rural SSSTs were similar.

6. Recommendations

The foregoing conclusions of the study, leads to the following recommendations:

1. The data analysis shows that there is significant difference in the classroom management skills of three groups of Science Teachers (DP, Online and PSC selectee).Therefore researcher recommends that Online and PSC selectee SSSTs should be provided in service training on the aspects of Classroom Management.
2. As this study was conducted on SSSTs of district DIKhan only and its findings could not be generalized, therefore studies may be conducted in other districts of Khyber Pakhtunkhwa.
3. The present study was focused on Classroom management, The other factors related to teacher's performance like Teaching methodology, Student's motivation, Student's guidance, Attitude of teachers towards teaching profession and Character building of students, Lesson Planning Skills, Evaluation Skills, School Record Maintenance Skills, Time management skills and communication skills may be undertaken for further research.
4. The present study was focused on gender and locality as demographic variables, therefore the studies may be conducted on other demographics like Socio economic status, qualification, experience of teachers etc.

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