



Research Paper

## Effectiveness of teachers in teaching English in Government Upper Primary Schools of Kamrup District in relation to Gender and Area: A Study

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### ABSTRACT:

The present study is mainly focused on the effectiveness of the teachers of English. The effectiveness of teachers is the excellence in teaching-learning process. A teacher, who is competent in teaching with different skills and committed to his work, is an effective teacher. In the study, an attempt has been made to study the effectiveness of the teachers who teach English in the Government Upper Primary Schools of Kamrup district of the state Assam in relation to gender and area. The investigator has used the Descriptive Method in conducting the present study. The study comprises 200 samples of Government Upper Primary schools including both Rural and Urban area of Kamrup district. A random sampling technique has been used to select the sample of the study. Teacher Effectiveness scale, developed by Dr. (Mrs.) UmmeKulsum has been adopted as a tool to collect the data. Mean, standard deviation, correlation and graphical representation have been used to analyse the data. In the study, 46.75% among the male and 54.84% among the female teacher respondents have been found to be the Most Effective Teacher for the subject English in the Upper Primary schools. There is a positive correlation between the dimensions of both urban and rural areas. In the case of the subject English, it is found that 99% of the teachers fall under the highest level for the subject English in the Upper Primary schools. The mean score of teacher respondents are found to be similar in the order of highest to lowest for the dimensions of teacher effectiveness both in the urban and rural area. It is observed according to the order of the dimensions that the teacher characteristics is the highest followed by classroom management, preparation and planning for teaching, interpersonal relations and knowledge of the subject matter.

**KEYWORDS:** Teaching, Effectiveness, upper primary School, Gender, Area

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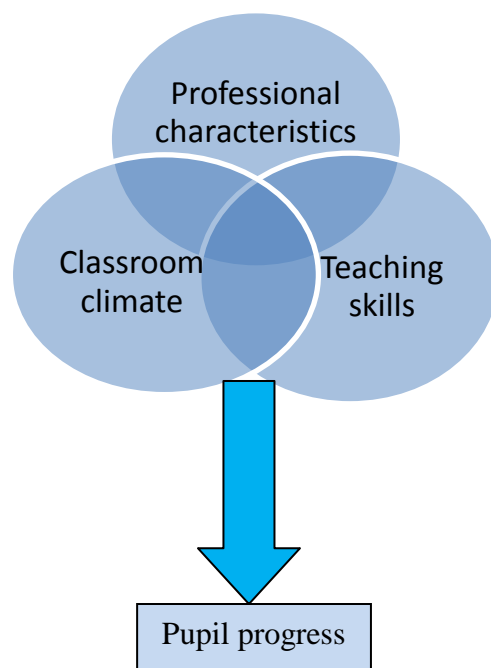
### I. INTRODUCTION:

Effectiveness means the perfection and efficiency of a teacher in his work of teaching. It is one of the aspects of education that helps to improve the students' academic achievement. The progress and the development of a nation and community depend upon the effectiveness of the teachers. Effective teaching is a comprehensive concept where several types of variables are involved. These are teacher characteristics, pupil characteristics and school characteristics. To attain the goal of the learners, the teacher plays an important role as counsellor, facilitator, guide, philosopher instructional manager and disciplinarian. The Secondary Education Commission (1952) also recommended that the participation of the teachers is essential in the educational reconstruction to attain the expected learning outcome. Education Commission (1964-66) stated that the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. A teacher who is, knowledgeable, dedicated, competent, enthusiastic, approachable, caring, sympathetic, dynamic are an effective teacher. The effectiveness of teachers is the excellence of teachers in teaching-learning process. To make teaching-learning effective and fruitful, the effectiveness of teaching is the teacher's important condition. Because of noble and prodigious contributions in nation-building, a teacher is said to be the backbone of society. The teachers have remarkable contributions in making and shaping society (Dash & Barman, 2016). Effective education can be achieved through the efficiency and competency of the teachers. In effective teaching, there is a bond between the teacher and the learner. The teaching of English requires a systematic and planned way. The teacher needs direct relation with the learner and must be proficient in both the content and pedagogical knowledge and should be skilful in the processes of teaching English to

make teaching-learning effective. Various criteria like teacher's content knowledge teaching skill and communication, classroom management, motivation, cooperation, interpersonal relationship, personal characteristics, commitment, competency, willingness, attitude, interest all these qualities make a teacher effective. An effective teacher should always enthusiastic, imaginative, creative and reasonable. Therefore, in order to improve the quality of the teachers, emphasis has been given on the teachers' training Programme in the teacher training Institutes of our country.

#### **Meaning and definitions of teaching Effectiveness:**

The effectiveness of teachers is the perfection and the quality to teach effectively in school. It refers to the competence that qualifies a teacher in bringing the desirable changes in an effective classroom. The development of the nation depends upon the effective teacher, who is dedicated, competent and knowledgeable. **Afe (2003)** defined teaching effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. The origin of the word 'effective' comes from the Latin word 'effectivus' and it means creative or effective (Roy & Halder, 2018). According to Collins English Dictionary, the two words teacher and effectiveness have two separate meaning. A teacher who teaches i.e., transfer or communicate knowledge or skills to the student. And 'effectiveness' is the excellence of being triumphant in producing an anticipated output'. Teacher effectiveness is the effect of the classroom aspects such as methods of teaching, classroom organizations and use of classroom resources. The Teacher's capability, potentiality, constructing quality and performance of the teacher makes him effective. **UmmeKulsum(2000)** stated that teacher effectiveness involves the characteristics of a teacher his individuality, aptitudes, attitudes etc, and processes like teacher-pupil interface and production variables like achievements or outcomes of the teaching-learning process namely pupil accomplishment. It deals with the ability and the competencies of the teacher, who teaches effectively. **Centra (1993)** emphasizes on cognitive theory approach to define teaching effectiveness. According to him, effective teaching is demonstrated when instructors use classroom procedures that are compatible with, can organize and a students' cognitive characteristics, can organise and present information to promote problem-solving and original thinking on issues and can show that students are able to become more productive thinkers and problem solvers. Effective teaching is dependent on the coordination of several components: the objectives, the student the content and the teacher (McKeachie, 1997). Thus, it may be said that a teacher who have the objectives of knowledge, understanding, application, skill, interest, aptitude, attitude, is an effective teacher. **Bastick (1995)** states that effective teaching can be measured using threeability frameworks(3AF) which consists of Technical Skills, Professional Competence and Professional Attitude. **Evans(2006)** stated that teaching effectiveness is a kind of classroom transactions that occur between teachers and students resulting in to increase in student's knowledge. **Evans (2006)** defined that teaching effectiveness related to. Teachers' personality ii. Teacher-pupils interactions iii. Teacher's impact on pupils' behaviour. Effectiveness in learning lies not only in reading and listening but in the performance and experiences of the teacher. **Anderson (1991)** considered that "an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students." It is obvious that teacher effectiveness comprises of teacher's knowledge, personality, performance, attitude, values, commitment, competency, intelligence, creativity, administrative quality, understanding, leadership quality, managerial skill, work culture, behaviour etc. **Wenglinsky (2000)** said about teacher effectiveness that, the classroom practices are important to learning. It is important for the teacher how he teaches in the classroom. Practice makes a teacher perfect and it promotes higher thinking skill. Teacher effectiveness involves three steps. According to the first step clarification of what a teacher will do for the students to help them learn. The second step is the methods and the materials that a teacher thinks most useful for the learners to carry out the purposes. The third step is the evaluation of his work (Sodhi, (2010). **McBer (DFEE, 2000)** stated that there are three main elements relating to the teacher effectiveness. The elements are i. Professional characteristics including teacher leadership qualities, their ability to relate to others, their analytic and conceptual thinking skills, their professionalism and their expecting setting abilities. ii. Classroom climate and iii. Teaching Skill. These three elements are explained in the following figure.



**Figure: 1 McBer's (2000) Model of teacher effectiveness**

These three factors are diverse in nature. Among the three two of them are related to the professional characteristics and teaching skills are related to what the teacher brings to his job and it is the micro behaviours that exhibit in the classroom. **Clark and Walsh's** (2002) also emphasized that effective teacher not only gives importance on the content knowledge and pedagogical knowledge but also the teacher's personal knowledge and the knowledge of content. This knowledge interrelate the other two.

## **II. CONCEPTUAL FRAMEWORK:**

An effective teacher must be compatible and efficient in teaching. The teacher should have the teaching competencies and commitment of teaching a specific subject, which will make teaching-learning effective. Subject knowledge and pedagogical knowledge, which becomes vital to make teaching-learning effective and can enhance the learning of the learners. The achievement of the learners depends upon the teacher's competencies, commitment and effectiveness of teaching. The teacher must be effective in the areas like preparation and planning for teaching, classroom areas, knowledge of the subject matter, teachers' characteristics interpersonal relations etc. Effectiveness implies the ability and the interaction between the physical, intellectual and psychological interests of the learners, and the ability of the teachers to teach concerned subject. A teacher who teaches English must have content knowledge, pedagogical knowledge and competencies in linguistic skills. He/she should be proficient in the subject concerned and the processes of teaching. The process and practice of teaching make the teacher proficient to transact the lesson in the classroom. Teacher competence mainly denotes a set of knowledge and abilities in the subject area. So, there is a relationship among the competencies and commitment of the teachers, proficiency in the subject and pedagogical knowledge, which makes a teacher, Effective.

## **III. REVIEW OF RELATED LITERATURE:**

**Ryans (1960)** emphasised on the effective teachers' characteristics. He said some qualities of teachers' effectiveness which are friendliness, and understanding, responsible and systematic.

**Bulgar (2002)** said that effective teaching depends upon the interaction between the instructor's subject matter knowledge and teaching ability. Effective teachers promote student learning and related instructional methods have been extensively documented in the educational.

According to Jeremy **Hermer (2008)** effective teaching helps to provoke success in the classroom. In the English language teaching teacher have to build a strong environment of English teaching in the classroom when he/she should spend more time talking in English than the first language.

**Debas (2011)** studied on the effectiveness of the elementary teachers in Haryana. The main objectives of the study were: 1. To study the effectiveness of elementary school teachers of Haryana, 2. To studies the level

of attitude towards teaching of elementary school teachers of Haryana.3. To study the self concept of elementary teachers.4.To studies the relationship between the levels of attitude towards teaching of elementary school teachers. 5. To study the relationship between the effectiveness and the self efficacy among the elementary school teachers. In the study from the 68 govt elementary schools, 400 teachers were selected randomly as a sample and descriptive method was used. To collect the data for the research teacher effectiveness scale constructed and standardized by Mishra (1999), teacher's attitude towards teaching scale constructed and standardized by Mishra (1999) and self concept Inventory constructed and standardized by BeenaShah (1986) were used as tools of the study.

Major finding of the study were:

- The overall teacher effectiveness of govt Elementary school teachers of Haryana has been found to be average which is consistently sustained along all the effectiveness factors chosen for the study i.e by gender, age, teaching experience as well as by locality.
- There exists no significant difference between the level of teacher effectiveness of elementary school teachers between male and female.
- A significant difference was found between the level of teacher effectiveness of elementary school teachers belonging to rural and urban areas.
- The overall level of attitude towards teaching was average.
- The overall self concept was average.
- A significant relationship was found between the effectiveness and level of attitude towards teaching.
- A significant relationship was found between the level of teacher effectiveness and the self concept.

**Hobbs (2012)** viewed a teacher's mindset as contributing to effectiveness. It was stated in the study that "all effective teachers have a passion for the subject, passion for their pupils and a passionate belief that who they are and how they teach can make a difference in their pupils' lives, both in the moment of teaching and the days, weeks, months and even years afterwards. Passion is associated with enthusiasm, caring, commitment, and hopes which are the key characteristics of effectiveness in teaching (p.720). This passion drives the decisions teacher make every day and can lead to increase teacher effectiveness.

**Dashand Barman (2016)**, studied on teaching effectiveness of the teachers and it was said that to make learning meaningful, understandable and fruitful to a learner, effectiveness of teaching delivered by a teacher is very essential condition. The main objectives of the study were 1.To find out the level of teaching Effectiveness of secondary school teachers in the District of PurbaMedinipur. 2. To find out the difference between Male and female school teachers regarding their teaching effectiveness. 3. To find out the difference between arts and Science school teachers regarding their teaching effectiveness. 4. To find out the difference between Rural and urban school teachers regarding teaching effectiveness. 5. To find out the difference between the trained and untrained teachers. 6. To find out the difference between the high qualified and low qualified school teachers. 7. To find out the difference among the school teachers regarding their Teaching Effectiveness on the basis of their Teaching Experience at Secondary Level. Descriptive method was used in the study and all the teachers of secondary schools under the West Bengal board of Secondary Education of the district of PurbaMedinipur have been treated as the population of the study. Only 100 teachers were selected as sample by stratified random sampling. Self made teaching effectiveness scale was used with the combination of 33 positive and 22 negative items. On the basis of the ten important dimensions of teaching effectiveness namely subject mastery, preparation and organization, presentation style, classroom management, effective communication, motivational strategy, student teacher interaction, evaluation and feedback, informal Academic Support and personal Attribute. It was found in the study that there exists Good level of teaching Effectiveness among the teachers who were working in various secondary schools in the PurbaMedinipur District. There was no difference between male and female teachers in teaching effectiveness. Rural and urban teachers were significantly different in effectiveness and no difference was found between trained and untrained teachers.

**Job (2017)** conducted a study on teacher effectiveness. The main purpose of the study was to explain what educators perceive to be teaching effectiveness in an effort to gain better understanding of relationship between educational research and the perceptions held by practitioners in the field. This study gained valuable knowledge of how educators perceive teacher effectiveness. The study includes the theoretical framework and methodology as well as the specific methods used. It explains the research questions, case and participant selection process, and how the data was collected. Lastly, it was explored the possible ethical issues. The study included both the teachers and the principals of North Dakota and asked to participate to gain a better understanding their perceptions of teacher effectiveness. Interview, observation and a systematic review of school documents were used to collect data. This study made the beliefs and work of classroom teachers and their principal visible.

**Broke (2017)** stated that teacher effectiveness is the teachers ability to understand the individual profiles- the strengths and weakness- of every student in the classroom. To apply the Instructional strategies over the appropriate material is necessary. Based on the factors level of performance, rate of learning and academic goals

teachers can adjust the instructional intensity in order to meet the academic goals. Schools can achieve higher levels of teacher effectiveness by empowering teachers through a shared and clear understanding of core instructional materials, leveraging several kinds of assessments to build profiles of student ability, informing instructional priorities through the data, leveraging research based methodology for intervention, and embracing the process with consistency. A commitment to this kind of approach benefits teachers, students, administrators and the entire school community.

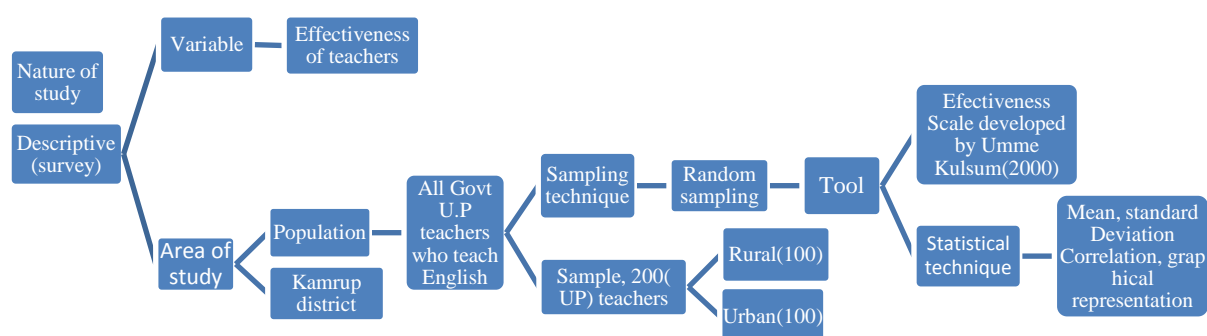
#### IV. OBJECTIVES OF THE STUDY:

1. To ascertain the Effectiveness of Elementary teachers in teaching English with respect to Gender
2. To ascertain the Effectiveness of Elementary teachers in teaching English with respect to Area

#### V. METHODOLOGY:

The present study is conducted using the descriptive method.

##### Research Design:



**Figure: 2 Research Design**

##### Population:

The population of the study comprises of all the Government upper primary teachers teaching English existing in Kamrup District. In Kamrup district there are 97 Govt/ provincialised schools, 125 upper primary schools and 262 composite schools. The teachers who are teaching English in all the Government upper primary schools of Kamrup district are taken as the population in the study.

##### Sample:

The sample of the study comprises 200 teachers, teaching English in the Government Upper Primary Schools from the urban and rural area of kamrup district of Assam. Among the 200 teachers, 100 teachers each from rural and urban area are selected.

**Sampling technique:** A random sampling technique is used in the study.

**Tool:** Teacher Effectiveness Scale developed by Dr.UmmeKulsum(2000) has been adopted as a tool for collecting data in the present study. It is a five dimensions scale comprising of 60 items. The dimensions are: 1. Preparation and planning for teaching 2. Classroom Management 3. Knowledge of subject matter 4. Teacher's characteristics 5. Interpersonal relations.

**Statistical Techniques:** Mean, standard deviation, correlation, graphical representation have been used to analyse the data.

##### Analysis of Data:

##### General Information of teacher respondents:

General information about teachers is presented in Table 1.

**Table 1 Information regarding respondents (Kamrup District)**

Particulars	Options	Number of Respondents	%
Gender	Male	107	53.5
	Female	93	46.5
Number of Teachers	2	18	9.0
	3	166	83.0
	4	16	8.0
Qualification of Teachers	Graduate	28	14.0
	Post Graduate	77	38.5

	Trained Post Graduate	46	23.0
	Trained Graduate	49	24.5
Experience of Teachers	1-5	15	7.5
	6-10	82	41.0
	11-15	54	27.0
	16-20	26	13.0
	21-25	22	11.0
	26-30	1	0.5

**1. a) Gender**

53.5% of teacher respondents found to be male members and 46.5% are female Respondents.

**b) Number of Teachers with respect to Number of Schools**

In 83% of the schools there are 3 numbers of teachers; in 9% of schools there are 2 numbers of teachers and in 8% of schools there are 4 numbers of teachers.

**c) Educational qualification**

Educational qualification of the teacher respondents under consideration happened to be Graduates/Post Graduates; or Graduates/Post Graduates with professional qualification. 14% are simple graduates; 38.5% are Post Graduates; 24.5% are graduates with B.Ed. /D.El.Ed.; 23% are Post Graduates with B.Ed./D.El.Ed. Qualification

**d) Teaching Experience**

Teaching experience varies from minimum 2 years to maximum 30 years of the respondent teachers. 34% of the respondents found to possess 6-10 years of teaching experience.

**2. Area**

100 numbers of teacher respondents hail from urban areas and another 100 numbers from rural areas as shown in Table 2.

**Table 2 Number of respondents (Kamrup District)**

Location	Number of Respondents	%
Urban	100	50
Rural	100	50
Total	200	100

N.B.: Figures in bracket are in percentages

**Objective 1: Effectiveness of the teachers in teaching English**

As the score in the Teacher Effectiveness Scale ranges from 0-600, the calculated mean score of teacher respondents is found to be 432.92 which are above the scale mean (shown in table 3).

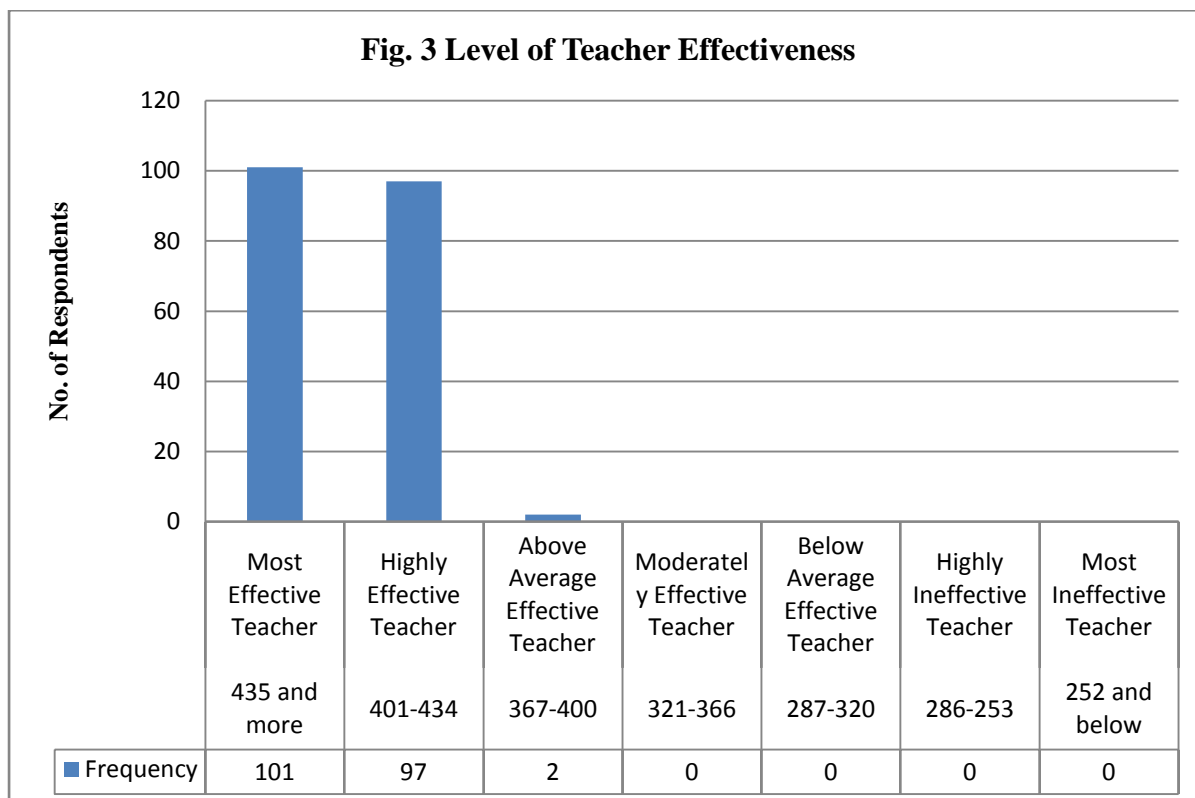
**Table 3 Mean and SD for the teacher effectiveness**

Effectiveness	N	Mean	Std. Deviation
Teachers Effectiveness	200	432.92	19.285

The obtained range of Teacher Effectiveness raw score ranges from 390-490. From table 4 and Fig. 1 it is evident that 50.5% of the teacher respondents are found to be Most Effective Teacher, followed by 48.5% to be Highly Effective Teacher and 1% to be Above Average Effective Teacher. Thus, it is quite evident that 99% of the teacher respondents fall under the highest level for the subject English in the elementary schools.

**Table 4 Level of Teacher Effectiveness**

Range of Raw Scores	Range of z-cores	Level of Teacher Effectiveness	Frequency
435 and more	+2.01 and above	Most Effective Teacher	101(50.5)
401-434	+1.26 to + 2.00	Highly Effective Teacher	97(48.5)
367-400	+0.51 to +1.25	Above Average Effective Teacher	2(1.0)
321-366	-0.50 to 0.50	Moderately Effective Teacher	0
287-320	-0.51 to -1.25	Below Average Effective Teacher	0
286-253	-1.26 to -2.00	Highly Ineffective Teacher	0
252 and below	-2.01 and below	Most Ineffective Teacher	0
Total			200



**Figure: 3 level of teacher effectiveness**

It is quite natural to know more about the teacher effectiveness in context to gender and area of the English teachers.

**Teacher Effectiveness in context to gender**

The calculated mean scores of teacher respondents on Teacher Effectiveness Scale are found to be 431.32 for male and 434.77 for female which is above the scale mean (shown in table 5).

**Table 5 Mean and SD for the Teacher Effectiveness in context to Gender**

Gender	N	Mean	Std. Deviation
Male	107	431.32	17.348
Female	93	434.77	21.243

46.75% among the male and 54.84% among the female teacher respondents are found to be Most Effective Teacher for the subject English in the elementary schools as evident from table 6 and Fig. 2.

**Table 6 Level of Teacher Effectiveness in context to Gender**

Range of Raw Scores	Range of z-cores	Level of Teacher Effectiveness	Frequency	
			Male	Female
435 and more	+2.01 and above	Most Effective Teacher	50	51
401-434	+1.26 to + 2.00	Highly Effective Teacher	56	40
367-400	+0.51 to +1.25	Above Average Effective Teacher	1	2
321-366	-0.50 to 0.50	Moderately Effective Teacher	0	0
287-320	-0.51 to -1.25	Below Average Effective Teacher	0	0
286-253	-1.26 to -2.00	Highly Ineffective Teacher	0	0
252 and below	-2.01 and below	Most Ineffective Teacher	0	0
Total			107	93

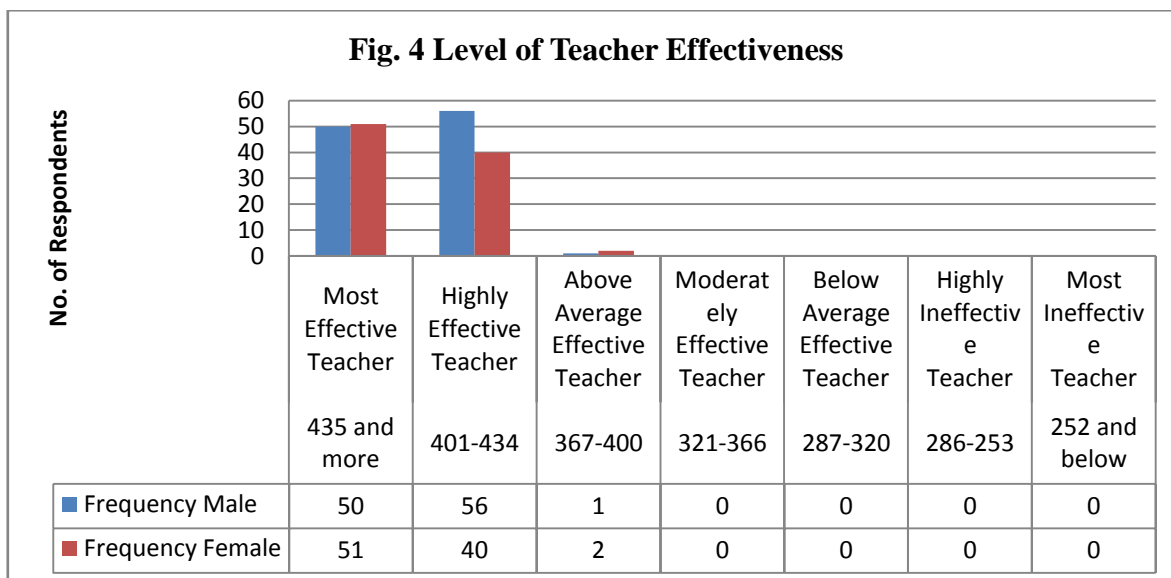


Figure 4 level of teacher effectiveness

**Objective 2: Effectiveness of the teachers of teaching English in terms of Area**

The mean score of teacher respondents is found to be similar in the order of highest to lowest for the dimensions of teacher effectiveness both in urban and rural area.

Teacher Characteristics >Classroom Management >Preparation & Planning for Teaching >Interpersonal Relations >Knowledge of Subject matter,etc.

For each of the dimension the Mean and SD are shown in Table 7 and Fig. 3.

**Table 7 Mean and SD for the dimensions of teacher effectiveness**

Dimensions	Urban Area (N= 100)			Rural Area (N= 100)		
	Mean	Std. Deviation	Rank order	Mean	Std. Deviation	Rank order
Preparation & Planning for Teaching (PPT)	83.96	8.678	III	84.02	7.934	III
Classroom Management (CM)	97.57	7.851	II	100.06	9.001	II
Knowledge of Subject matter, etc. (KSM)	56.21	3.285	V	57.09	3.156	V
Teacher Characteristics (TC)	110.51	13.396	I	113.67	14.097	I
Interpersonal Relations (IR)	82.07	5.213	IV	81.59	6.205	IV

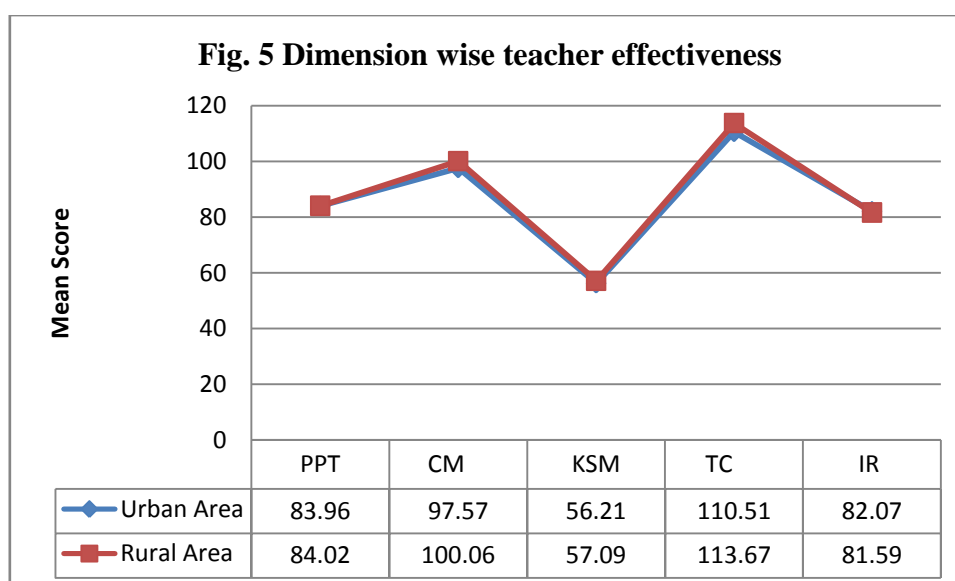


Figure: 5 Dimension wise teacher effectiveness



There exists high positive correlation between the dimensions of teacher effectiveness in urban area PPT – CM; PPT – KSM; PPT –IR; KSM –IR and in rural area PPT – CM; PPT – KSM; PPT –IR; CM-KSM; CM-TC; KSM–IR shown in the correlation matrix (Table 8). Comparatively there are certain differences in correlation among the dimensions of teacher effectiveness between urban and rural area.

**Table 8 Correlation Matrix**

Dimensions	Urban Area (N= 100)				
	PPT	CM	KSM	TC	IR
PPT	1	.274**	.323**	-.441**	.465**
CM	.274**	1	.105	-.024	-.102
KSM	.323**	.105	1	.035	.229*
TC	-.441**	-.024	.035	1	-.362**
IR	.465**	-.102	.229*	-.362**	1
Dimensions	Rural Area (N= 100)				
	PPT	CM	KSM	TC	IR
PPT	1	.205*	.348**	-.333**	.326**
CM	.205*	1	.368**	.329**	-.270**
KSM	.348**	.368**	1	.188	.237*
TC	-.333**	.329**	.188	1	-.266**
IR	.326**	-.270**	.237*	-.266**	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed).

### VI. FINDINGS OF THE STUDY:

- i. The calculated mean score of teacher respondents is found to be 443.81 which are above the scale mean.
- ii. 99% of the teachers fall under the highest level for the subject English in the elementary schools.
- iii. The calculated mean scores of teacher respondents on Teacher Effectiveness Scale are found to be 431.32 for male and 434.77 for female which is above the scale mean
- iv. 46.75% among the male and 54.84% among the female teacher respondents are found to be Most Effective Teacher for the subject English in the elementary schools.
- v. The mean score of teacher respondents is found to be similar in the order of highest to lowest for the dimensions of teacher effectiveness both in urban and rural area.  
Teacher Characteristics >Classroom Management >Preparation & Planning for Teaching >Interpersonal Relations >Knowledge of Subject matter, etc.
- vi. There exists high positive correlation between the dimensions of teacher effectiveness in urban area PPT – CM; PPT – KSM; PPT –IR; KSM –IR and in rural area PPT – CM; PPT – KSM; PPT –IR; CM-KSM; CM-TC; KSM–IR.

### VII. DISCUSSION AND CONCLUSION OF THE STUDY:

English both as a language and subject of study is quite important right from the elementary level for building a strong foundation for the future of the students. Teachers’ effectiveness in teaching English will surely determine the extent of students’ development of knowledge in the subject. The present study reveals that the percentage of female teachers is more effective than the male teachers in teaching English at the elementary level. But the studies conducted by Debas (2011); Dash and Barman (2016) found no gender differences in terms of teacher effectiveness. The existence of difference suggests that female teachers are more devoted to teaching than the male counterparts. Though the teachers fall under the highest level of effectiveness in teaching the subject English at the elementary school level yet gender differences are evident in the present study. This is probably, the existence of differences among the teacher effectiveness dimensions.

It is also observed in the present study that there exist certain differences in teacher effectiveness both in the urban and rural area which supports the results of Hermer (2008); Debas (2011); Dash and Barman (2016). Thus, it is to be noted, teachers from urban and rural areas merit high priority to the teacher characteristics and lowest to Knowledge of Subject matter, etc. dimensions. Sean (2002); Job (2017); Broke (2017) all point out, effective teaching depends upon the instructional process carried out by the teachers’ based on subject matter knowledge and teaching ability. This needs to keep in mind, effective teachers promote student learning as such the priority offered to the teacher effectiveness dimensions is subject to the mindset of the teachers.

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