Chapter-I

INTRODUCTION
1. Introduction

1.1 Rationale

Education is a process of bringing or moulding a young for living a congenial and comfortable life. The ultimate goal of education is the harmonious and progressive development of a child. Educating someone or helping somebody to learn something by providing required information is teaching. According to Radhakrishnan Commission (1948-49), in a society teachers’ place is of paramount importance because from generation to generation, he helps to keep the lamp of civilization burning. Indian Education commission (1964-66) has pertinently remarked that teacher is the most important factor to influence the quality of education. The report of International Commission on Education (1996) chaired by Jacques Delors, explored the ‘Four Pillars of Education’ and stated that in education no reform could succeed without the co-operation and active participation of teachers. The Secondary Education Commission (1952-53) has rightly said that teachers’ place is very important both to the school as well as to the society with respect to their personal qualities, educational qualifications and professional training. In the version of American Commission on Teacher Education (1946), the quality of a nation depends on its citizens’ quality which actually depends on the quality of the teachers of that nation. According to the database of District Information System for Education (DISE, 2013-14), jointly developed by National University of Educational Planning and Administration (NUEPA), Ministry of Human Resource Development, Government of India and United Nations International Children's Emergency Fund (UNICEF), in India, around 1.4 million teachers are engaged in providing secondary education where the teacher-student ratio is 1:25, whereas in case of West Bengal, a state of India, around 87,672 regular teachers are imparting secondary education where the teacher-student ratio is 1:28. So, the quality of these teachers is extremely important to the quality of this nation as well as to the state of West Bengal.

Improving teacher quality through enhancing Teacher Effectiveness has been the major issue to the researchers, educationists and policy makers all over the World for
educational reforms during the last 50 years. Effectiveness of individual classroom teacher is the single largest factor affecting academic growth of the students (Ferguson, 1991; Goldhaber, 2007; Kennedy, 2010; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004). A growing number of studies are focusing on the effects of teachers’ training on effectiveness of the teachers (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2000; Konold et al., 2008). Teachers’ Training Programmes (TTP) or Teacher Preparation Programmes (TPP) are an obvious potential source of variability in Teacher Effectiveness (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Farooq & Shahzadi, 2006; Gansle, Noell, & Burns, 2012). Almost all the education Commissions and Committees argued for the proper teacher training to develop the quality of education in India (Reports of the Education Commission, 1964-66; National Policy of Education, 1986; Secondary Education Commission, 1952-53). National Council for Teacher Education (NCTE), a statutory body of the Govt. of India, strongly argued for the quality development of the teacher education programme in India to produce good and effective teachers. But, the key question is, if most trained teachers are effective, does it matter that a small percentage of them are less effective? It really matters a lot because a teacher with less effectiveness can depress the achievement and inhibits the learning of a large number of students over time depending on the school capacity, class size and his service life (Chait, 2010; Kodero, Misigo, Owino, & Simiyu, 2011). Indian Education Commission (1964-66) also acknowledged the effectiveness of teachers and their characteristics regarding the learning and achievement of the students. The related characteristics of the effective teachers are undoubtedly the most significant aspects which actually influence the effectiveness and quality of every teacher and thus also have large contributions to the quality development of education and to the national development.

**Teacher Effectiveness and Teaching-learning Process**

In recent years an enormous amount of public attention has been focused on teacher quality and teacher preparation (Cochran-Smith, 2006). These initiatives have listed the effectiveness of teachers as a major factor in improving student achievement
Effective instruction meets the demands of the students with respect to the academic disciplines of the teachers i.e., their subjects of teaching. The effectiveness of teachers and teaching are most significant in determining the learning of students (Ferguson, 1991; Ingersoll, 2004; Sanders, 1998). Teacher Effectiveness is vital for improving student learning and achievement (Darling-Hammond, 2000; Hanushek & Rivkin, 2004; Hanushek, Kain, O’Brien, & Rivkin, 2005; Rivkin et al., 2005). Researches support that the actions taken by the effective teachers in the classroom play a fundamental role in effective and efficient learning of the students (Andrew & Schwab, 1995; Markley, 2004; Wang & Fwu, 2007). Students’ academic achievement and outcomes depend on the effectiveness of their teachers (Campbell, Kyriakides, Muijs, & Robinson, 2004; Lasley, Siedentop, & Yinger, 2006; Rockoff, 2004). Teachers’ quality and effectiveness may depend on their content knowledge and pedagogical acumen (Berry, O’Bryan, & Cummings, 2004; Liakopoulou, 2011; Sadler, Sonnert, Coyle, Smith, & Miller, 2013). Some researchers also argued that teachers’ quality and effectiveness should be assessed only by student outcomes, regardless of content knowledge or pedagogy (Stronge, Ward, Tucker, Hindman, McColsky, & Iioward, 2007). In fact, effectiveness and quality of the teachers are extremely complex and illustrate various characteristics like wide range of knowledge, skills, aptitude, motivation and personality characteristics (Mitchell Robinson, Plake, & Knowles, 2001).

**Assessing Teacher Effectiveness**

Effectiveness of the teachers is often measured by the student achievement (Darling-Hammond, 2000; Kupermintz, 2003; Sanders, 1998). By using Value Added Models (VAM) and analyzing value-added student achievement data some researchers found that teachers’ influence on the achievement gains of the students’ was maximum than any other factors (Goldhaber & Anthony, 2003; Sanders & Horn, 1994; Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997). Though, few researchers not agreed to this view because according to them teachers did more than simply raising test score gains of the students (Loeb, Rouse, & Shorris, 2007). Student achievement is just a measure of one educational outcome but does not measure teachers’ characteristics i.e.,
Teacher Aptitude, attitude of the teachers, Work Motivation, Personality Traits etc. Measurement of Teacher Effectiveness become problematic due to the difficulties in measuring students’ performance, gains and loses with respect to an individual teacher with the passage of time (Imig & Imig, 2006; Loeb et al., 2007). Other ways to assess Teacher Effectiveness except collecting student achievement data are to collect teacher ratings from multiple sources e.g. Students’ ratings (Emery, Kramer, & Tian, 2003; Seldin, 1999), Colleague ratings (Berk, Naumann, & Appling, 2004; Webb & McEnerney, 1995), Alumni ratings (Hamilton, Smith, Heady, & Carson, 1997; Kulik, 2001), Employer and Administrator ratings (Diamond, 2004; Seppanen, 1995), Head Teacher ratings (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007; Heneman, Milanowski, Kimball, & Odden, 2006; Okolocha, & Onyeneke, 2013) and Self-evaluation or Self rating (Bo-Linn, Gentry, Lowman, Pratt, & Zhu, 2004; Centra, 1999). Each type of teacher rating is limited in its capacity to inform about Teacher Effectiveness (Peterson, 2000). But, some researches found that Self-evaluation or Self-rating provides important source of evidence for estimating Teacher Effectiveness because one’s own perception about his strengths and weaknesses is a very important part of this estimation (Barge, 2012; Berk, 2005; Butler, 2001). Actually, self-evaluation is inherent in the process of teaching because, more or less every teacher evaluate him-self consciously or unconsciously after their teaching. Every teacher is an individual and has a different style of teaching and every teacher has something unique to offer to his students. So, by self-evaluation every individual teacher discovers the ways to become more effective (Johnstone, 1990; Lyandal, 1994; Ramsden, 1991). Overall, a teacher’s self-evaluation demonstrates his knowledge about teaching and his perceived effectiveness in the classroom (Cranton, 2001). Nevertheless, for decades, teacher educators and researchers have struggled to determine various aspects of Teacher Effectiveness and its related characteristics and have found significant associations between Teacher Effectiveness and its related characteristics (Aaronson, Barrow, & Sanders, 2003; Darling-Hammond, 2000; Harris & Sass, 2007; Mitchell et al., 2001).
1.2 Teacher Effectiveness and Related Characteristics: World Scenario

*Effectiveness* of a teacher can be described as their success in helping students to learn and the *related characteristics* of effectiveness can be described as certain qualities which are related to teachers’ effectiveness and which enable the teachers to achieve success in education (Walker, 2008). During last two decades, numerous researchers throughout the World have been studying related characteristics of Teacher Effectiveness. In order to discuss about these characteristics, they may broadly be categorized into three main streams i.e., School related, Teaching related and Teacher related characteristics according to the nature of assessing variables.

**School Related Characteristics**

Some researchers were found to be very much fascinated to study the characteristics of school related to Teacher Effectiveness. The school related characteristics can also broadly be categorized as student related characteristics, school-administration related characteristics and school-environment related characteristics.

**Student related characteristics.** Every aspect of education system is only for the students, by the students and of the students. One of the most popular student related characteristics to the researchers is *student achievement*. Teacher Effectiveness is often measured and studied by student achievement (Akinmusire, 2014; Farooq & Shahzadi, 2006; Heck, 2009; Konstantopoulos & Chung, 2011; Stronge, Ward, & Grant, 2011). Teacher effectiveness have relations with *students’ educational aptitude* (Corno et al., 2002; Kupermintz, 2003), their prior achievement and even if with *their family backgrounds* also (Sanders & Rivers, 1996). Some other student related characteristics are *perception of the current students about teaching* (Bezold, 2012; Gentry, Steenbergen-Hu, & Choi, 2011; Hoque, Razak, Zohora, & Islam, 2013; Jahangiri & Mucciolo, 2008; Saville, Zinn, Brown, & Marchuk, 2010), *students’ evaluation of teaching* (Malikow, 2005; Owoyemi & Adesoji, 2012; Pama, Dulla, & Leon, 2013; Stark-Wroblewski, Ahlering, & Brill, 2007), *students’ Belief about the teachers* (Kodero,
School-administration related characteristics. A school runs smoothly depending upon its administrative qualities. Type of management is an important variable to measure Teacher Effectiveness (Khurshid, 2011; Manu & Yellappa, 2013; Rajammal & Muthumanickam, 2012). Some popular school-administration related characteristics which may affect Teacher Effectiveness are administrative behaviors of school Heads/Principals (Riti, 2010), Principals’ perception about teachers (Okolocha, & Onyeneneke, 2013), Principals’ hiring, assigning evaluating, and providing growth opportunities to teachers (Donaldson, 2013), monthly income of the teachers (Rajammal, & Muthumanickam, 2012) and type and category of schools (Al-Salameh, 2014; Lin, Xie, Jeng, & Huang, 2010; Pachaiyappan, & Raj, 2014).

School-environment related characteristics. Environment of the school is a crucial facet of Teacher Effectiveness. Some researches suggested that the association between Teacher effectiveness and students’ learning is restrained by certain environmental aspects of the classroom. Some of the school-based environmental variables which may affect student achievement and learning, attributed to Teacher Effectiveness, are habitat of school (Rajammal & Muthumanickam, 2012; Teddlie & Liu, 2008), class size (Betts & Shkolnik, 1999; Krueger, 1999; Nye, Hedges, & Konstantopoulos, 2000; Stasz & Stecher, 2000) and classroom composition (Burns & Mason, 2002; Connor, Morrison, & Katch, 2004; Stipek, 2004). Classroom composition, sometimes referred to as peer effects and have direct effects on classroom learning (Betts, Zau, & Rice, 2003; Hanushek, Kain, Markman, & Rivkin, 2003; Hoxby, 2000). Some studies found that teacher effectiveness depend on the resource and socio-economic status of the schools and its students (Darling-Hammond, 1995; Ingersoll, 2002; Krei, 1998; Langford, Loeb & Wyckoff, 2002; Nye et al., 2004). School resource variables also describe the quality of teachers and show very strong relations with student achievement (Greenwald, Hedges, & Laine, 1996).
Furthermore, in case of formal schooling system, school culture and climate, curriculum frameworks and instructional approaches of the school and innumerable other factors related to school, are directly related to Teacher Effectiveness (Kupermintz, 2003). Some research findings show that there is a significant influence of the organizational climate of school on Teacher Effectiveness. Organizational climate of the school is the formal system of task and relationships that control, coordinate, and motivate teachers so as to achieve the goals of organization (Arogundade & Olorunsola, 2012; Garg & Rastogi, 2006; Kumaran, 2005; Raza, 2010; Sodhi, 2010).

**Teaching Related Characteristics**

Some scholars have argued that teaching, not teachers, is the critical factor i.e., the teaching practices that teachers employ in the classroom are more important than the education, credentials, experiences, test scores and other background variables of teachers (Stigler & Hiebert, 1999). Teaching practices or processes are strong determinants of Teacher Effectiveness (Rowan, Correnti, & Miller, 2002). Significant relationships exist between effectiveness of the teachers with their instructional practices and its effects on students’ learning (Carbonaro & Gamoran, 2002; Lee, Burkam, Ready, Honigman, & Meisels, 2006; Lee, Smith, & Croninger, 1997; Xue & Meisels, 2004). Teacher Effectiveness may be improved through professional development and mentoring (Schacter & Thum, 2004). Some other teaching related characteristics, mostly used by different researchers to evaluate Teacher Effectiveness are job satisfaction (Goel, 2011), medium of instruction (Islahi, & Nasreen, 2013), level of teaching (Rajammaal & Muthumanickam, 2012), teachers' training location (Islahi & Nasreen, 2013) and teaching experience (Manu & Yellappa, 2013; Omotayo, 2014; Pachaiyappan & Raj, 2014; Sodhi, 2010; Tyagi, 2013).

**Teacher Related Characteristics**

Teacher Effectiveness also depends on some of the teacher related characteristics. A large numbers of teacher related variables were measured by the researchers
throughout the world in relation to Teacher Effectiveness. These teacher-related variables can broadly be classified into two groups as *Categorical Variables* and *Person related Variables*.

**Categorical variables.** These variables are used by different researchers to find differences in Teacher Effectiveness with respect to different categories of teachers. Many researchers were interested to study *gendered influence* on Teacher Effectiveness (Akinmusire, 2014; Bandele & Oluwatayo, 2014; Hussain, Khan, Shah, & Sibtain, 2011; Islahi & Nasreen, 2013; Malik & Malik, 2014). Some of the popular categorical variables are *training of teachers* (Andrew, Cobb, & Giampietro, 2005; Butler, 2001; Jarvis-Selinger, Collins, & Pratt, 2006; Kumar & Awati, 2012; Lemon & Garvis, 2013; Napoles & MacLeod, 2013), *qualification of the teachers* (Liakopoulou, 2011; Manu & Yellappa, 2013; Palardy, & Rumberger, 2008), *marital status* (Islahi & Nasreen, 2013; Rajammal & Muthumanickam, 2012; Tyagi, 2013), *age* (Al-Salmeh, 2014; Chowdhury, 2014; Pama, Dulla, & Leon, 2013) and *habitat of the teachers* (Bhullar & Bala, 2014; Malik & Kapoor, 2014; Pachaiyappan & Raj, 2014; Sodhi, 2010;).

**Person related variables.** These variables are related to the teachers’ personal characteristics which may affect Teacher Effectiveness. Background characteristics of the teachers, such as their *educational attainment, educational achievement and intelligence test scores* are related to Teacher Effectiveness (Darling-Hammond, Berry, & Thoreson, 2001; Ehrenberg & Brewer, 1994, 1995; Rowan et al., 2002; Wayne & Youngs, 2003; Wenglinsky, 2002). *Teachers' academic proficiency* is also positively related to Teacher Effectiveness (Goldhaber & Anthony, 2003; Orphanos, 2008; Rice, 2003). Academic proficiency is usually defined as teachers' performance on tests of professional knowledge (subject matter or pedagogy) or tests of general academic ability (basic skills, general knowledge). Teachers with higher test scores on tests of basic literacy or verbal skills as measures of teacher quality produce greater student learning gains (Walsh & Tracy, 2006). Some studies have also found correlation between *teacher quality* and Teacher Effectiveness (Darling-Hammond & Youngs, 2002). Teacher quality is defined as certain characteristics of teachers to conduct teaching activities, arousing students’
interest in learning and enhancing students’ learning achievements (Lin et al., 2010). Teachers’ grade point average (GPA) is a stronger predictor for Teacher Effectiveness (Ferguson & Womack, 1993).

Some studies also found positive associations between teachers’ verbal abilities and Teacher Effectiveness (Ehrenberg & Brewer, 1995; Ferguson, 1991; Ferguson & Ladd, 1996). According to Ghanizadeh and Moafian (2010), emotional intelligence is a significant factor for Teacher Effectiveness. Goldhaber (2007) found positive associations between teachers’ professional knowledge and their effective teaching performance. Teacher credentials i.e., experience, amount of professional development, certification status and advanced degrees have positive and statistically significant relationships with Teacher Effectiveness (Boyd et al., 2009; Clotfelter, Ladd, & Vigdor, 2006; Gansle et al., 2012; Greenwald, Hedges, & Laine, 1996; Wayne & Youngs, 2003). Teachers' knowledge for teaching contributed to the gains in students' academic achievement (Hill, Rowan, & Ball, 2005). Teacher Effectiveness also depends on the Socio-economic Status of the teachers (Nye et al., 2004). Stigler and Hiebert (2007) reported that increased qualification promoted Teacher Effectiveness. But Simbo (2003) found no significant difference in Teacher Effectiveness based on academic qualification. Brewer (2000) in a study concluded that teaching qualification could make difference in Teacher Effectiveness. Differences in Teacher Effectiveness with respect to their academic disciplines i.e., subject of teaching, were studied by many researchers (Berry et al., 2004; Pama et al., 2013; Parikh, 2012; Yeboah-Appiagyei, Joseph, & Fentim, 2014). Kiadese (2011) investigated Teacher Effectiveness of prevocational subject teachers. McCaffrey, Lockwood, Koretz, and Hamilton (2003) concluded that teachers differentially affect student achievement, though there was a lack of consensus about which aspects of teachers matter most. Some researchers revealed positive inter-relationship between teacher intensity and Teacher Effectiveness (Madsen et al., 1992; Wang & Sogin, 1997).

Teacher attitudes about their ability to teach and about the students’ ability to learn, sometimes refers to as teacher efficacy which is strongly related to Teacher
Effectiveness (Hoy & Spero, 2005; Lee, Dedrick, & Smith, 1991; Raudenbush, Rowan, & Cheong, 1992; Tschannen-Moran, Hoy, & Hoy, 1998). Teacher Aptitude was also studied by some researchers in relation to Teacher Effectiveness (Ghatvisave, 2012; Manu, & Yellappa, 2013; Seetharaman & Rajasekar, 2013). Some studies have focused on the impact of teachers’ self-efficacy, defined in various ways to capture both teachers’ perceived ability to teach i.e., personal teaching efficacy and teachers’ perception of students’ ability to learn i.e., general teaching efficacy (Goddard, Hoy & Hoy, 2000; Lee et al., 1997). Ghanizadeh and Moafian (2011) also claimed self-efficacy as a determinant of teachers’ effectiveness. Work motivation and Personality Traits were also found to be correlated to Teacher Effectiveness (Hussainmiya & Naik, 2015; Melekeowei, 2014; Perlman, 2013).

1.3 Teacher Effectiveness: Indian Scenario

India has a rich tradition of teaching and learning right from the antiquity mainly from the ancient Vedic period (1500 BC – 500 BC). To carry forward this tradition, in this age, the educationists and researchers are very keen to investigate about Teacher Effectiveness and its related characteristics for further development of the Indian education system. According to recent trend, most of the Indian researchers who are working in this field, are interested to investigate Teacher Effectiveness in relation to its person related variables (e.g. Bhagat, 2015; Bhullar & Bala, 2014; Islahi & Nasreen, 2013; Manu & Yellappa, 2013; Pachaiyappan & Raj, 2014; Sodhi, 2010; Tyagi, 2013). Researchers of some Indian states like Punjab (e.g. Bhullar & Bala, 2014; Goel, 2011; Kaur, 2013; Singh & Babita, 2014a; Sodhi, 2010; Toor, 2014), Haryana (e.g. Gupta & Gehlawat, 2013; Kumar, 2014; Malik & Kapoor, 2014; Malik & Malik, 2014) and Karnataka (e.g. Hussainmiya & Naik, 2015; Kumar & Awati, 2012; Manu & Yellappa, 2013) are very advance in the studies about Teacher Effectiveness and its related characteristics. In some other states like Himachal Pradesh (Chandel & Dhiman, 2014; Riti, 2010), Tamilnadu (Pachaiyappan & Raj, 2014; Rajamall & Muthumanickam, 2012; Seetharaman & Rajasekar, 2013), Jammu (Bhagat, 2015), Uttar Pradesh (Islahi, 2010; Lenka & Kant, 2012; Islahi & Nasreen, 2013; Tyagi, 2013), Gujrat (Parikh, 2012),

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In West Bengal, the context of development of Teacher Effectiveness is very relevant due to the importance of teacher and teaching as a profession as well as a service over here. As a profession, here teaching is now highly attractive to the educated youths due to its social recognition, lucrative pay packages and different facilities and due to the shortages in other jobs of similar status. So, in West Bengal most of the educated youths are rushing to be a teacher in a Government or Government aided school, just taking it as a Govt. job, irrespective of their aptitude and motivation in teaching as a service to the society. So in West Bengal, extensive research is needed in the field of Teacher Effectiveness and related characteristics, especially in case of Govt. aided secondary school teachers.

1.4 Teacher Effectiveness: Concept and Meaning

1.4.1 Definitions

The term, 'Teacher Effectiveness' implies the effectiveness of a teacher, i.e., Teacher Effectiveness deals with the performance of an individual teacher. An effective teacher succeeds in producing desired changes among the behaviors of his students with respect to his prefixed objectives and he is satisfied with his profession. From this point of view, it can be said that a teacher whose students achieve larger gains is the effective teacher (Kennedy, 2010; Kupermintz, 2003).

Research offered a glut of definitions of an effective teacher. According to Clark (1993), effective teachers can develop students’ achievement by increasing students’ knowledge. According to Dunkin (1997), effective teachers can attain desired students achievements by their knowledge, skills, performances and behaviors. Effective teacher
consistently achieve the goals regarding their students’ learning (Anderson, 1991; Kennedy, 2010). Effective teachers also could achieve the goals, determined by others such as Ministries of Education, Legislators, school administrators and other Govt. Officials (Campbell et al., 2004; Parihar, 2011). Weimer (2013) said that effective teachers could develop thinking skills, interest and motivation among their students to learn. According to Harris, Ingle, and Rutledge (2014), most effective teachers are different from other teachers by their teaching skills, motivation, personality, enthusiasm, contributions and by their relationships with co-workers. According to Charlotte Danielson (1996), effective teaching is the association of four aspects of observable teacher behaviors i.e., planning and preparation, instruction, and professional responsibilities. Walls (1999) summarized and described Teacher Effectiveness under four headings i.e. the ‘four aces of teaching’ which linked teachers’ work with students’ learning and achievement in a process-product concept. Students’ learning could be better, faster, and more long-lasting when teachers could be able to play the ‘Four Aces’. The first Ace of effective teaching was concerned with the utilization of an outcome-based instructional orientation which provided the teachers a framework for designing and delivering the course content and also enabled the students to focus their attention on clear learning goals. The second and third Aces of effective teaching were concerned with the clarity of instruction and the capacity of engaging students respectively. The fourth Ace of effective teaching was concerned with the teachers’ enthusiasm which reflected in their professional competence and confidence in teaching. Effective teachers can develop students’ performance through their instructions (Olatoye, 2006). Omoniyi (2005) asserted that effective teachers could provide productive and valuable learning experiences to the students and could encourage their all-round development. Ogunyemi (2000) argued that effective teaching could enhance the cognitive, affective and psychomotor development of the students.

The research direction chosen for Teacher Effectiveness includes two concepts i.e., ‘teachers’ self-effectiveness’ and ‘teachers’ effective teaching’. Teachers’ self-effectiveness is a sense of teachers to evaluate their own teaching abilities with respect to the educational goals (Feng, 2000). Teachers’ effective teaching is described as their
knowledge and abilities at work with different teaching methods and teaching-learning materials and also as their capability of encouraging students in the learning process by creating a suitable learning environment (Borich, 1994; Korthagen, 2004; Lin, 2001).

1.4.2 Models of Teacher Effectiveness

Different researchers put forward their models to define and measure Teacher Effectiveness from different viewpoints. Within various models of Teacher Effectiveness, some were found to be most popular and extensively used by distinguished researchers.

(a) McBer’s model of Teacher Effectiveness. McBer’s (2000) model was based on the three main elements relating to teacher effectiveness (see Figure 1.1). These elements were:

(i) Professional characteristics. These were the behavioral patterns which teachers demonstrate at different circumstances of teaching and could be categorized in five domains. These were ‘Planning and setting Expectations’ i.e., development drive, searching new information, schemes for new assignment; ‘Professionalism’ i.e., risk taking mentality, confidence, creating faith and respect for others; ‘Thinking capacity’ i.e., diagnostic and conceptual thinking; ‘Leadership qualities’ i.e., flexibility, management quality, passion for learning and ‘Relating to others’ i.e., relationship with the colleagues, teamwork and sympathy for others.

(ii) Classroom climate. It was defined as the students’ perceptions which influenced their motivation to learn and perform. It included pupils’ perceptions about each lesson, behavioral standards, teachers’ fairness, available opportunities and their perceptions that classroom was a safe, comfortable, interesting and exciting place which was well organized and had attractive physical environment.
(iii) **Teaching skills.** These were essential for the effective teachers at the time of their instructions. Basically, three types of management skills such as instructional management, pupil management and resource management could significantly influence pupils’ progress.

![Diagram of McBer's Model of Teacher Effectiveness](image)

*Figure 1.1. McBer’s (2000) Model of Teacher Effectiveness*

(b) **Clark and Walsh’s model.** Clark and Walsh’s (2001) model highlighted not only the domains of Teacher Effectiveness but also talked about the teacher’s personal knowledge and knowledge about the subject matter (see Figure 1.2). The elements of the models were as following:

(i) **Discipline knowledge.** It included understanding of the important concepts, connecting concepts, ideas and skills of the subject matters.
(ii) Pedagogical knowledge. It included the knowledge about classroom management, organization of classroom activities, methods for students’ motivation, knowledge about students and his family.

(iii) Knowledge of context. It included the knowledge about the context of classroom, school, culture, community and educational system.

(iv) Personal knowledge. Components of personal knowledge were moral code of behaviour such as honesty, integrity, teacher’s personal philosophy and self-belief.

Figure 1.2. Clark and Walsh’s (2001) Model of Teacher Effectiveness

(c) Growth models. This kind of models measures the students’ achievement growth for an academic year for a particular group of students to assess Teacher Effectiveness. Growth Models can be generally categorized as Value-added Models (VAMs) and Student growth percentile models (SGPMs).
(i) **Value-added models (VAMs).** VAMs are complex statistical models to assess Teacher Effectiveness which specifically attempt to determine how specific teachers and schools have added value to the students i.e., have affected student achievement growth over time. There are a variety of VAMs and can be categorized into three major groups i.e., Gain score models, Covariate adjustment models and Layered models (including the persistence model). A revolutionary effort and currently the most influential value-added model is the Tennessee Value Added Assessment System (TVAAS). TVAAS is comprised of three different statistical models: (a) a *system model* estimating average performance of a particular school system, for each year, grade and academic subject (Stronge et al., 2011), (b) a *school model* estimating average performance for a particular school within a system (Anderson, Corbett, Koedinger, & Pelletier, 1995), and (c) a *teacher model* estimating the average student performance associated with a particular teacher in the system (Sanders, Saxston, and Horn, 1997).

(ii) **Student growth percentile model (SGPMs).** There is an additional type of growth model which assesses Teacher Effectiveness by examining the contribution of teachers to students’ growth. In a SGPM, a different type of statistical procedure is used to examine the changes in student achievement where individual students are compared to other students. This information is then aggregated to the individual teacher level to produce an estimate of the teacher's impact on student learning.

1.4.3 **Dimensions of Teacher Effectiveness**

*Teacher Effectiveness* is a critical concept which covers the complex task of teaching and it also covers the multiple contexts in which teachers work. Measuring Teacher Effectiveness is a complex task and there is also a considerable debate as to whether Teacher Effectiveness be judged on the basis of teacher inputs, the teaching process, the product of teaching, or a composite of all these elements (Lewis, Parsad, Carey, Bartfai, Farris, & Smerdon, 1999). Dimensions used in several studies may be categorized as under:
**Instructional differentiation.** In many studies it was found that in classroom situation teachers use direct instructions (Pressley, Wharton-McDonald, Allington, Block, & Morrow, 1998), individualized instructions (Zahorik, Halbach, Ehrle, & Molnar, 2003), discovery methods, and hands-on learning (Wenglinsky, 2000). Although researchers have found that effective teachers are very skillful to use numerous instructional strategies (Langer, 2001; Molnar, Smith, Zahorik, Palmer, Halbach, & Ehrle, 1999).

**Instructional focus on learning.** Effective teachers focus on both academic and personal learning goals with the students in the instructional process (Zahorik et al., 2003). In addition, effective teachers always try to maximize instructional time (Taylor, Pearson, Clark, & Walpole, 1999) and spend more time on teaching than on classroom management (Molnar et al., 1999).

**Instructional clarity.** Instructional clarity is teacher’s ability to explain the content clearly to students and to provide clear directions to students in the instructional process (Peart & Campbell, 1999; Stronge et al., 2007). Instructional clarity depends on teachers’ verbal ability which can be measured by teacher performance on standardized assessments (Wenglinsky, 2000).

**Instructional complexity.** Effective teachers recognize the complexities of instruction related to the subject matter knowledge (Pressley et al., 1998; Wenglinsky, 2004). Students receive instruction by their teachers that emphasize both critical thinking and memorization (Sternberg, 2003).

**Expectations for student learning.** The ability of the teachers to inject high expectations to the students through proper planning, is directly associated with effective teaching (Bernard, 2003; Stronge et al., 2007). Some studies found that teacher expectation was a significant predictor of student achievement (Palardy & Rumberger, 2008; Wentzel, 2002).
Use of technology. Effective teachers always try to use technology in their instructional process. Classroom use of technology has a greater impact on student achievement when it is used to teach higher order thinking skills by encouraging critical thinking in students (Cradler, McNabb, Freeman, & Burchett, 2002; Schacter, 1999; Wenglinsky, 1998).

Knowledge of the subject matter. Teacher certification, subject matter knowledge, pedagogical knowledge and teaching experience are significantly associated with higher student achievement or greater achievement gains (Darling-Hammond & Youngs, 2002; Rice, 2003; Wayne & Youngs, 2003; Wilson, Floden, & Ferrini-Mundy, 2002). Summaries of research have suggested that effective teachers demonstrate accurate knowledge of the subject matter, manage their classrooms and teach with enthusiasm (Grant & Drafall, 1991; Wilson, Floden, & Ferrini-Mundy, 2001).

Student assessment. Assessment of the students is an ongoing process that occurs before, during and after the instruction is delivered by the teachers. Effective teachers monitor student learning through the use of a variety of informal and formal assessments and offer meaningful feedback to students (Cotton, 2000; Good & Brophy, 1997; Hattie & Timperley, 2007; Peart & Campbell, 1999). Students’ assessment have a significant impact on their achievement (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Marzano, 2007). Effective teachers assess students’ understanding throughout the lesson and develop their instruction based on students’ feedback (Guskey, 1996).

Learning environment. The importance of maintaining a positive and productive learning environment is evident when students are following schedules of their learning (Covino & Iwanicki, 1996). Classroom management is one of the most important factors of the learning environment (Tschannen-Moran, 2000). Effective teachers cultivate positive climate and environment throughout the school in the instructional process (Cotton, 2000; Covino & Iwanicki, 1996; Emmer, Evertson, & Worsham, 2003).
Teachers’ personal qualities & characteristics. One critical difference between more effective and less effective teachers is their personal qualities and characteristics (Rawal, Aslam, & Jamil, 2013). Teachers who express that they care about students have higher levels of student achievement than teachers perceived by students as uncaring (Collinson, Killeavy, & Stephenson, 1999; Darling-Hammond, 2000). These teachers establish good relationships with the students and also highly dedicated to their students (Stronge et al., 2007). In addition, more effective teachers encourage students to take responsibility for themselves (Stronge, McColsky, Ward, & Tucker, 2005).

1.5 Overview of Categorical Variables of Teacher Effectiveness under the Study

1.5.1 Teacher Effectiveness and Gender of the Teachers

Relationship between gender and Teacher Effectiveness has been one of the most interesting fields of research in Education (Chowdhury, 2014; Islahi & Nasreen, 2013; Kalita & Saha, 2013; Kaur & Goel, 2012; Onyekuru & Ibegbunam, 2013; Rajammal & Muthumanickam, 2012; Tyagi, 2013). Gendered influence of teachers are related to the differences in their instructional style, behaviour and effectiveness in the classroom situation (Chudgar & Sankar, 2008; Laird, Garver, & Niskode, 2007; Rashidi & Naderi, 2012; Wood, 2012). Male and female teachers may behave differently in the classroom and students may react differently to their teachers’ behaviors (Laird et al., 2007, Whitworth, Price, & Randall, 2002; Zivkovic, Salatian, Ademoh, & Oborkhale, 2012). Lots of studies tried to measure the gendered influence of the teachers on the gender wise academic achievement of the students (Carrell, Page, & West, 2010; Dee, 2005; Hoffman & Oreopoulos, 2009). Some researchers also studied the relationship between teacher gender and gender wise test score outcomes of students (Antecol, Eren, & Ozbeklik, 2013; Winters, Haight, Swaim, & Pickering, 2013). Gender differences in teaching effectiveness exist in the teachers of same faculty, course, and institution (Ferdinand, 2007; Laird et al., 2007). Gender differences in the effectiveness of the teachers persisted even after controlling for course level, class size and the gender ratio of the teachers in a
given class (Statham, Richardson, & Cook, 1991). Impact of gender on teachers’ effectiveness has been reported with mixed results in the existing literature.

**Insignificant result with respect to gender.** Some Indian researchers found that male and female Secondary school teachers did not differ significantly in their Teacher Effectiveness measures in some studies with respect to various States like Tamilnadu (Pachaiyappan & Raj, 2014), Assam (Chowdhury, 2014; Kalita & Saha, 2013), Uttar Pradesh (Islahi & Nasreen, 2013; Tyagi, 2013), Gujrarat (Kagathala, 2001), Punjab (Toor, 2014). Different studies in abroad got the same result also (Hoque et al., 2013; Onah & Ugwu, 2010; Onyekuru & Ibegbunam, 2013; Young, Rush, & Shaw, 2009). Some other recent studies concluded no significant difference between male and female teachers in their teacher effectiveness (Kagathala, 2002; Kalra, 2010; Kumari & Padhi, 2014; Riti, 2010; Roul, 2007; Sodhi, 2010). The findings of Malik & Malik (2014) revealed both the male and female teachers were equally effective as there was no significant difference in the Mean Teacher Effectiveness Scale scores of the male and female teachers.

**Females higher than males in Teacher Effectiveness.** In India in some studies like in the State of Punjab (Bhullar & Bala, 2014; Kaur & Goel, 2012), Tamilnadu (Rajammal & Muthumanickam, 2012), Gujrarat (Parikh, 2012), Jammu (Bhagat, 2015) and in Uttar Pradesh (Muralidharan & Sheth, 2013) found female teachers were more effective than male teachers. Some study of abroad also supported the same result (Bandele & Oluwatayo, 2014; Chonya-Mfula, 2006; MacLeod & Napoles, 2012). Some other recent studies concluded female teachers were significantly more effective than male teachers (Amandeep & Gurpreet, 2005; Cheung, 2000; Ferdinand, 2007; Kalita, 2012; Luschei, 2012; Mahanta, 2012).

**Males higher than females in Teacher Effectiveness.** Male teachers also found to be higher on effectiveness than female teachers (Akiri & Ugborugbo 2008; Hussain et al., 2011; Potvin, Hazari, Tai, & Sadler, 2009; Scriven, 2008; Sharma, 2012). Ekeyreena (2012) found that male teachers perform better in schools than female
teachers. Bianchini, Lissoni and Pezzoni (2012) found significant gender effects and stated that women consistently receive significantly lower effectiveness scores than men.

### 1.5.2 Teacher Effectiveness and Academic Disciplines of the Teachers

Effectiveness of the teacher with respect to his academic discipline implies that the teacher is able to teach the subject according to the curriculum to clarify the misconceptions so that the students will be able to use the subject matter taught in class to actively participate in their environment (Jadama, 2014). Effective teachers must have several professional and personal skills and knowledge about their academic disciplines, for which they can respond to spontaneous and demanding students’ questioning (Gurney, 2007; Reynolds & Muijs, 1999; Rubio, 2010). Effective communication regarding the academic discipline is a feature of good teachers who can inspire and motivate the students to become confident about their learning (Ferguson & Womackl, 1993; McBer, 2000). Academic discipline-wise student progress results from the combination of successful application of the subject knowledge, appropriate teaching methods, teaching skills and professional characteristics of the teacher (Kaur, 2013; McBer, 2000). All effective teachers of different academic disciplines know their subjects of teaching and also know the ways by which pupils learn (Bain, 2004; Cochrane-Smith, 2006; Darling-Hammond, 2002; Short, 1995).

**Effectiveness of humanities and social science teachers.** Effective humanities and social science teaching provides new kinds of knowledge and experiences which create values and awareness in the learners (Rabkin & Hedberg, 2011). Teachers of humanities and social science are more innovative and flexible in the classroom situation (Burton, Horowitz, & Abeles, 1999). Through their leadership qualities, humanities and social science teachers could develop interest, motivation and enthusiasm in their students for learning (Morrow, 2001; Rooney, 2004; Zimmerman & Thurber, 1997). Effective humanities and social science teachers can be able to engage all students in learning process regardless of their language, culture and life experiences (Goldberg & Phillips, 2000). Most of the humanities and social science teachers are open minded,
optimistic and they have a positive view toward their students. These teachers always welcome students’ mistakes and use a variety of teaching methods without sticking to a particular method to clarify those mistakes (Rooney, 2004). According to Pettis (1997), humanities and social science teachers are principled, knowledgeable and skillful and they always change their professional needs and interests over time for their development. Vadillio (1999) described that effective humanities and social science teachers have profound knowledge in the language across the curriculum and they also have personal qualities like sensitivity, warmth and tolerance. Some investigators found that the desirable characteristics of effective humanities and social science teachers to be having knowledge and command over the subject of teaching; being able to organize, explain and clarify as well as being able to stimulate and maintain interest and motivation among students; being fair to students by showing neither favoritism nor prejudice and being available to the students (Brosh, 1996; Kalebic, 2005; Park & Lee, 2006).

**Effectiveness of science teachers.** Recent literature suggested that effective science teachers determine students’ existing ideas and conceptions in order to help them construct their own understanding and knowledge (Jadama, 2014; Ofsted, 2012). Science teachers can develop their own theories of teaching and learning to develop required knowledge and expertise in the students for dealing the complexities of science subjects (Cimer, 2007). Science teachers usually emphasize on students’ participation in the learning process and on the continuous assessment of students’ for providing detailed performance feedback to the students (Jadama, 2014; Ofsted, 2012). Effective science teachers can elicit, address and link students’ existing ideas, values and beliefs about the subject matter they already have, to their classroom experiences at the beginning of a teaching programme (Hipkins et al., 2002). Effective science teachers provide information to the students directly from textbooks, demonstrate different activities and encourage discovery-oriented learning (Driver, Leach, Millar, & Scott, 1996). According to Rollnick, Bennett, Rhentula, Dharsey, and Ndlovu (2008) and Scriven (2008), among the teachers of various academic disciplines, science teachers were found to be more effective than others because of their mastery on the subject knowledge and pedagogical knowledge.
Effectiveness of commerce teachers. Effectiveness of commerce teachers depends on their application based knowledge about the subject matter because commercial accounting is the process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision making (Akintelure, 1998; Asaolu, 2002). Effective learning in this discipline is not mere memorization of the basic rules rather it requires total involvement of the learner in the learning process, sound theoretical knowledge and intensive practice in application of basic principles of accounts (Mohammed, 2007). So, effective commerce teachers are very sensitive when planning instructional activities in the classroom situation (Akintelure, 1998). Effective commerce teachers not only teach their pupils but also analyze and find out the disabilities felt by the pupils in the process of learning and administer remedial measures (Rani, 2013). The major objective of this discipline is to prepare students for work places so that the effective commerce teachers are always in a process of developing new and more specialized knowledge and skills throughout their careers in order to make their students as successful professionals to meet the rapid development and ever-changing needs of the global business environment resulted in evolutionary changes in the skills required to add value for their clients (Alberecht & Sack, 2000; Lange, Jackling & Gut, 2006; Reckers, 2006). Studies highlighted that effective commerce teachers always tried to develop communication, writing and accounting skills in their students to develop professional accounting competencies in them (Albrecht & Sack, 2000; Jones & Abraham, 2008; Kavanagh & Drennan, 2007; Mohamed & Lashine, 2003). Teachers of commerce are effective because they use mixed teaching methods rather than traditional lecture method to help students better understand the subject matter (Fortin & Legault, 2010; Mohidin, Jaidi, Sang, & Osman, 2009).

Few studies were done on the variation of the effectiveness of the teachers according to their academic disciplines. Tyagi (2013) found that arts & commerce stream secondary teachers had higher level of Teacher Effectiveness than science teachers. Kumar & Awati (2012) found that science teachers had higher Teacher Effectiveness scores as compared to the arts teachers. In a study, Parikh (2012) found significant
difference between the Teacher Effectiveness of science and arts teachers of north Gujarat where Teacher Effectiveness of arts teachers was found to be higher than their science counterparts.

1.6 Overview of Person Related Variables of Teacher Effectiveness under the Study

1.6.1 Teacher Effectiveness and Teacher Aptitude

Aptitude refers to a natural or acquired capacity, skill or ability of a person (Webster's Medical Dictionary, 2008). According to Warren's Dictionary (2002), Aptitude is an individual's ability to acquire with some training, some knowledge, skills or set of responses. Aptitude is an individual’s latent capacity to acquire expertise under appropriate conditions which may be revealed by his performance. Research on teacher aptitude provides better understanding about the impact that teacher ability on student development. Teachers with varying aptitude are different in their preferences about the instructional objectives, teaching methods, instructional strategies and also in their overall classroom activities and self-esteem (Ranganathan, 2008). Aptitude for teaching is an important criterion that determines teacher’s mental ability, teacher talk and their classroom behaviors (Meera & Jayalakshmi, 1990). Teacher Aptitude can develop interpersonal intelligence, judicial thinking styles in the teachers (Yeh, 2007). General teaching competence, professional interest and academic achievements of the teachers are related with Teacher Aptitude and it may differ with the effectiveness of the teachers. In some studies, it was found that, Teacher Aptitude was the best predictors of Teacher Effectiveness (Beena, 1995; Gakhar, & Rajnish, 2004; Kaur, Singh, & Sangha, 2014).

1.6.2 Teacher Effectiveness and Work Task Motivation of Teachers

Motivation is an internal mind state of a person which activates, orient, reinforces, guides and maintains behavior in order to attain a previously set objective (Green, 2002; Williams & Burden, 1997). Behind every kind of behavior and success of an individual, there is a motive or a string of motives (Cuceloglu, 1997; Peters &
Perfomance, effectiveness and productivity of every worker depend on their motivational level (Al-Salameh, 2014; Steers, 2003). The issue of teacher motivation is important because of its correlation with teacher commitment, performance and the quality of education (Adelabu, 2005). Teacher Motivation can be defined as the willingness, drive or desire to engage in good teaching (Michaelowa, 2002). The factors affecting Teacher Motivation are the general school climate, existing school norms, class sizes, school resources, facilities and expectations regarding student potentials and school-management (Dornyei, 2001). Teacher Motivation is very much influenced by the relationship and bonding between teacher to student, teacher to teacher, teacher to parents and also between teacher to the school community (Barnett & McCormick, 2003). While Teacher Motivation is fundamental to the teaching, several teachers are not highly motivated (Jesus & Lens, 2005). Teachers who have low levels of motivation can not motivate their students to learn (Gorham & Millete, 1997). Lack of motivation among teachers is manifested in their unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, unwillingness to take additional training, non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed and their misbehavior and arguments with colleagues (Jackson, 1997). Teacher motivation is essential for the success of school improvement which leads to Teacher Effectiveness and superior student achievement (Al-Salameh, 2014; Ofoegbu 2004; Schellenbach-Zell & Grasel, 2010). Motivation of the teachers about their work can change their way of thinking and can help them to refocus their energies and direct their performance which leads to positive educational outcomes (Anderson, 2002; Bennell & Akyeampong, 2007; Bett, Onyango, & Bantu, 2013; Kraft, 1998).

Work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well (Vanbaren, 2010). Work Motivation of teachers is very crucial because it can predict teachers’ engagement, well being and job satisfaction (Fernet, 2005; Levesque, Blais, & Hess, 2004). Suitable environment of schools and classroom will help to enhance teachers’ Work Motivation and work satisfactions which have direct influence on teacher behavior and have positive impact on the student achievement (Morgan, Kingston, K. and Sproule, 2005; Ofoegbu, 2004; Recepoglu,
The effect of teachers’ motivation on students’ motivation level can be the direct result of the effectiveness and autonomous motivation of the teachers which is an essential factor for their participation in the education and pedagogical process, attitude to work, interest in maintaining student discipline, involvement in academic and non-academic activities and for the teaching and learning excellence within the school environment (Roth, Assor, Kanat-Maymon, & Kaplan, 2007). Teacher workforce policies are made to attract, develop and retain effective teachers on the basis of their Work Motivation (Muller, Alliata, & Benninghoff, 2009). However, considering the multiple tasks that teachers have to perform, motivational processes are not necessarily uniform and may vary across the different work tasks carried out by teachers (Fernet, Senécal, Guay, Dowson, & Marsh, 2008). With high Work Task Motivation, teacher is highly productive so that he works hard and devotes much effort towards his occupation to enhance the quality of work for achieving the performance goals (Cai-feng, 2010; Saeed & Muneer, 2012). Work Task Motivation of the teachers act as a powerful tool in educational institutions which may lead to increased effectiveness and efficiency of the teachers (Gupta & Gehlawat, 2013; Recепоглу, 2013). Teacher Effectiveness depends on the level of Work Task Motivation of the teachers for instructional excellence (Feldman & Paulsen, 1999; Perlman, 2013).

1.6.3 Teacher Effectiveness and Personality Traits of the Teachers

Research on the inter-relation between teacher Effectiveness and teacher personality is based on the assumption that teacher as a person is a crucial variable in the teaching-learning process. In a classroom situation, performance of an effective teacher, i.e., selection of instructional media, methods, materials, strategies, classroom management techniques and also interaction with students is influenced by his personality characteristics (Curtis & Liying, 2001; Henson & Chambers, 2002; Mullins, 1992; Polk, 2006). Hopper (2014) found that personality traits have a positive correlation with perceived Teacher Effectiveness. Magno and Sembrano (2008) mentioned that personality plays a role to make the teachers effective. In a recent study by Yeh (2006), it was suggested that reflective teaching and mastery teaching performance can be the result
of the personality types. The teacher whose personality helps and motivates the students to learn is said to have a desirable teaching personality. The effective use of a teacher's personality is essential in conducting instructional activities. Some educationists feel that effectiveness of a teacher stems from a combination of knowledge, skills and personal characteristics (Boyd et al., 2009; Cochran-Smith & Zeichner, 2005; Gansle et al., 2012; Katz 1993).

Empirical evidence has revealed that a teacher's personality influences the classroom climate, students' behaviors, and their interpersonal relationships with the students (Wu, Hughes, & Kwok, 2010). In a recent cross-cultural study on the effective teachers of America and China, researchers found that personality is one of the most important attributes of Teacher Effectiveness i.e., the personality of an effective teacher is different from that of other teachers (Gao & Liu, 2012). Few teachers are more effective than others and that these differences have lasting effects on student learning (Rivkin et al., 2005; Sanders & Rivers, 1996). Effective teachers behave and perform in certain goal directed ways to create and preserve a classroom or learning environment in which they have pleasant-sounding relationships with the students and in which they help the students to learn something (Barbian, 2001; Wu et al., 2010). Personality traits influence the behavior of the teacher and it also paves the way of teaching mainly to the effective communication takes place between the teacher and the taught (Arif, Rashid, Tahira, & Akhter, 2012). Students also learn from a teacher’s personality even if there is no formal interaction between student and teacher. Some researchers emphasized the importance of personality traits and their influence on the behavior of the effective teachers (Aslam, Ali, Tatlah, & Iqbal, 2012; Magno & Sembrano, 2008; Young & Shaw, 1999). Numerous studies established that personality of the teacher is a significant predictor of effective teaching practice for effective learning of the students (Murray, Rushton, & Paunonen 1990; Pennock & Moyers, 2012; Rushton & Juola-Rushton, 2006; Schmidt, Lewis, & Kurpius-Brock, 1991; Sears, Kennedy, Kaye, & Gail, 1997).
1.7 Emergence of the Problem

During last two decades, Teacher Effectiveness had been very interesting area to the researchers in India as well as in the World. They were trying to reveal the characteristics of an effective teacher by exploring the relationships between Teacher Effectiveness and its related characteristics. Many researchers worked on effectiveness of the secondary school teachers but very few studied the Teacher Effectiveness of trained secondary school teachers. Distinguished researchers used different kinds of variables as independent variables to assess Teacher Effectiveness as a dependent variable. In the present context, this kind of study was found to be of paramount importance in case of India as well as in West Bengal where a huge number of teachers were appointed by the Government to impart secondary education.

So, Teacher Effectiveness and related characteristics of trained secondary school teachers is an emerging problem to the field of education and need to be reviewed to find out the related literature for further pursuance.
Chapter-II

REVIEW OF RELATED LITERATURE