ABSTRACT

This research was designed to study the effectiveness of teachers in classrooms and to study the competence of teachers from classrooms observations. The major purpose of the study was to identify essential teacher competencies for teacher effectiveness and find out classroom practices used by teachers. The study was also aimed at exploring indicators of competence and creativity of teachers. A mixed method approach was adopted to study this research of teacher effectiveness. Forty sample schools were selected from a total of forty schools. Lottery system sampling technique was used for sampling, 400 teachers and 800 students were involve for this research. The data collected through the questionnaire and classroom observations. Data collected through afore-mentioned instruments was tabulated, analyzed by both qualitative and quantitative techniques and interpreted category-wise. To analyze the data, chi-square test was applied to find out the significance of difference among the opinions of the respondents. On the basis of results obtained from the analysis of data through chi square test, statements were accepted or rejected. Major findings of the study indicated that though most of the teachers are aware of his/her duty in their classrooms. Also majority of the teachers are not using evaluation techniques properly. The teachers, however, agreed with two major characteristics of the teacher education for school effectiveness i.e. content knowledge and pedagogical competencies. The major implication of the study is to shift from lecture paradigm to collaborative, interactive and democratic teaching style and develop mentoring as well as monitoring teacher education programme for overall teacher effectiveness and emotional intelligence has higher effect on teacher’s performance as well as classroom performance.