



Assessment of Teacher Effectiveness of University Teachers in Purulia District of West Bengal

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Abstract

In the present study the investigators made an attempt to study Assessment of Teacher Effectiveness of University Teachers in Purulia district of West Bengal, India. Survey method was followed. A total of 130 Teachers and Students (50 Teachers and 80 PG Students) of Sidho-Kanho-Birsha University in Purulia district were taken as representative sample of the whole population. For selecting University Teachers Stratified Random sampling technique was adopted. Simple Random Sampling technique was adopted for selecting PG Students. Teacher Effectiveness Scale (TES) was used for measuring the teacher effectiveness of University teachers and Teacher Rating Scale (TRS) developed by Deva (2003) was used for students rated teacher effectiveness of the faculty members. F and t-tests are used to analyze the data. The study revealed that the level of teacher effectiveness of University Teachers in Purulia district of West Bengal is Moderate /average or moderate. The study also revealed that the level of teacher rating of University Teachers in Purulia district of West Bengal is Moderate /average or moderate. The study revealed that teacher effectiveness with respect to their gender, locality, training status, types of job, marital status, salary / income, caste and stream did not differ significantly. On the other hand, the level of teacher effectiveness with respect to their teaching experience, Self-reported and Students-rated differ significantly.

Keywords: Teacher, Education, Teacher Effectiveness, University Teachers.

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Introduction

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires”.

-William Arthur Ward

The holiest place on the earth is not a Temple or a Church or a Mosque but a School. The sacred person in the world is not a Priest or a Pope or a Moulabi but a Teacher. Teacher was compared to a God and treated as a combination of the Trimurty (Brahma, Vishnu and Maheswar). According to the Indian culture a child receives his first physical birth from the parents and the second birth of the hands of the teacher. The teacher is given a higher position than parents, because he opens the pupil's eyes of knowledge and moulds his character. Teacher plays an important role as friend, philosopher guide and helper of the student (Sarkar & Behera, 2016). Education is a lifelong process. In this process of education, the teacher plays an important role. Without teacher the process of education is ineffective. He is the heart of the matter of this process. Education takes place through the interaction between the teacher and the taught. The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation. The true text book for the pupils is his teacher. He trains the minds, cultivates manners, and shapes the morals of the members of the community at their most impressionable age. After parents, the teacher is one who is most revered by the learner, because parents give children their life but the teacher teaches them the art of living well. The righteous living of the teacher is sure to inspire and stir value consciousness of his / her pupils and facilitate internalization of values by them. Teacher's function should not be confined in the classroom teaching only rather he should be the role model before the students in all activities in and around the school. Teaching profession is a noble profession. The success of education depends on quality of teacher which creates excellence in all walks of life. The qualitative aspects of education depend entirely on the character and personality of the teachers. The quality of education depends upon the quality of the teachers. Thus the role of the teachers is very important in making the nation. The American Commission on Teacher Education rightly observes, *“The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education. The quality of their education depends more than upon any single factor upon the quality of their teacher”*. Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure, library and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misfit and indifferent to their responsibilities. *“No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers”*. Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. The responsibility of the teacher in any society is exclusive, significant and very important. Teachers are the most essential feature in humanizing the future generation. Teachers are the builder of a Nation. The quality of teachers largely depends upon the quality of teaching. It is best uttered by Rabindranath Tagore in these words, *“A teacher can never truly teach unless he is still learning himself. A Lamp can never light another lamp. Unless it continuous to burn its own flame”* (Tyagi, 2013).

The effectiveness of instruction in schools depends vitally upon the quality of the teacher and teacher effectiveness is the competence and capability of a teacher to teach efficiently and successfully. Teaching involves a set of teaching behaviours which are specially effective in bringing about desired changes in an effective manner and the class room learning demands the actions of a leader on the part of a teacher. Thus to sum up as Mahasan (1995) has said: *“Teaching is certainly one of the oldest professions. In modern formal situations especially with young ones the teacher builds up instruction, trains, moulds and guides for healthy growth and stable adult life. The teacher is the main dynamic force in the school; everything else is meaningless in school situations unless associated with the teachers”* (in the article Manju, 2017). The Secondary Education Commission (1952-1953) has rightly stated: we are however convinced that the most important factor in the contemplated

educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community. The Education Commission (1964-66) had examined that “of all the different factors which influence the quality of education and its contribution to the national development and the effectiveness of teachers and their character are undoubtedly the most significant”. India has chosen a democratic way of life. The success of democracy largely depends on the degree of education and enlightenment of the people. As the Education Commission 1964-66 has rightly pointed out. “The destiny of the country is being shaped in her classrooms”. Evidently, the commission has in mind the role of the teacher in realizing the goal of national reconstruction. For teaching the students effectively the teachers have to be effective. Because it is recognized that teaching is an expert’s job and the teacher has to play a crucial role in his business. The teacher can help the students to make their lives better, fuller, happier and meaningful. The teacher has to create such a situation in the classroom that individuality of the students is fully developed and properly shaped in accordance with the requirement of the country. The students in the classrooms of our schools are human resources of the country. They have to be cultivated and developed in such a way that their potentialities can be utilized in the marking of the country and putting her on the path of progress and thus to realize the dreams and aspirations of our national leaders and country makers in real sense of the term teacher’s role in the education of the child is crucial. In the present situation where classroom morale, school climate and social environment are being complex day by day, the teacher has to be very competent. The changing situations of the classroom and requirement of the society necessitate that only such people should be assigned the duty of teachers who are competent enough to shoulder this responsibility (Kalhotra, 2014).

The term, “Teacher Effectiveness” is very ambiguous and a relative term. It consists of two words such as Teacher and Effectiveness. Teacher means a person who has teaching skills and possesses certain professional qualities of teaching. The Teacher Effectiveness is made up of two familiar words ‘Teacher’ and ‘Effectiveness’. ‘Teacher’ is a person who teaches i.e. impart knowledge on skills to the learner. ‘Effectiveness’ is the quality of being successful in producing an intended result (Collin’s English Dictionary). The effectiveness of a teacher can be ascertained by employing some criteria. Teacher Effectiveness means perfection of the optimum level of efficiency and productivity on the part of the teacher. Teacher Effectiveness refers to the effects of teaching by a teacher on the pupils he teaches. In therefore, refers to the progress the pupils make in achieving specified educational objectives as a result of the teachers’ teaching. Remmers (1952) define effectiveness by remarking. “Effectiveness is the degree to which an agent produces effect”, the question immediately arises what effect and on what? Usually, these categories of effects in terms of the object affected are (a) Pupil (b) school operation (c) The school community. The effectiveness of instruction in a school depends upon the quality of the teacher who is the pivot of educational system. Teacher effectiveness concerns only those outcomes that reflect the efficiency of the teacher and the objective of the education. It is therefore, quite accurate to say that the school effectiveness depends directly on the effectiveness of its teachers. Barr (1952) explains the teacher effectiveness as a relationship between teacher, pupils and the other persons concerned with the educational undertaking. Johnson (1956-57) suggests three primary approaches to measuring teacher effectiveness: (a) evaluation of qualities assumed to function in the act; (b) appraisal of teaching activity; and (c) evaluation of pupil intellectual/or academic growth. Ryan’s (1960) makes a mention of general approaches to the measurement of teacher effectiveness which involves the evaluation of: (a) teacher behaviour process; (b) product of teacher behavior; (c) concomitants of teacher behaviour. Medley (1982) asserts, “Teacher effectiveness must be defined, and can only be assessed, in terms of behaviors’ and learning of students, not behavior of teachers”. Walls (1999) summarized teacher effectiveness under the headings i.e. the “four aces of teaching” in which four aces are Outcomes, Clarity, Engagement and Enthusiasm. He stated that the four aces represent a consolidated way of thinking about the "process" of teaching as it influences the "product" (student learning) and student learning is better, faster, and more long lasting when teachers are able to play the four aces.

The term Teacher Effectiveness is used broadly to mean the collection of characteristics competencies and behaviours of teachers at all educational levels that allow students to reach desired results which

may comprise the attainment of specific learning objectives as well as broader goals such as being able to solve problems think critically work collaboratively and become effective citizens. Teacher Effectiveness is related to 'Teacher Performance' which refers to what the teacher does while teaching a class. The teacher tries to bring about changes in pupil's learning through teacher performance. Teacher Performance refers to teacher's classroom behaviours while teacher effectiveness refers to change in learning of pupil's taught by the teacher. Educators like Aurobindo of the modern times regard teacher as the focus, surrounding whom the students pursue their learning. Rabindranath Tagore said that Education can be imparted only by a teacher and never by a method.

Teacher effectiveness involves three closely related steps which a beginning teacher takes slowly and cautiously:

- ✓ First step is clarification of what a teacher will do for pupils what he/she wants to help them learn. The teacher needs to know the actual purposes of education as well as.
- ✓ The second step is that of selecting the materials and methods which promise to be of most helpful in accomplishing these purposes.
- ✓ The third step is that of evaluation, of accurately assessing the results of his/her teaching efforts.

From the above discussion, it is clear that teacher plays a vital role in all-round development of the students as well as the nation. The quality of education depends on the quality of the teacher. Without effective teacher quality education cannot possible at all the levels of education. Teachers effectiveness includes planning and management, subject matter, discipline, relationships in teaching learning process etc are very much essential at all levels of education. Especially in University Level teacher effectiveness is very apparent. In this stage body, mind, emotion etc are very dynamic. Without effective teacher the harmonious development of a child can not possible. So, it is the high time to think the teacher effectiveness at all levels of education. Modern educationists are taking interest in improving the quality of education. Various commissions and committees of India have also emphasized the quality of teacher education. Hence, the investigators have decided to take up a systematic and objective study of the teacher effectiveness of University teachers. The investigators intended to restrict their research work to Purulia district of West Bengal.

Statement of the Problem

The problem for the present study may be specifically stated as below:

“Assessment of Teacher Effectiveness of University Teachers in Purulia District of West Bengal”

Literature Review

Ellett & Teddle (2003) have tried find out Teacher Evaluation, Teacher Effectiveness and School Effectiveness research in USA. Findings of the Study: Teacher Effectiveness has important effects on school improvement and school outcomes. School Effectiveness researches have relevance for studies of teacher effectiveness ongoing developments in teacher education. Arockia (2007) revealed that majority of college teachers are effective only at moderate level. It is also found that management or nature of the institutions have significant influence on various dimensions of teacher effectiveness. Another study carried out by Sharadha & Paremewaram (2008) on “Teacher characteristics and Learning in the classroom”, make an attempt to examine the role of some behavioural variations among teachers and their possible implications for effective classroom teaching and learning. The study revealed that Gender, locality and management of the institutions had significant impact on the behaviour variations in the level of their teaching effectiveness. Sundara Rao (2009) found that sex had no significant affiliation with teacher effectiveness scores. It is found that female teachers were more effective that male teachers. It is revealed that science teachers were comparatively more effective than the arts teachers. Along with this it is also found that trained teachers were comparatively more effective than the untrained teachers. Adval (2010) examined the nature of teacher effectiveness in relation to teaching aptitude, teaching ability and interest. The study revealed that, the

teacher effectiveness is highly correlated with the teaching aptitude, teaching ability and interest in teaching. It also concluded that as these variables are in increasing position, the level of teacher effectiveness also found increased. In the study of Sodhi (2010) revealed that there were no significant differences in Teacher Effectiveness of secondary school teachers across gender, location, stream and teaching experience groups. Hajdin Goran & Pazur Katarina (2012) have conducted study on “Differentiating between Student Evaluation of Teacher and Teaching Effectiveness”. Objectives of the Study: To deal with the quality of the teaching process and teachers. To determine student evaluation of the teaching process and teachers. To analyze freshmen and senior students’ ability to differentiate between the evaluation of teacher and evaluation of teaching. To determining which elements from the students perspective, are recognized and associated with teaching, and which ones with teachers effectiveness. It was found that, although students do not clearly differentiate teaching process and teacher as one of the most important actors in that process, they recognize some different elements for each category. It results from this study can be used for improvement of existing questioners as well as work with students on their evaluation skills as participants of educational process. If students raise their awareness of the differences between mentioned terms, they can better evaluate teacher and teaching effectiveness which could lead to more accurate results of surveys that are conducted with students as evaluators. In the study of Borkar (2013) The objectives were: To construct the tool to measure Teacher Stress. To identify the highly effective and less effective Secondary School Teachers. To study the level of Teacher Stress among highly effective and less effective Secondary School Teachers. To study the level of Teacher Stress of male and female Secondary School Teachers. To study the relationship between Teacher effectiveness and Teacher Stress among Secondary School Teachers. Findings of the study were: Less effective teachers are under a higher level of stress than the highly effective teachers. The Teacher Stress is negatively correlated with Teacher Effectiveness. Teacher Stress also varied in male teachers and female teachers despite the fact that both were equally placed in terms of salary and workload. Kumar & Khadir (2013) have conducted a study on “Teaching Effectiveness of Self-Financing Engineering College Teachers in Kerala”. Objectives of the Study: To evaluate the level of teaching effectiveness attributes. To find out the attribute that most contributes for teaching effectiveness. To find out the attributes that are lacking among the teachers and to suggest suitable measures to improve the quality of education. Findings of the Study: The average classroom behavior is 4.31 which is higher than other teaching attributes. The teaching efficiency average is the lowest with a score of 3.89 out of 5. The level of communication is high (16%) compared with other variables. All the teaching attributes are medium in the engineering college, but comparing the attributes, communication of the teachers and class room behavior are better compared with other variables. Teaching efficiency and team effort are the two important factors that are lacked by the teachers in the engineering colleges. An improvement in these attribute will help to increase the performance and quality of the students. The levels of teaching attributes revealed that 16% of the teachers show high level of communication, team effort (6%), class room behaviour (14.5%) and teaching efficiency (13.5%). Majority of teachers have only medium level of communication, team effort, classroom behaviour and teaching efficiency. These are the leading indicators for engineering colleges to improve the teaching effectiveness in future. It is tested and proved that the teaching effectiveness of teachers is medium. Kanti (2013) has a conducted study on “A study of the relationship between Teacher Attitude and Aptitude of prospective Secondary School Teachers. Objectives of the Study: To study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. To study the influence of Educational qualifications on the relationship between Teacher attitude and Teaching aptitude prospective secondary school teachers. To study the influence of Methodology opted on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. Findings of the Study: The Teacher attitude and Teaching aptitude have significant positive correlation. Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers. In the study of Babu & Kumari (2013) revealed that maximum number of effective teachers is in Government Schools where Open Climate exists compared to Private Schools where Closed Climate exists. Kumari & Padhi (2014) carried out a study on “A Study

of Teacher Effectiveness of Secondary School Teachers with reference to certain demographic variables”. Objectives of the Study: To compare the teacher effectiveness of secondary school teachers with respect to their gender and their types of habitation. To compare the teacher effectiveness of male secondary school teachers with respect to their types of habitation. To compare the teacher effectiveness of female secondary school teachers with respect to their types of habitation. To study the main and interaction effect of gender and types of habitation on teacher effectiveness of secondary school teachers. Findings of the Study: There was no significant difference in the teacher effectiveness of secondary school teachers with respect to gender, however significant difference was found with respect to their habitation. It was also found that gender does not put significant effect but types of habitation puts significant effects on teacher effectiveness. As per as interaction effect of gender and Types of habitation is concerned, it puts significant effect on the teacher effectiveness. Singh & Jha (2014) The main objective of this research was to find the difference between self-reported and students-rated teacher effectiveness among the faculty members of medical and engineering colleges. A significant correlation was revealed between self-reported and students-rated teacher effectiveness but the self perception of teacher effectiveness by the faculty members was found to be much higher than what was perceived by their students. No significant gender differences were found in self-reported or students rated teacher effectiveness. Comparing medical and engineering faculty, self-reported teacher effectiveness among engineering faculty members was found to be higher than those of medical faculty, however, no significant difference was observed in students rated teacher effectiveness among the two groups. Toor Kaur Kamalpreet (2014) has conducted study on “A Study Of Teacher Effectiveness, General Intelligence And Creativity Of Secondary School Teachers”. Objectives of the Study: To study teacher effectiveness, general intelligence and creativity of secondary school teachers in relation to gender. To study teacher effectiveness, general intelligence and creativity of secondary school teachers in relation to type of school. To study the relationship between teacher effectiveness, general intelligence and creativity among secondary school teachers. Findings of the Study: There is no significant difference in teacher effectiveness of male and female secondary school teachers. There is significant difference in general intelligence of male and female secondary school teachers. There is significant difference in the teacher effectiveness of government and private secondary school teachers. There is no significant difference in general intelligence of government and private secondary school teachers. Taiwo & James (2015) find out the extent do teachers’ qualifications and gender enhance school effectiveness in Ekiti State. Find out the difference between the effectiveness of male and female teachers. Find out the difference between the effectiveness of urban and rural teachers. Findings of the Study: The majority of secondary school teachers in Ekiti State were professionally qualified; most of them had university degrees or a minimum of NCE. The ratio of teacher to students is also within acceptable range, but their teachings were not effective. Majority of qualified teachers were teaching in urban/city schools. There were significant differences in the effectiveness of (i) urban and rural teachers (ii) male and female teachers (iii) arts, science and Business education teachers. Choudhary & Arora (2015) have conducted study on “Teacher Effectiveness Among Male and Female Teachers at Secondary Level in Punjab”. Objectives of the Study: To determine the significant difference in teacher effectiveness between male and female teachers at secondary level. To determine the significant difference in teacher effectiveness between urban and rural teachers at secondary level. To determine the significant difference in teacher effectiveness between government and private teachers at secondary level. Findings of the Study: There is no significant difference exists between mean scores of teacher effectiveness between male and female teachers at secondary level. There is no significant difference exists between mean scores of teacher effectiveness between urban and rural teachers at secondary level. There is no significant difference exists between mean scores of teacher effectiveness between government and private teachers at secondary level.

From the aforesaid discussion of the previous literature, it is clear that none of studies have been carried out by the any researcher in the framework of Purulia district of West Bengal. That’s why the present investigators have chosen this topic to know the levels of Teacher Effectiveness of University Teachers in Purulia district of West Bengal. An attempt was made to review the studies conducted in India and abroad on teacher effectiveness, which included the studies of Investigators. The review of

the studies mentioned above revealed that a small number of the study was undertaken on Assessment of Teacher Effectiveness of University Teachers in Purulia district of West Bengal. So, the researchers have chosen to study-Assessment of Teacher Effectiveness of University Teachers.

Need and Significance of the Study

The ultimate aim of education is all round development of child's personality. The total personality development includes development of cognitive, affective and psychomotor aspects and that is possible only if the good type of human and non human resource is provided in University. Particularly the teacher plays a magnificent role in this context. The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. The main function of a teacher is to create a good learning environment that motivates the students to learn enough more and more. An effective teacher may be understood as one who helps in a development of basic skills, understanding, proper habits, desirable attitudes, value judgment and adequate personal adjustment of students. Effective teachers also lead to best academic performance and optimal all-round development of the students. The quality and standard of education depends on the quality and standard of teachers. Mahatma Gandhi rightly pointed out that *"no country can make any progress without good teachers"*. Effective education can be achieved through the efforts of well qualified, competent and effective teachers. The University level of education is an important stage of human resource development as well as formal educational ladder. Teachers in this stage has a specific role to play to make a student responsible, dynamic, skilled, resourceful, honest and enterprising citizen of strong good moral character and conduct. The results of the study are also expected to be helpful in identification of the types that may be more effective. The present study is very relevant and significant as it helps to know the effectiveness of University teachers. There are many questions arise in the investigators mind regarding the teacher effectiveness in University level. It is this feeling that has urged these investigators to take up the present study on a particular region of West Bengal. It is expected that, this study, through small, will be able to make some significant contributions in the field of education.

Delimitations of the Study

a) Geographical Area:

The study was delimited to only Purulia district of West Bengal.

b) Level of Education:

The study was delimited to the University teachers of the said district.

c) Level of Study:

The study was conducted only at surface level. It was not an "in-depth" study. Attempts to know the teacher effectiveness were made by administering a Teacher Effectiveness Scale (TES) constructed by the researchers themselves and Teacher Rating Scale (TRS), developed by Deva (2003). No interstate or inter-district comparison was done. Only intra-district comparison between the University Male and Female teachers, Rural and Urban University teachers, General, OBC, SC & ST teachers, Married and Unmarried Teachers, Teaching experience of teachers, Marital status of teachers, Teachers of Arts, Science and Commerce were done.

Objectives of the Study

1. To ascertain the level of teacher effectiveness of University teachers in Purulia district of West Bengal (both Self Reported and Students Rated).
2. To find out the difference in the teacher effectiveness of University teachers with respect to their gender.
3. To find out the difference in the teacher effectiveness of University teachers with respect to their locality.

4. To find out the difference in the teacher effectiveness of University teachers with respect to their training status.
5. To find out the difference in the teacher effectiveness of University teachers with respect to their teaching experience.
6. To find out the difference in the teacher effectiveness of University teachers with respect to their types of job.
7. To find out the difference in the teacher effectiveness of University teachers with respect to their marital status.
8. To find out the difference in the teacher effectiveness of University teachers with respect to their salary / income.
9. To find out the difference between Self-reported and Students-rated teacher effectiveness the teachers.
10. To find out the difference in the teacher effectiveness of University teachers with respect to their caste.
11. To find out the difference in the teacher effectiveness of University teachers with respect to their stream.

Hypotheses of the Study

The hypotheses were formulated in null form:

H₀₁: The University teachers will have low level of effectiveness in Purulia district of West Bengal (both Self Reported and Students Rated).

H₀₂: There is no significant difference in the teacher effectiveness of University teachers with respect to their gender.

H₀₃: There is no significant difference in the teacher effectiveness of University teachers with respect to their locality.

H₀₄: There is no significant difference in the teacher effectiveness of University teachers with respect to their training status.

H₀₅: There is no significant difference in the teacher effectiveness of University teachers with respect to their teaching experience.

H₀₆: There is no significant difference in the teacher effectiveness of University teachers with respect to their types of job.

H₀₇: There is no significant difference in the teacher effectiveness of University teachers with respect to their marital status.

H₀₈: There is significant difference in the teacher effectiveness of University teachers with respect to their salary / income.

H₀₉: There is no significant difference between Self-reported and Students-rated teacher effectiveness the University teachers.

H₀₁₀: There is no significant difference in the teacher effectiveness of University teachers with respect to their caste.

H₀₁₁: There is no significant difference in the teacher effectiveness of University teachers with respect to their stream.

Methodology

The present study is based on survey method, particularly, the normative survey research method. It is the most popular and scientific research technique, which consists of analyzing the phenomena into their components. The survey of educational problems is one of the most commonly used approaches.

Population of the Study

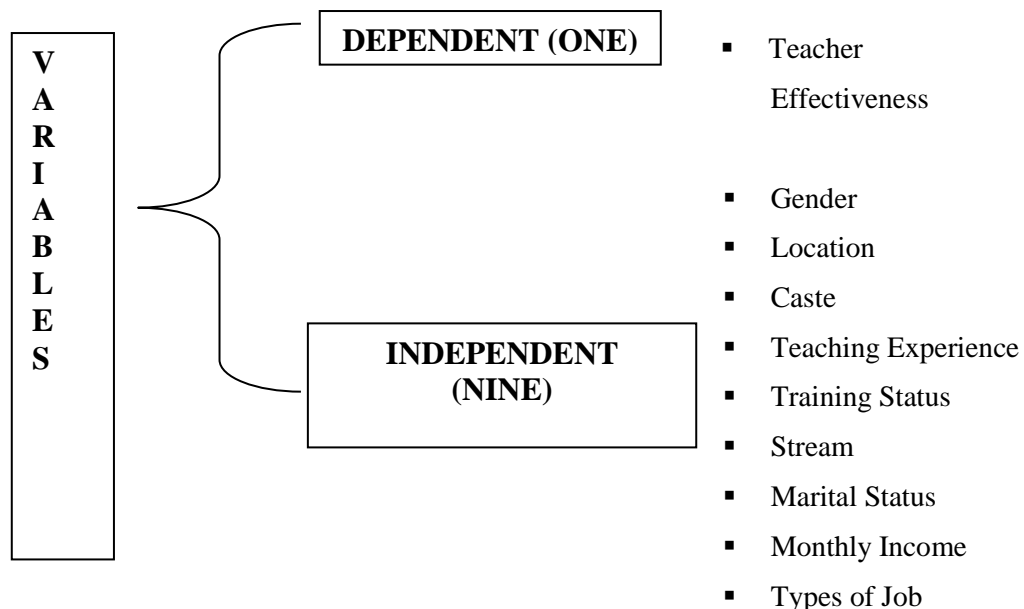
All the University Teachers and PG Students of Purulia district of West Bengal comprised the population of this study.

The Sample and Sampling Procedure

A total of 130 Teachers and Students (50 Teachers and 80 PG Students) of Sidho-Kanho-Birsha University in Purulia district were taken as representative sample of the whole population. For selecting University Teachers Stratified Random sampling technique was adopted. Simple Random Sampling technique was adopted for selecting PG Students.

Variables of the Study

Variable is an attribute which is regarded as reflecting or expressing some concepts or constructs. In the present study there are two types of variables - Independent Variables and Dependent Variable. These variables are diagrammatically given below:



The Tools Used

Teacher Effectiveness Scale (TES) was used for measuring the teacher effectiveness of University teachers constructed by the investigators themselves. This scale consists of 50 discriminating items related to five dimensions which are – Academic and Professional Knowledge, Preparation and Planning for Teaching, Classroom Management, Interpersonal Relations, Personal Qualities / Personality Dispositions. The test-retest reliability of the scale was found to be 0.66 with a time gap of 10 days. Content validity has been established for the scale by referring it to experts in the fields. Scoring procedure the tool there were five options to put tick including Poor, Fair, Good, Very Good, and Excellent. All the 50 items of the scale are positively worded. Items are given a score of 1,2,3,4 and 5 for Poor, Fair, Good, Very Good and Excellent respectively. In each dimension total score was calculated. In each tool total score was also calculated. The sum of these values gives the teacher-effectiveness score for the subject. In each dimension total score ranges from 1 to 50. The total score varies from 50 to 250, showing least teacher-effectiveness to highest teacher effectiveness.

Teacher Rating Scale (TRS), developed by Deva (2003) was used for students rated teacher

effectiveness of the faculty members. The scale consists of 17 dimensions, grouped under three categories – Personal qualities, Professional competence and Classroom performance of the teachers. For each dimension the teacher has to be rated on the scale of 1 to 7.

Statistical Techniques

Percentage, Mean, SD, ANOVA & 't' Tests were used to analyze the collected data. 't' and F-tests were used to verify the hypotheses.

Results and Discussion

Objective-1: To ascertain the level of Teacher Effectiveness of University teachers in Purulia district of West Bengal (both Self Reported and Students Rated).

Testing H_{01}

The University teachers will have low level of effectiveness in Purulia district of West Bengal (both Self Reported and Students Rated).

Table-1: Showing the Mean, N and SD of Teacher Effectiveness of University teachers in Purulia district of West Bengal (both Self Reported and Students-Rated).

Group	Category	N	Mean	S.D.
Teachers / Self Reported (TES)	University Teachers	50	205.04	29.94
Students Rated (TRS)		80	107	11.62

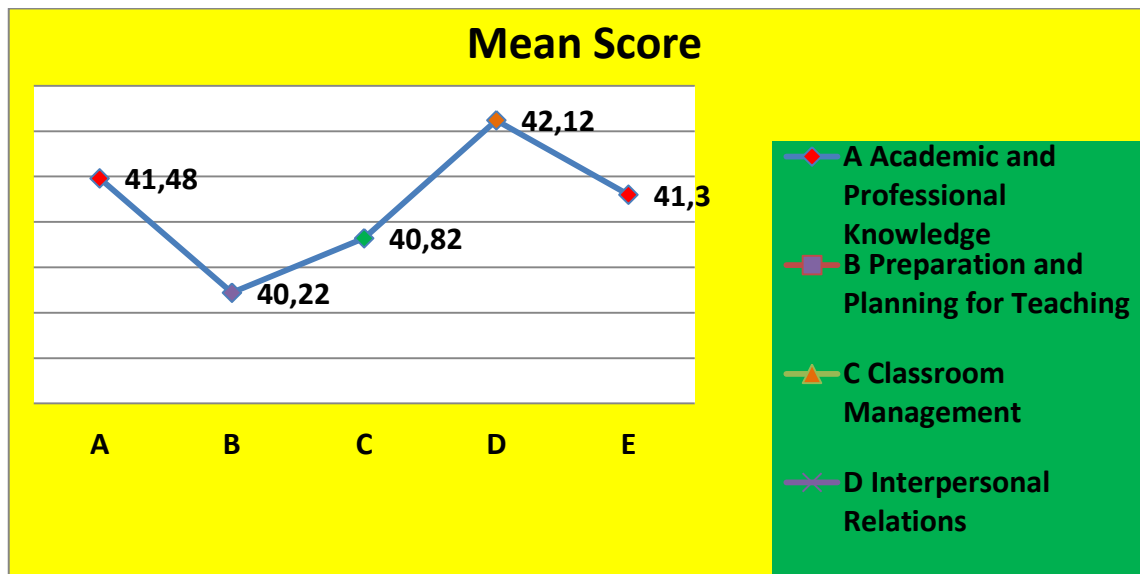
(i) Level of Teacher Effectiveness as per Teachers / Self Reported (TES):

Through the help of cut-off point the researcher verifies the H_1 . Here Cut-off Point is $M \pm 1\sigma$. It means, Mean=205.04, N=50 and $\sigma=29.94$. Hence $M + 1\sigma$ is $205.04 + 1 \times 29.94 = 234.98$. And $M - 1\sigma = 205.04 - 1 \times 29.94 = 175.1$. Most of University Teachers (30 in number) i.e., 60% of Teachers were lies between 234.98 to 175.1 scores. Hence, it can be said that the level of teacher effectiveness of University Teachers in Purulia district of West Bengal is Moderate /average or moderate.

Table-2: The level of Teacher effectiveness of University teachers in Purulia District of West Bengal (Self Reported).

Scores	Frequency	Percentage	Level of Teacher Effectiveness
Above -234.98	12	24%	High
175.1-234.98	30	60%	Moderate / Average
Below-175.1	8	16%	Low
Total	50	100%	

Figure- 1: Dimension wise Mean teacher effectiveness score of University teachers in Purulia District of West Bengal.



From Figure-1, it is found that the teacher effectiveness of University teachers on dimension no. D i.e., Interpersonal Relations is comparatively higher than other dimensions.

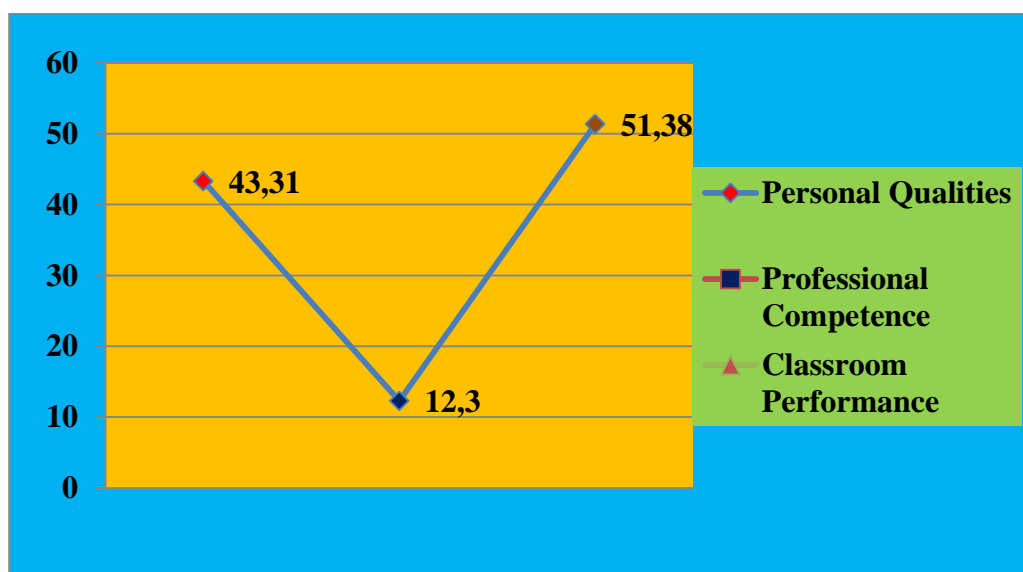
(ii) Level of Teacher Effectiveness as per Students Rated (TRS):

Through the help of cut-off point the researcher verifies the H_1 . Here Cut-off Point is $M \pm 1\sigma$. It means, Mean=107, N=80 and $\sigma=11.62$. Hence $M + 1 \sigma$ is $107 + 1 \times 11.62=118.62$. And $M - 1 \sigma=107 - 1 \times 11.62=95.38$. Most of University Teachers (49 in number) i.e., 61.25% of Teachers were lies between 118.62 to 95.38 scores. Hence, it can be said that the level of teacher rating of University Teachers in Purulia district of West Bengal is Moderate /average or moderate.

Table-3: The level of Teacher effectiveness of University teachers in Purulia District of West Bengal.

Scores	Frequency	Percentage	Level of Teacher Effectiveness
Above -118.62	21	26.25%	High
95.38-118.62	49	61.25%	Moderate / Average
Below-95.38	10	12.50%	Low
Total	80	100%	

Figure- 2: Dimension wise Mean teacher effectiveness score of University teachers in Purulia District of West Bengal as per Students Rated.



From Figure-2, it is found that the teacher effectiveness score of University teachers (as per students rated) on dimension no. 3 i.e., Classroom Performance is comparatively higher than other dimensions. From the table-2 and 3 it is found that, the level of Teacher effectiveness of University Teachers is Moderate / Average as per TES and TRS.

Table-4: Showing Significant of difference between Variables.

Group	N	Mean	SD	SED	Mean Difference	df	t	Level of Significance
Male Teachers	44	204.04	30.31	13.03	8.29	48	0.64	Not Significant
Female Teachers	6	212.33	20.24					
Rural Teachers	23	199.65	31.94	8.39	9.97	48	1.19	Not Significant
Urban Teachers	27	209.62	26.92					
Trained Teachers in University	36	207.25	33.12	9.38	7.9	48	0.84	Not Significant
Untrained Teachers in University	14	199.35	14.93					
Teachers having above 5 Years Teaching Experience.	33	210.93	30.27	8.60	17.35	48	2.02	Significant
Teachers having less than 5 Years Teaching Experience.	17	193.58	23.80					
Permanent Teachers in University	48	204.60	29.10	21.60	10.9	48	0.50	Not Significant
Part- Time Teachers in University	2	215.50	34.50					
Married teachers in University	38	204.84	30.63					Not

Unmarried teachers in University	12	205.67	25.14	9.93	0.83	48	0.08	Significant
Teachers having above Rs.50,000/- salary.	25	210.56	29.85	8.33	11.04	48	1.33	Not Significant
Teachers having less than Rs.50,000/- salary.	25	199.52	27.89					
Teachers / Self Reported (TES)	50	205.04	29.94	3.71	98.04	128	26.43	Significant
Students Rated (TRS).	80	107.00	11.62					

Testing of H_{02}

From the table - 4, it can be found that, the df is 48. Hence a t-test is significant at 0.05 level if it is 2.01 or more. Since the calculated value of 't' 0.63 is less than the table value 2.01 ($0.64 < 2.01$), the difference between the Teacher effectiveness of Male and Female teachers in University is not significant at 0.05 level. Hence, the H_{02} is accepted and the researcher's H_2 is rejected; that is to say that, there is no significant difference between the Teacher effectiveness of Male and Female teachers in University of Purulia district.

Testing of H_{03}

From the table - 4, it can be found that, the df is 48. Hence, a t-test is significant at 0.05 level if it is 2.01 or more. And if it is 2.68 or more then it is significant at 0.01 level. Since the calculated value of 't' 1.19 is less than the table value of 't' 2.68 & 2.01 ($1.19 > 2.68 \& 2.01$), the difference between the Teacher effectiveness of Rural and Urban teachers in University is not significant at both 0.01 & 0.05 level. Hence, the H_{03} is accepted and the researcher's H_3 is rejected. That is to say that, there is no significant difference between the teacher effectiveness of Rural and Urban teachers in University.

Testing of H_{04}

From the table - 4, it can be found that, the df is 48. Hence a t-test is significant at 0.05 level if it is 2.01 or more. Since the calculated value of t is 0.84 which is less than the table value i.e., 2.01 ($0.84 < 2.01$), the difference between the Teacher effectiveness of Trained and Untrained teachers in University is not significant at 0.05 level. Hence, the H_{04} is accepted and the researcher's H_4 is rejected; that is to say that, there is no significant of difference between the Teacher effectiveness of Trained and Untrained teachers in University of Purulia district.

Testing of H_{05}

From the table - 4, it can be found that, the df is 48. Hence a t-test is significant at 0.05 level if it is 2.01 or more. Since the calculated value of t is 2.02 which is greater than the table value 2.01 ($2.02 > 2.01$), the difference between the Teacher effectiveness of teachers having above 5 years and Less than 5years Teaching Experience in University is significant at 0.05 level. Hence, the H_{05} is rejected and the researcher's H_5 is accepted; that is to say that, there is significant difference between the Teacher effectiveness of teachers having above 5 years and Less than 5years teaching experience in University of Purulia district.

Testing of H_{06}

From the table -4, it can be found that, the df is 48. Hence a t-test is significant at 0.05 level if it is 2.01 or more. Since the calculated value of 't' 0.50 is less than the table value 2.01 ($0.50 < 2.01$), the difference between the Teacher effectiveness of Permanent and Part time teachers in University is not significant at 0.05 level. Hence, the H_{06} is accepted and the researcher's H_6 is rejected; that is to say that, there is no significant difference between the Teacher effectiveness of Permanent and Part time teachers in University of Purulia district.

Testing of H₀₇

From the table - 4, it can be found that, the df is 48. Hence a t-test is significant at 0.05 level if it is 2.01 or more. Since the computed value of 't' 0.08 is less than the table value 2.01 (0.08 < 2.01), the difference between the Teacher effectiveness of Married and Unmarried teachers in University is not significant at 0.05 level. Hence, the H₀₇ is accepted and the researcher's H₇ is rejected; that is to say that, there is no significant difference between the Teacher effectiveness of Married and Unmarried teachers in University in Purulia district.

Testing of H₀₈

From the table - 4, it can be found that, the df is 48. Hence a t-test is significant at 0.05 level if it is 2.01 or more. Since calculated value of 't' 1.33 is less than the table value of 't' 2.01(1.33 < 2.01), the difference between the Teacher effectiveness of teachers having above Rs.50,000/- and less than Rs. 50,000/- salary per month in University is not significant at 0.05 level. Hence, the H₀₈ is accepted and the researcher's H₈ is rejected; that is to say that, there is no significant difference between the Teacher effectiveness of teachers having above Rs.50, 000/- and less than Rs.50, 000/- monthly salary in University of Purulia district.

Testing of H₀₉

From the table -4, it can be found that, the df is 128. Hence a t-test is significant at 0.05 level if it is 1.98 or more. Since calculated value of 't' 26.43 is greater than the table value of 't' 1.98(26.43 >1.98), the difference between Self-reported and Students-rated teacher effectiveness among the University teachers is significant at 0.05 and 0.01 level. Hence, the H₀₉ is rejected and the researcher's H₉ is accepted; that is to say that, there is significant difference between the Teacher effectiveness /Self Reported as per Students Rated score in University of Purulia district.

Table-5: The N, Mean and SD of Teacher Effectiveness among the University teachers with respect to their caste.

Caste	N	Mean	SD
General	28	211.28	28.93
OBC	8	199	27.83
SC	11	193	31.02
ST	3	207	4.54

Table-6: Results of one way ANOVA for Caste

Sources of Variance	df	Sum of Squares	Mean Square	F	Level of Significance	
Between Groups	3	2990.206	996.735	1.139	0.01	Not Significant
Within Groups	46	40265.714	875.342		&	
Total	49	43255.920			0.05	

Testing of H₀₁₀

From Table-6, it is found that the computed F-value (1.139), is less than the critical value of F (4.20 & 2.79) for 3 and 46 df at 0.01 and 0.05 level of significance. Hence the H₀₁₀ is accepted and H₁₀ is rejected. It indicates that there is no significant difference in the teacher effectiveness among the University teachers with respect to their caste. Therefore it is concluded that caste has no significant influence on the teacher effectiveness of University teachers.

Table- 7: The N, Mean and SD of Teacher Effectiveness among the University teachers with respect to their stream.

Streams	N	Mean	SD
Arts	26	205.57	25.84
Science	18	200.78	30.84
Commerce	6	215.50	35.99

Table-8: Results of one way ANOVA for Stream

Sources of Variance	df	Sum of Squares	Mean Square	F	Level of Significance	
Between Groups	2	990.963	495.481	0.551	0.05	Not Significant
Within Groups	47	42264.957	899.254			
Total	49	43255.920				

Testing of H_{011}

From Table-8, it is found that the computed F-value (0.551), is less than the critical value of F (5.06 & 3.18) for 2 and 47 df at 0.01 and 0.05 level of significance. Hence the null hypothesis H_{011} is accepted and H_{11} is rejected. It indicates that there is no significant difference in the teacher effectiveness among the University teachers with respect to their stream. Therefore it is concluded that stream has no significant influence on the teacher effectiveness of University teachers.

In the present study, it is revealed that the level of teacher effectiveness of University Teachers in Purulia district of West Bengal is average or moderate. It could be ascribed to different types of reasons. Perhaps, it is because of infrastructural facilities, negative attitude, poor working and living conditions, personality disorders, frustration, lack of knowledge of teaching methodology, strained relationship among staff members and less interest in subject matter of teachers etc., which stand corroborated with the findings of Crow and Crow (1973), Srivastava (1982) who found that poor working conditions, frustration of teachers and lack of infrastructure in their schools may lead to their average effectiveness in their classroom. The findings of the study also supported by the study of Arockia (2007).

The results revealed that there is no significant difference between the teacher effectiveness of Male and Female Teachers in University of Purulia district. It means that gender has no significant influence on Teacher Effectiveness of University Teachers in Purulia district. It is also found that, the female teachers are comparatively more effective than that of male teachers in University in Purulia district. It may be due to the fact that, University female teachers have realized the importance of teaching profession for their better future. It may also seems to be that the University female teachers have more prefer in teaching because they feel that is – acquaints them with the wealth of knowledge in different areas of life. The finding of this study is also corroborated with other findings of the studies done by: Akpan (1996), Sundara Rao (2009), Sodhi (2010), Malik & Sharma (2013), Pachaiyappan & Ushalaya (2014), Chowdhury (2014) and Choudhary & Arora (2015). All the studies discovered that gender has no significant influence on Effectiveness of Teachers. Besides, this finding of the study has contradicted the findings of the studies conducted by Sharadha & Paremewaram (2008) and Taiwo & James (2015).

The present study revealed that there is no significant difference between the Teacher effectiveness of Rural and Urban teachers in University. It can be found that, the Teacher effectiveness of Urban teachers in University is comparatively higher than that of Rural teachers in University of Purulia district. It is due to the fact that, Urban teachers are more dedicated to their teaching profession as compared to Rural teachers. It may be due to the better living facilities, working conditions, infrastructure and other amenities available in urban areas which help the teachers to perform better. Another reason could be that in urban areas distinct recreational facilities are available which make life joyful and comfortable. These help in providing ample opportunities to ambitious and energetic people to display their talents. The results are in corroborated with other findings of the studies done by: Sundara Rao (2009), Tyagi (2013), Pachaiyappan & Ushalaya Raj (2014) and Choudhary & Arora(2015). Their studies revealed that locality has no significant influence on Effectiveness of Teachers. Besides, this finding of the study has contradicted the findings of the studies conducted by Sodhi (2010) and Taiwo& James (2015).

The present study indicated that there is no significant difference between the Teacher Effectiveness of Trained and Untrained teachers in University of Purulia district. It can be found that the Trained teachers are a little more effective than that of Untrained teachers in University in Purulia district. It

may be due to the fact that, Trained teachers are more active and energetic than that of Untrained teachers. This finding is supported by the study of Jones (2005). This finding also works against the findings of Sundara Rao (2009).

The present study indicated that there is significant difference between the Teacher Effectiveness of teachers having above 5 years and Less than 5years teaching experience in University of Purulia district. It means that Teaching Experience has significant influence on Effectiveness of University teachers. It is also found that, the teachers having above 5 Years teaching experience are comparatively more effective than that of teachers having less than 5 Years teaching experience in University in Purulia district. It is concluded that, experience has influence the teacher effectiveness. The finding of this study is also corroborated with other findings of the studies done by Tyagi (2013) and Pachaiyappan & Ushalaya (2014). This finding is contradicted by the studies of Sodhi (2010); and Chowdhury (2014). They found that Teaching Experience has no significant impact on Effectiveness of Teachers.

The study revealed that there is no significant difference in the teacher effectiveness among the University teachers with respect to their caste in Purulia district. It is also found that, teacher effectiveness of General teachers in University is relatively higher than that of OBC, SC, and ST teachers in Purulia district. Therefore it is concluded that caste has no significant influence on teacher effectiveness in University teachers of Purulia district.

The present study exposed that there is no significant difference between the Teacher Effectiveness of Permanent and Part time teachers in University of Purulia district. It is also found that, the permanent teachers are more effective than that of part time teachers in University of Purulia district.

The present study found that there is no significant difference in the Teacher Effectiveness of University teacher with respect to their stream. It is also found that, Teacher effectiveness of Commerce teachers in University is comparatively higher than that of Arts and Science stream teachers in Purulia district. This finding is supported by the study of Sodhi (2010). This finding is contradicted by the study of Taiwo & James (2015)

The major findings of this study also revealed that there is no significant difference in the teacher effectiveness of Married and Unmarried teachers in University of Purulia district. It is also found that, the Teacher Effectiveness of the Unmarried teachers is relatively greater than that of Married teachers in University of Purulia district.

The major finding of this study revealed that there is no significant difference between the teacher effectiveness of teachers having above Rs. 50000/- and less than Rs.50000/- salary in University of Purulia district. It is also found that, the teachers having Above Rs.50000/- are relatively more effective than that of teachers having Less than Rs.50000/- monthly salary in University of Purulia district.

The last finding of the study revealed that there is significant difference between teacher Effectiveness of University teachers as per Teachers / Self Reported (TES) and Students Rated (TRS) in Purulia district. It is also found that, Teachers / Self Reported (TES) are relatively more effective than that of Students Rated (TRS) in University of Purulia district. This finding is not supported by the study of Singh & Jha (2014). However, no significant difference was observed in students rated teacher effectiveness among the two groups by their study.

Limitations of the Study

1. Researchers could not include all the teachers in this study.
2. The researchers could not use other research tools like interview, observation etc.
3. The present study was conducted only at surface level. It was not extensive and 'in- depth' study.
4. Only Teachers of Sidho-Kanho-Birsha University in Purulia district included in the study.

5. For knowing Teacher Effectiveness of University teachers' data collected from 2nd and 4th semester students of Sidho- Kanho- Birsha University.
6. In case of Female and Part time teachers the sample (lowest number) may be represented as the whole Population.

Educational Implications

1. The present study will give the immense help in the effectiveness of teaching learning process.
2. These results will also give immense help to University teachers, Guidance worker, parents and University counsellor to develop suitable method of teaching and congenial environment for maintaining good level of teacher effectiveness.
3. Facilities of various training programmes must be provide to University male teachers in order to develop their effectiveness.
4. Various educational programmes as like ICT, Use of educational instructional materials should be arranged for University teachers coming from Rural areas to increase their effectiveness.
5. Teacher effectiveness can be increased with the use of Audio-visual Aids.
6. Different method of teaching like seminar, Discussion lecture cum demonstration, use of ICT, learning by doing, excursions etc. must be used beyond translation method.
7. In service teacher training programmes must be provided to University teachers. These programmes must be compulsory to all.
8. Proper supervision of teaching of all teachers must be done by the higher authorities regularly.
9. Regular seminars and workshops must be organized in the University.

Suggestions for Further Studies

1. The study may be replicated on large sample in order to get a better understanding of variables under study.
2. The study can be extended to state and national level to make the results more valid and reliable.
3. The similar study may be undertaken with other variables like teachers' attitude, intelligence, leadership style etc.
4. Similar studies can be done at various levels of education in India.
5. Comparative survey on this topic can be undertaken in different states of India.

Conclusion

All the above discussion, we conclude that Teacher Effectiveness is an important part of Teacher Education from which the teacher knows various factors which affect Teacher Effectiveness. Teacher is the spotlight of the 21st Century. All teachers are not effective. Through Teacher Effectiveness we can develop the child as well as country's development. Teacher Effectiveness helps to assess the Teacher his / herself. The present study revealed that the level of teacher effectiveness of University Teachers in Purulia district of West Bengal is average or moderate. It is very amusingly predictable through the present study that the Part time University teachers are reasonably high effective than the Permanent teachers in Purulia district. Moreover, it is also found that the Female teachers are comparatively high effective than the Male teachers. It is a quite unexpected matter. Generally, it is anticipated that Permanent and Male teachers would be more effective than the Part time and Female University teachers. Therefore, it is a very significant issue of University teaching learning process in Purulia district of West Bengal.

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