

TEACHER EFFECTIVENESS AND RELATED CHARACTERISTICS: A SYSTEMATIC REVIEW

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ABSTRACT:

During last two decades, numerous researchers have been studying related characteristics of Teacher Effectiveness. In order to arrive at and identify the research gap on the area of the proposed study, a systematic review of related literature was conducted on '*Teacher Effectiveness and its related characteristics*'. For systematic review, certain definite steps were followed to survey the related literature. First, in planning stage, '*Inclusion and Exclusion Criteria*' were defined to identify the related literature systematically. Secondly, in the review stage, '*Summary of the Findings*' were analyzed and discussed after recording the identified studies in a '*Systematic Review Table*'. Thirdly, in the final stage, '*Research Gap*' was identified in the field of present investigation. Only those studies which were published between the years of 1990 to 2015, were included. For searching the related literature, only the computer based online Internet searches were conducted through the *Search Engines* mentioned above (see Table 1). Only the studies which performed *Survey type* researches with *large samples* based on *Person related* and *Categorical variables*, were included and identified for systematic review. By searching with several permutations and combinations of the *Key words* through the Search Engines, related 244 studies were collected. With respect to the criteria 116 studies were excluded and finally 128 studies were selected and gathered in the pool of systematic table (see Table 2).

INTRODUCTION

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 (Brewer, 2006). 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, Muijse, & 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, & Ioward, 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 losses 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 evaluates 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).

Teacher Effectiveness and Related Characteristics

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 arrive at and identify the research gap on the area of the proposed study, a systematic review of related literature was conducted on '*Teacher Effectiveness and its related characteristics*'. For systematic review, certain definite steps were followed to survey the related literature. First, in planning stage, '*Inclusion and Exclusion Criteria*' were defined to identify the related literature systematically. Secondly, in the review stage, '*Summary of the Findings*' were analyzed and discussed after recording the identified studies in a '*Systematic Review Table*'. Thirdly, in the final stage, '*Research Gap*' was identified in the field of present investigation.

Inclusion and Exclusion Criteria

During the planning stage of this study certain criteria were settled to select appropriate studies for the systematic review of related literature (see Table 1).

Table 1
Inclusion and Exclusion Criteria for the Systematic Review

Criteria	Details
Year limit	Studies from 1990 to 2015 were included.
Mode of search	Only Computer based online Internet search was conducted.
Search engines	Google India Search, Yahoo India Search, Shodhganga search, in Calcutta University Website- SAGE Journals Online, Elsevier: SciVerse, Indian Journals, Springer-Journals Archive, CSI Publications, Indian Citation Index, Scopus and IEEE Journals were used.
Key words for search	teacher effectiveness, teacher effectiveness and related characteristics, effectiveness of secondary school teachers, teacher effectiveness in India, teacher effectiveness in West Bengal, teacher gender and teacher effectiveness, teacher effectiveness of male teachers, teacher effectiveness of female teachers, teacher effectiveness and academic disciplines, effectiveness of humanities teachers, effectiveness of social science teachers, effectiveness of science teachers, effectiveness of commerce teachers, teacher aptitude, teacher effectiveness and teacher aptitude, work task motivation of teachers, teacher effectiveness and work task motivation, personality characteristics of effective teachers, personality traits, big five personality traits, teacher effectiveness and big five personality traits.
Type of studies	Studies which adapted survey type researches were included.
Sample size	Studies only with large sample were included.
Publication type	Only published papers in peer-reviewed Journals, papers presented in seminars, online Doctoral dissertations and Master's theses were included.

Data for Systematic Review

In the present systematic review, the investigator conducted a systematic search on the basis of the inclusion and exclusion criteria, as stated above (see Table 1). Only those studies which were published between the years of 1990 to 2015, were included. For searching the related literature, only the computer based online Internet searches were conducted through the *Search Engines* mentioned above (see Table 1). Only the studies which performed *Survey type* researches with *large samples* based on *Person related* and *Categorical variables*, were included and identified for systematic review. By searching with several permutations and combinations of the *Key words* through the Search Engines, related 244 studies were collected. With respect to the criteria 116 studies were excluded and finally 128 studies were selected and gathered in the pool of systematic table (see Appendix A).

Summary of Findings

Search Trend

By rigorous search through the Search Engines by the addition and alteration of the key words, a pool of 244 studies was constructed. After close scrutiny of the introduction, literature review and references of each study, on the basis of the inclusion and exclusion criteria for this research, nearly 48% of the 244 studies i.e., 116 studies were excluded due to the mismatch of criteria and finally 128 studies comprising of 117 papers published in peer-reviewed Journals, 8 Doctoral dissertation, 2 Master's thesis and 1 paper presented in seminar were selected for systematic review. The various research trends on the studies conducted on Teacher Effectiveness and related characteristics are discussed further.

Year-wise Research Trend on Teacher Effectiveness and Related Characteristics

The selected studies were recorded in a *Systematic Review Table* (see Table 2) and for collection and tabulation of the data regarding the selected studies, *Microsoft Excel Sheet* was used. Classifying the selected studies according to year on the basis of the tabulated data, interesting *year-wise trend* was revealed. It was found that nearly 68% (87) of the selected studies were published on or after the year 2011 and in that range, the 25 (19.53%) of the selected studies were only of the year 2013 which was found to be the highest among the years. Another 32% (41) of the selected studies were published in between 20 years range i.e., from the year 1990 to 2010 (see Figure 1).

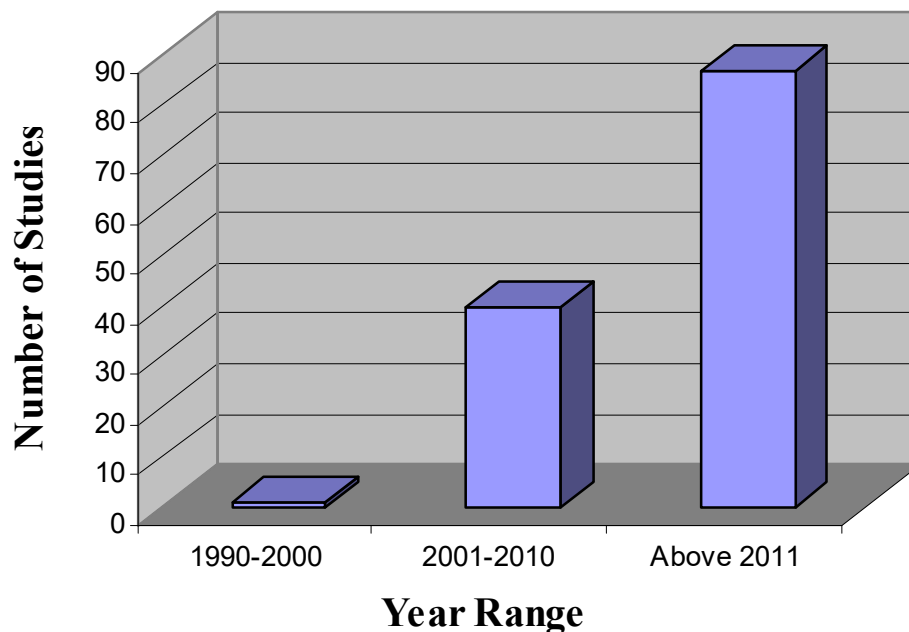


Figure 1. Year-wise trend of the selected studies on Teacher Effectiveness and related characteristics

Research Trend Based on Continent/ Countries

Research on Teacher Effectiveness and its related characteristics was an emerging area to the researchers throughout the World. Most of the collected studies in the present systematic review were from the researchers of Asian countries (46.09%). According to the tabulated data, more than 32% (41) of the selected studies were from the continent America, of which highest studies were found from the country United States of America (USA) (28.13%). More than 14% (18) of the selected studies were found from the continent Africa of which maximum studies were found from the country Nigeria (9.38%). Few relevant studies were also found from the researchers of the European (6.25%) and Australian (1.56%) continents (see Figure 2).

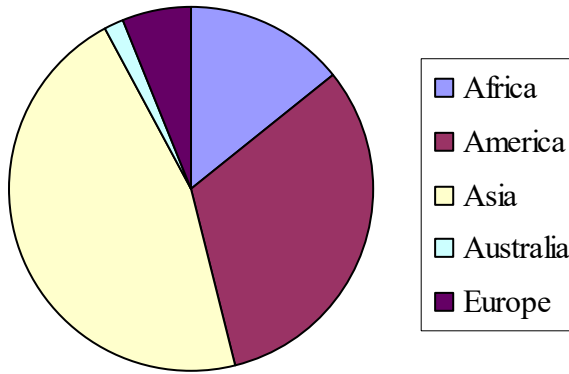


Figure 2. Research trend on Teacher Effectiveness based on Continent and Countries

Research Trend on Teacher Effectiveness in India

In all the countries of the World, India was at the first position according to its contribution in the selected literature (30.47%). In the selected studies the contributions of the Indian states like Punjab (7.03%), Haryana (3.91%) and Karnataka (3.91%) was very significant (see Figure 3). However, notably no studies were found from the state of West Bengal by online search through the search engines on the related literature.

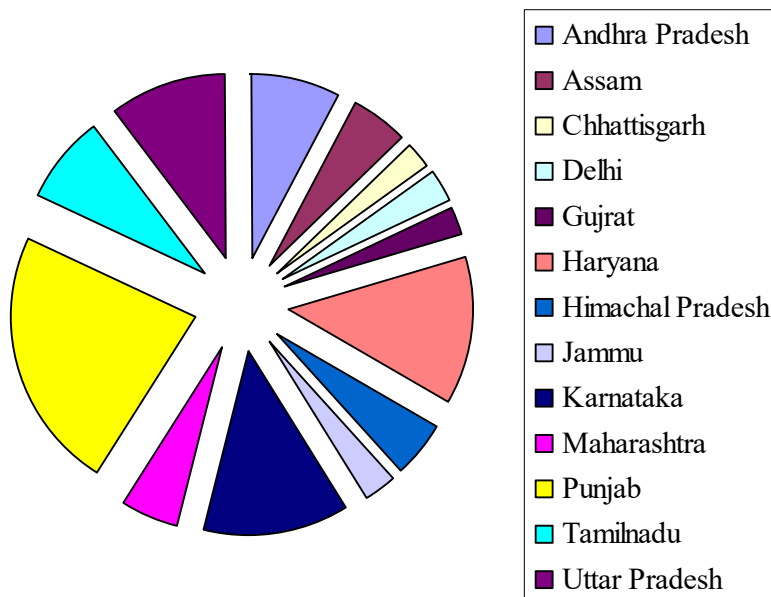


Figure 3. Represents Research on Teacher Effectiveness based on Indian Studies

Research Trend Based on Related Characteristics of Teacher Effectiveness

From the selected studies, it was found that numerous researchers throughout the World were keen to study various related characteristics of Teacher Effectiveness. According to the systematic review of the selected studies, the distinguished related characteristics of Teacher Effectiveness could be broadly categorized (see Figure 4) as School related Characteristics (35.94%), Teaching related Characteristics (10.15%) and Teacher related Characteristics (53.91%).

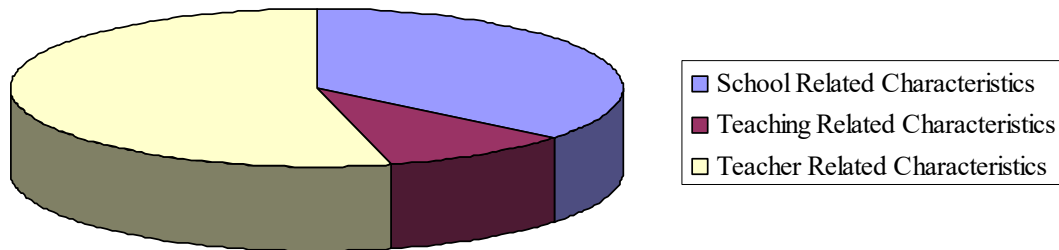


Figure 4. Research trend on related characteristics of Teacher Effectiveness based on broad categories (School related, Teaching related and Teacher related Characteristics)

Research trend based on Teacher Effectiveness and school related characteristics. From the selected studies it was found that various school-related characteristics were investigated in relation to Teacher Effectiveness throughout the World (see Table 3). Among the *school related variables* researchers were highly interested to study the relationship between *Teacher Effectiveness* and *Students' Achievements* and nearly 5% of the selected studies investigated the aforementioned relationship (e.g. Akinmusire, 2014; Farooq & Shahzadi, 2006; Heck, 2009; Konstantopoulos & Chung, 2011; Stronge, Ward, & Grant, 2011; Stronge, Ward, Tucker, Hindman, McColsky, & Iioward, 2007). Nearly 4% of the selected studies investigated the relationship between *Teacher Effectiveness* and *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). More than 3% of the selected studies investigated the relationship between *Teacher Effectiveness* and *Students' evaluation of teaching* (Malikow, 2005; Owoyemi & Adesoji, 2012; Pama, Dulla, & Leon, 2013; Stark-Wroblewski, Ahlering, & Brill, 2007). Similar trend was maintained in case of the relationship between *Teacher Effectiveness* and *Type of Management* of the school (Khurshid, 2011; Manu & Yellappa, 2013; Rajammal & Muthumanickam, 2012).

Research trend based on type of school. In the existing literature near about 25 (19.53%) studies were found from different countries of the World which investigated the effectiveness of the secondary school teachers. *From systematic review, it was also found that in the Indian scenario, researchers were very much interested to study Teacher Effectiveness of secondary school teachers (14.84%) of various states of the country* (e.g. Bhagat, 2015; Bhullar & Bala, 2014; Islahi & Nasreen, 2013; Manu & Yellappa, 2013; Pachaiyappan & Raj, 2014; Riti, 2010; Sharma, 2012; Singh & Babita, 2014a; Sodhi, 2010; Tyagi, 2013).

Table 3

Selected Studies on Teacher Effectiveness and School Related Characteristics

School Related Characteristics	Selected Studies
Students' Belief	Kodero, H. M. N., Misigo, B. L., Owino, E. A., & Simiyu, C. K. (2011)
Student Achievement	Stronge, J. H.; Ward, T. J. & Grant, L. G. (2011); Stronge, J. H., Ward, T.J., Tucker, P.D., Hindman, J.L., McColsky, W., & Iioward, B. (2007); Farooq, S. M., & Shahzadi, N. (2006); Heck, R. H. (2009); Konstantopoulos, S., & Chung, V. (2011); Akinmusire, P. A. (2014).
Student attentiveness	Madsen, K. (2003)
Student attitudes	Açikgoz, F. (2005)
Student test scores	Rockoff, J. E., Jacob, B. A., Kane, T. J. & Staiger, D. O. (2009)
Characteristics of students	Pagani, L., & Seghieri, C. (2002)
Courses influence	Pagani, L., & Seghieri, C. (2002)

Students' evaluation of teaching	Owoyemi, T. E., & Adesoji, F. A. (2012); Stark-Wroblewski, K., Ahlering, R. F. & Brill, F. M. (2007); Malikow, M. (2005); Pama, A. B., Dulla, L. B., & Leon, R. C. D. (2013)
Students academic performance	Akiri, A. A., & Ugborugbo, N. M. (2009)
Student participation	Walls, R. T., Nardi, A. H., Minden, A. M. V., & Hoffman, N. (2002); Hussain, L., Khan, A. N., Shah, M., & Sibtain, M. (2011)
Student learning	Sadler, P. M., Sonnert, G., Coyle, P. H., Smith, H. P. N., & Miller, J. L. (2013)
Student progress	Napoles, J., & MacLeod, R. B. (2013)
Organizational climate of the school	Sodhi, B. (2010)
Administrative behaviour of school Principals	Riti (2010)
Type of management	Manu, V., & Yellappa, P. (2013); Rajammal, T. S., & Muthumanickam, R. (2012); Manu, V., & Yellappa, P. (2013); Khurshid, F. (2011)
School effectiveness	Teddlie, C., & Liu, S. (2008)
Habitat of school	Teddlie, C., & Liu, S. (2008); Rajammal, T. S., & Muthumanickam, R. (2012)
Students' views about teaching	Bartram, B., & Bailey, C. (2009)
Perception of the current students about teaching	Jahangiri, L., & Mucciolo, T. W. (2008); Bezold, R. A. (2012); Saville, B. K., Zinn, T. E., Brown, A. R. & Marchuk, K. A. (2010); Gentry, M., Steenbergen-Hu, S., & Choi, B. (2011); Hoque, K.E., Razak, A.Z.A., Zohora, M.F., Islam, R. (2013)
Perception of the past students about teaching	Jahangiri, L., & Mucciolo, T. W. (2008)
Students' Feedback	Kumar, S. (2014)
Principals' perception about teachers	Okolocha, C. C., & Onyeneke, E. N. (2013)
Principals' hiring, assigning, evaluating, and providing growth opportunities to teachers	Donaldson, M. L. (2013)
Monthly income of the teachers	Rajammal, T. S., & Muthumanickam, R. (2012)
Type and category of school	Lin, R., Xie, J., Jeng, Y., & Huang (2010); Al-Salameh, E. M. J. (2014); Pachaiyappan, P., & Raj, D. U. (2014).
Students' examination performance	Bett, W. K., Onyango, M., & Bantu, E. (2013)

Research trend based on Teacher Effectiveness and teaching related characteristics. Among the selected studies it was found that researchers throughout the World were not so much interested on investigating the relationship between teaching-related characteristics and Teacher Effectiveness (see Figure 4 and Table 4). Though, among them 7 (5.47%) of the selected studies investigated the effect of *Teaching experience* on *Teacher Effectiveness* (Sodhi, 2010; Pachaiyappan & Raj, 2014; Manu & Yellappa, 2013; Tyagi, 2013; Omotayo, 2014; Pama, Dulla, & Leon, 2013; Rajammal & Muthumanickam, 2012).

Table 4

Selected Studies regarding Teacher Effectiveness and Teaching Related Characteristics

Teaching Related Characteristics	Selected Studies
Teaching experience	Sodhi, B. (2010); Pachaiyappan, P., & Raj, D. U. (2014); Manu, V., & Yellappa, P. (2013); Tyagi, S. (2013); Omotayo, B. K. (2014); Pama, A. B., Dulla, L. B., & Leon, R. C. D. (2013); Rajammal, T. S., & Muthumanickam, R. (2012)
Job satisfaction	Goel, S. (2011)
Instructional practices	Palardy, G. J., & Rumberger, R. W. (2008)
Effects of the challenges of teaching	Mohammed, I. A. (2008)
Teachers' training location	Islahi, F., & Nasreen (2013)
Medium of Instruction	Islahi, F., & Nasreen (2013)
Level of teaching	Rajammal, T. S., & Muthumanickam, R. (2012)

Research trend based on Teacher Effectiveness and teacher related characteristics. *Researchers in the World including India mostly interestingly investigated the relationship between teacher-related characteristics and Teacher Effectiveness and 69 (53.91%) of the selected studies were found covering these areas* (see Figure 4). Nearly 43 types of teacher-related variables were measured by the researchers to assess Teacher Effectiveness. These teacher-related variables can broadly be classified into two groups as *Categorical Variables* and *Person related Variables*.

Teacher Effectiveness and categorical variables. In the selected studies different types of categorical variables had been found which were used by the distinguished researchers throughout the World including India to study the nature of Teacher Effectiveness (see Table 5). On the basis of categorical variables, teachers can be classified into numerous groups e.g., in case of the categorical variable namely, *Habitat of the teachers*, they can be categorized according to their habitat like Rural teachers, Urban teachers, Semi-urban teachers. In this kind of studies some interesting trends were identified from the systematic review.

Research trend based on training of the teachers. More than 13% studies were found where effectiveness of the trainee teacher or student-teachers were investigated to assess the impact of the teachers' training on the Teacher Effectiveness (e.g. Andrew, Cobb, & Giampietro, 2005; Butler, 2001; Jarvis-Selinger, Collins, & Pratt, 2006; Kumar & Awati, 2012; Lemon & Garvis, 2013; Napoles & MacLeod, 2013). *No studies were found from the selected literature which investigated about the effectiveness of the trained teachers except a research paper of Kenya which studied about the ineffectiveness of the trained secondary school teachers* (Koderu, Misigo, Owino, & Simiyu, 2011).

Research trend based on gender of the teachers. None the less 23% studies were found which depicted the influence of gender on Teacher Effectiveness. *However, the results found from the studies were very much*

conflicting and ambiguous. Some studies (7.81%) found female teachers to be significantly more effective than the male teachers (e.g. Bandele & Oluwatayo, 2014; Bhagat, 2015; Muralidharan & Sheth, 2013; Rajammal & Muthumanickam, 2012). Few researchers (3.91%) found male teachers to be significantly more effective than their female counterparts (e.g. Akiri & Ugborugbo, 2008; Hussain, Khan, Shah, & Sibtain, 2011; Pama, Dulla, & Leon, 2013; Potvin, Hazari, Tai, & Sadler, 2009; Sharma, 2012). Insignificant differences (10.16%) in Teacher Effectiveness between the male and female teachers were also found by some studies (e.g. Akinmusire, 2014; Chowdhury, 2014; Islahi & Nasreen, 2013; Kumari & Padhi, 2014; Malik & Malik, 2014).

Research trend based on academic disciplines of the teachers. Near about 10% studies were found where the differences in Teacher Effectiveness were investigated with respect to their academic disciplines or their subjects of teaching (e.g. Arts, Humanities, Science, Commerce etc). *However, results found from the studies were contradictory and without uniformity or consistency.* Statistically significant difference in Teacher Effectiveness were found by Parikh, (2012) with respect to the academic disciplines of the teachers while a study, Pama, Dulla, & Leon (2013) found insignificant difference in Teacher Effectiveness with respect to academic disciplines of the teachers. In a study, Berry, O'Bryan, & Cummings (2004) found that Business & Commerce educators generally were less effective, while Yeboah-Appiagyei, Joseph, & Fentim, (2014) found that Accountancy and Commerce teachers were very effective.

Table 5
Selected Studies regarding Teacher Effectiveness and Categorical Variables

Categorical variables	Selected Studies
Teachers' academic performance	Orphanos, S. A. (2008)
Training of teachers	Stronge, J. H., Ward, T.J., Tucker, P.D., Hindman, J.L., McColsky, W., & Iioward, B. (2007); Yeboah-Appiagyei, K., Joseph, O., & Fentim, D. B. (2014); Kodero, H. M. N., Misigo, B. L., Owino, E. A., & Simiyu, C. K. (2011)
Teacher qualifications	Liakopoulou, M. (2011); Manu, V., & Yellappa, P. (2013); Palardy, G. J., & Rumberger, R. W. (2008); Tyagi, S. (2013); Omotayo, B. K. (2014); Pama, A. B., Dulla, L. B., & Leon, R. C. D. (2013); Kiadese, A. L. (2011); Manu, V., & Yellappa, P. (2013)
Marital Status of the teachers	Tyagi, S. (2013); Islahi, F., & Nasreen (2013); Rajammal, T. S., & Muthumanickam, R. (2012)
Habitat of the teachers	Malik, U., & Kapoor, S. (2014); Sodhi, B. (2010); Bhullar, K., & Bala, R. (2014); Pachaiyappan, P., & Raj, D. U. (2014); Manu, V., & Yellappa, P. (2013); Parikh, A. D. (2012); Malik, U. & Pramila Malik, P. (2014); Kumari, A., & Padhi, S. K. (2014)
Age of the teachers	Tyagi, S. (2013); Pama, A. B., Dulla, L. B., & Leon, R. C. D. (2013); Rajammal, T. S., & Muthumanickam, R. (2012); Chowdhury, S. R. (2014); Al-Salameh, E. M. J. (2014)
Life satisfaction of teachers	Duckworth, A. L., Quinnb, P. D., & Seligmana, M. E. P. (2009)
Gender of the teachers	Tyagi, S. (2013); Parikh, A. D. (2012); Pama, A. B., Dulla, L. B., & Leon, R. C. D. (2013); Laird, T. F. N., Garver, A. K., & Niskodé, A. S. (2007, June); Wood, T. D. (2012); Islahi, F., & Nasreen (2013); Malik, U. & Malik, P. (2014); Bandele, S. O., & Oluwatayo, J. A. (2014)
Academic disciplines of the teachers	Malikow, M. (2005); Shishavan, H. B., & Sadeghi, K. (2009); Fouche, J. P. (2013); Tyagi, S. (2013); Parikh, A. D. (2012); Pama, A. B., Dulla, L. B., & Leon, R. C. D. (2013)

Teacher Effectiveness and person related variables. In the selected literature, huge variations were noted in the types of person related variables used by the eminent researchers throughout the World including India, to study the nature of Teacher Effectiveness (see Table 6). Researchers were found to be more prone to investigate the relationship of Teacher Effectiveness with some of the person related variables like Teacher Skill (4.68%), Teacher Attitude (6.25%), Teacher Aptitude (7.03%) and Big-five Personality traits (5.47%). Near about 8% of the selected studies were found on Teacher Motivation but only two very comprehensive and

interesting studies were found where as a dependent variable Teacher Effectiveness were evaluated on the basis of Work Motivation as an independent variable. *From the close review of all the studies evaluating Teacher Effectiveness with respect to the person related variables, it was found that Teacher Aptitude, Work Motivation of the teachers and personality traits specially Big-five Personality traits of the teachers were the basic and basis to all person related variables.*

Trends in uses of tools/ scales/ inventories to study Teacher Effectiveness and person related variables. In more than 3% of the selected studies, the researchers used Teacher Aptitude Test (TAT) developed by Gakhar and Rajnish (2009) to assess aptitude of the Indian teachers (e.g. Chandel & Dhiman, 2014; Kanti, 2011; Kaur, Singh, & Sangha, 2014; Seetharaman & Rajasekar, 2013). Near about 5.5% studies evaluated personality traits of the teachers by using the World famous NEO-Five Factor Inventory developed by Costa and McCrae (1992) (e.g. Atta, Ather, & Bano, 2013; Birknerova, Frankovsky, & Zbihlejova, 2013; Ghanbary, Doroudian, & Ghasemi, 2014; Hopper, 2014; Melekeowei, 2014). Within the selected two studies which investigated the relationships between Teacher Effectiveness and Work Motivation, in a research paper Perlman (2013) used a very latest and comprehensive scale namely Work Task Motivation Scale for Teachers (WTMST) developed by Fernet, Senecal, Guay, Marsh, and Dowson (2008). Very significantly, near about 10% of the selected studies which evaluated Teacher Effectiveness of the Indian teachers (mainly secondary school teachers), collected data by Kulsum Teacher Effectiveness Scale (KTES) developed by Dr. (Mrs.) Umme Kulsum (2000) (Bhullar & Bala, 2014; Pachaiyappan & Raj, 2014; Seetharaman & Rajasekar, 2013; Singh & Babita, 2014a).

Table 6
Summary on Studies on Teacher Effectiveness and Person Related Variables

Categorical variables	Selected Studies
Behaviors of the teachers	Harris, N. D., Ingle, W. K., & Rutledge, S. A. (2014)
Teacher Stress	Borkar, U. A. (2013)
Cognitive and non-cognitive teacher skills	Rockoff, J. E., Jacob, B. A., Kane, T. J. & Staiger, D. O. (2009)
Perceived characteristics by teachers	Açikgoz, F. (2005)
Teachers' accuracy	Madsen, K. (2003)
Teacher delivery	Madsen, K. (2003); MacLeod, R. B., & Napoles, J. (2012); Napoles, J., & MacLeod, R. B. (2013)
Perception of the teachers	Orphanos, S. A. (2008); Gao, M., & Liu, Q. (2012)
Teacher effects through training	Farooq, S. M., & Shahzadi, N. (2006)
Knowledge of the teachers	Liakopoulou, M. (2011); Sadler, P. M., Sonnert, G., Coyle, P. H., Smith, H. P. N., & Miller, J. L. (2013); Berry, K., O'Bryan, D., & Cummings, M. (2004)

Teacher Characteristics	Pagani, L., & Seghieri, C. (2002); Kyriakides, L., Campbell, R. J., & Christofidou, E. (2002)
Teacher skill	Walls, R. T., Nardi, A. H., Minden, A. M. V., & Hoffman, N. (2002); Harris, N. D., Ingle, W. K., & Rutledge, S. A. (2014); Rockoff, J. E., Jacob, B. A., Kane, T. J. & Staiger, D. O. (2009); Liakopoulou, M. (2011); Sadler, P. M., Sonnert, G., Coyle, P. H., Smith, H. P. N., & Miller, J. L. (2013); Berry, K., O'Bryan, D., & Cummings, M. (2004)
Levels of emotional maturity	of Malik, U., & Kapoor, S. (2014)
Teacher qualities	Liakopoulou, M. (2011); Sadler, P. M., Sonnert, G., Coyle, P. H., Smith, H. P. N., & Miller, J. L. (2013); Berry, K., O'Bryan, D., & Cummings, M. (2004)
Verbal ability of the teachers	Andrew, M. D., Cobb, C. D., & Giampietro, P. J. (2005)
Teacher attributes	Sachs, S. K. (2004)
Teachers' preparation level	Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009)
Criterion of teachers	Strong, M., Gargani, J., & Hacifazlioglu, O. (2011)
Mental health of the teachers	Goel, S. (2011)
Emotional maturity of the teachers	Bhullar, K., & Bala, R. (2014)
Self-confidence of the teachers	Singh, G., & Babita (2014a)
Burnout of teachers	of Singh, G., & Babita (2014b); Singh, G., & Babita (2014c)
Creativity of the teachers	Kumar, A. G. H., & Awati, R. B. (2012); Toor, K. K. (2014)
Teacher attitude	Palardy, G. J., & Rumberger, R. W. (2008); Sharma, N. (2012); Kanti, K. S. (2011); Kumar, M. R. (2013); Hussainmiya, D. H., & Naik, R. H. (2015); Liakopoulou, M. (2011); Sadler, P. M., Sonnert, G., Coyle, P. H., Smith, H. P. N., & Miller, J. L. (2013); Berry, K., O'Bryan, D., & Cummings, M. (2004)

Emotional Intelligence of the teachers	Bhagat, J. (2015)
Teacher Adjustment	Kumar, S. (2014)
General Intelligence of the teachers	Toor, K. K. (2014)
Leadership behaviors of teachers	Aslam, T. M., Ali, Z., Tatlah, I. A., & Iqbal, M. (2012)
Confidence of the teachers	Hopper, S. B. (2014)
Social intelligence of the teachers	Birknerova, Z., Frankovsky, M., & Zbihlejova, L. (2013)
Factors affecting motivational level of the teachers	Din, M. N. U., Tufail, H., Shereen, S., Nawaz, A., & Shahbaz, A. (2012)
Work motivation of the teachers	Islahi, F. (2010); Perlman, D. J. (2013)
Personality trait of the teachers	Magno, C., & Sembrano, J. (2008); Othman, F. B. (2009); Khodadady, E., & Mirjalili, P. (2012); Hussainmiya, D. H., & Naik, R. H. (2015); Melekeowei, P. D. (2014)
Teacher Aptitude	Kaur, K., Singh, G., & Sangha, S. S. (2014); Chandel, K. S., & Dhiman, R. J. (2014); Kumar, M. R. (2013); Ghatvisave, S. (2012); Manu, V., & Yellappa, P. (2013); Seetharaman, D., & Rajasekar, S. (2013)

Research Gap

From the above systematic review of literature, some knowledge gaps were found – as identified below:

- The researchers and educationists throughout the World, including the Indian researchers were very much inquisitive about the researches on *Teacher Effectiveness and related Characteristics* and no studies were found on the related literature from *West Bengal, India* where the present proposed study was conducted.
- According to Indian and World scenario, though researchers were very much keen to study Teacher Effectiveness and related characteristics of the secondary school teachers, no studies were found from the selected literature which investigated about the *effectiveness of the trained teachers of secondary schools*.
- Though, the Categorical variables identified from Teacher related characteristics like *Gender and Academic disciplines* were mostly studied issues to assess Teacher Effectiveness, according to the recent trend of Educational researches, highly conflicting and contradictory results of this kind of study reinforced the need to study the relationships further on the trained teachers of secondary schools in West Bengal.
- From the rigorous survey of the related literature, further need was felt to study on the relationships between Teacher Effectiveness and the person related variables like *Teacher Aptitude, Work Motivation and Big-five Personality traits of the trained secondary schools teachers of West Bengal*.

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Appendix A
Systematic Review Table

Author Year	& Journal/ Dissertation/ Thesis	Location	Objective	Variable		Nature of Tools Sample	Findings	
				Dependent	Independent			
Bhagat, (2015)	J. International Recognized Double- Blind Peer Reviewed Multidiscipl inary Research Journal	Jammu, India	To analyze the impact of Emotional Intelligen ce on teacher effectiven ess of secondary school teachers	Teacher Effectiven ess	Emotional Intelligence and gender of secondary school teachers	600 (300 Male and 300 the Female) secondary school teachers	Emotional Intelligenc e Inventory and Teacher Effectivene ss Scale (TES) Emotional intelligence and Teacher Effectiveness are dependent on each other and Significant gender differences were found in Teacher Effectiveness of teachers (Females higher than males)	
Hussainmiy a, D. H., & Naik, R. H. (2015)	International Journal of Education and Psychologic al Research	Karnatak of a, India	To analyze the effects of Higher Qualificat ion, Teachers' Personalit y, Teacher's attitude and Teacher Effectiven ess on Academic Achievem ent in Social Science	Teacher Effectiven ess	Higher Qualification , Teachers' Personality, Teacher's attitude and Academic Achievement in Social Science	52 teachers teaching Social Science subject and 156 secondary schools	Introversio n- Extraversio n Inventory developed by Ramanath Kundu, Teacher Attitude Inventoryd eveloped more on by S. P. Ahluwalia & Students Rating of Teaching Effectivene ss Scale by Shashikala Deshpande	The higher qualification teachers with Introversion personality type, Favorable attitude and Ineffective teaching will influence more on academic achievement of students in social science
Mandina, S., Chiheve, H. (2015)	Advances in & Social Sciences Research Journal	Zimbabw e	To find out the perceptio ns of teachers and learners of Principles of Accounts at ordinary level in	Teacher Effectiven ess Principles of Accounts	Perceptions of teachers and learners Principles of Accounts	6 teachers and 108 learners of Principles Accounts of Secondary schools and 2 education Inspector	Questionna ire, Interview and Observatio n schedules developed And to improve Teacher Effectiveness in teaching the subject	

		secondary schools regarding streaming of learners how such perceptions impact on the teaching and learning of the subject			
Akinmusire, P. A. (2014)	Journal of Nigeria Pristine	To find out the relationship between Teachers' Effectiveness and Gender and Student's Academic Achievement in English Language	Teachers' Gender and student's academic achievement in English language	14 English teachers and 280 students in senior secondary schools	Teaching Observation Scale (TOS) and English Reading and Comprehension Achievement Test (ERECAT) in English Language
Al-Salameh, E. M. (2014)	Journal of Jordan Applied Psychology	To investigate the work motivation of the primary stage teachers in relation to age, type of school, educational qualifications, and gender	Work motivation of the primary school teachers	Age, type of school, educational qualifications and gender of the teachers	312 primary school teachers
Atta, M., Ather, M., & Bano, M. (2013)	International Journal of Business and Social Science	To examine the relationship between personality traits	Emotional intelligence (EI)	Personality traits of the teachers	Male (n = 77) and females (n = 86) University teachers
					Wong and Law Emotional Intelligence Scale (WLEIS) and NEO-SS, positively correlated with extraversion, conscientiousness,

		and emotional intelligence (EI), besides exploring the gender differences				Five Factor openness to Inventory experience (NEO-FFI) and agreeableness, and (1992) negatively with neuroticism
Bandle, S. O., & Oluwatayo, J. A. (2014)	Journal of Nigeria & Emerging Trends in Educational Research and Policy Studies	To investigate self-assessment of Chemistry teachers in secondary schools	Teacher Effectiveness of the teachers	Gender of 103 teachers (male=47, female=56)	86 secondary schools	Teacher female teachers rated their Teacher Effectiveness in Chemistry higher than the males while experience had no significant influence on self-assessment of teaching Effectiveness
Bhullar, K., & Bala, R. (2014)	International Journal of Applied Studies	To find out relationship between Teacher Effectiveness and emotional maturity of secondary school teachers	Teacher Effectiveness	Emotional maturity, Gender habitat of the teachers	160 secondary school teachers	Kulsum Teacher Effectiveness Scale (KTES) by and Kulsum (2000) and Standardized Emotional Maturity Scale Significant difference in Teacher Effectiveness by and emotional maturity with respect to Gender but insignificant difference with respect to habitat of the teachers. Female teachers more effective than male teachers
Chandel, S., Dhiman, R. J. (2014)	Academic & Discourse: An International Journal	Himachal Pradesh, India To find out Teacher Aptitude of prospective teachers towards teaching	Teacher Aptitude	Gender of 100 male and 100 female trainees from B.Ed. Colleges	100	Teacher Aptitude Test (TAT) by Gakhar & Rajnish (2009) Male and female prospective teachers differ significantly in their overall Teacher

			profession				Aptitude	
Chowdhury, S. R. (2014)	The Clarion India	Assam, India	To study the difference in Effectiveness of secondary school teachers in relation to their gender, age experience and qualification	Teacher Effectiveness	Gender, age 250 experience and qualification of secondary school teachers	250 teachers (male=140 and female=110) teaching in different secondary schools	Teacher effectiveness scale developed by Dr. Shallen Puri and Prof. S.V. Gakhar published by the National Psychological Corporation	No significant difference in the effectiveness of secondary school teachers in terms of their gender, age, experience and qualification
Ghanbary, F., Doroudian, A. A., Ghasemi, M. H. (2014)	Research Journal of Sports & Sciences	Iran	To examine the relationship between personality characteristics with effectiveness of physical education teachers	Teacher Effectiveness physical education teachers	Big Five Personality Traits	234 physical education teachers	Teacher Effectiveness questionnaire (Costa & McCrae, 1992)	Positive relationship just between extraversion and responsibility of the personality dimensions of physical education teachers
Harris, D., W. K., Rutledge, A. (2014)	N. Ingle, & Research Journal	American Educational Research Journal	To find out the relationship between Teacher Effectiveness ratings by principals and teacher value-Added measures	Teacher Effectiveness	teacher value-Added measures	30 Principals and student teachers of all schools (FCAT) of Florida and District	Florida Comprehensive Assessment Test ratings were positively, but weakly, correlated	Teacher value added measures and principal Test ratings were positively, but weakly, correlated
Hopper, S. B. (2014)	S. thesis submitted for the Degree of Doctor of Philosophy	USA	To explore the relationship of pre-service teacher's	Big Five Personality Traits	teaching confidence, teaching experience	152 pre-service teachers in each group of University of North	Big Five factors of personality (McCrae & Costa, 1996)	Significant correlation between personality traits and Teacher Effectiveness

	of North Texas		self-reported measures of teaching confidence, teaching experience, and the association with the Big Five Personality Traits			Texas	the OCEAN model	and effective teachers' traits of openness, conscientiousness, extraversion, agreeableness, and neuroticism as predictors of confidence and experience
Kaur, (2014)	H. Paripex-Indian Journal of Research	Haryana, India	To find the difference in Teacher Aptitude with respect to gender, academic discipline and habitat	Teacher Aptitude	Gender, academic discipline (Science, Arts/Commerce) habitat of the B.Ed. students	70 B.Ed. student from teacher training & college	The Teaching Aptitude Test Battery (TATB)	Insignificant difference in Teacher Aptitude with respect to gender, academic discipline and habitat
Kaur, Singh & S. S. (2014)	K., Edubeam Multidisciplinary- online Research Journal	Panjab, India	To predict the Teaching Skills on the basis of Teacher Aptitude and Attitude towards Teaching	Teaching Skills	Teacher Aptitude and Attitude towards Teaching	100 Prospective Science Teachers	General Teaching Competence Scale, Teacher Attitude Inventory and TAT (Gakhar & Rajnish, 2009)	Teacher Aptitude and Attitude towards Teaching jointly predicted Skills
Kumar, (2014)	S. IOSR Journal Research & Method in Education	Haryana, India	To find out the Effect of Students' Feedback and Academic Discipline of Teachers on Teacher Adjustment of Secondary School Teachers	Teacher Adjustment	Students' Feedback and Academic Discipline of Teachers	41 (science) and 61 (non-science) Secondary School Teachers	Standardized Teacher Adjustment Inventory (Short Form) (MTAI) and Teacher Effectiveness Scale (TES) developed	Teacher Adjustment was independent of Academic Discipline of Teachers and no significant effect of Students' Feedback on Teacher Adjustment

Kumari, A., & Padhi, S. K. (2014)	International Journal of Advanced Research in Teacher Education, India	To find the difference in Teacher Effectiveness with respect to Gender, habitat of the secondary schools teachers	Teacher Effectiveness	Gender and secondary schools teachers	200 of the secondary school teachers	Teacher Effectiveness Scale	Insignificant difference in Teacher Effectiveness with respect to Gender, and significant difference with respect to habitat of the secondary schools teachers
Malik, U. & Malik, P. (2014)	International Educational E-Journal	To find the difference in Teacher Effectiveness with respect to Gender, habitat of the senior secondary schools teachers	Teacher Effectiveness	Gender and senior secondary schools teachers	600 of the teachers (300 male + 300 female) of various senior secondary schools	Teacher Effectiveness Scale (Mutha & Mutha, 1999)	Insignificant difference in Teacher Effectiveness with respect to Gender, habitat
Malik, U., & Kapoor, S. (2014)	Global Journal of Arts Humanities and Social Sciences	To explore the Teacher Effectiveness of school teachers with different levels of emotional maturity	Teacher Effectiveness	Levels of emotional maturity, gender and habitat of the teachers	300 (150 male and 150 female) of the teachers	Teacher Effectiveness Scale and Emotional Maturity Scale	Significant difference found in Teacher Effectiveness with respect to different levels of emotional maturity gender and habitat wise
Melekewei, P. D. (2014)	International Journal of Research Development	To investigate the five personality model as correlates of Teacher Effectiveness in secondary schools	Teacher Effectiveness	Big Five Personality Traits of secondary school teachers	574 Junior Secondary School teachers	Teacher Effectiveness Questionnaire (Costa & McCrae, 1992)	Teacher personality, as a factor that impact positively on Teacher Effectiveness of Secondary School teachers, Teacher Effectiveness had significant negative

							correlation with Neuroticism and significant positive correlation with Openness
Omotayo, B. (2014)	Journal of Nigeria K. Empirical Studies	To investigate the relationship that exists between teachers' characteristics (qualification, years of experience) and students' performance level in Senior Secondary School Financial Accounting	Performan Teachers' 200 Senior Secondary students	Secondary (qualification, years of experience)	200 Senior Secondary students	Qualificati on Experience Questionnaire (TQEQ) and Financial Accounting Achievement Test (FAAT)	A positive relationship and exists between teachers' characteristic s (Qualificatio n and Experience) performance level of the students in Financial Accounting
Pachaiyappan, P., & Raj, D. (2014)	IOSR Journal of Research & Method in Education	Tamilnad u, India To assess the Teacher Effectiveness of secondary and higher secondary school teachers	Teacher Effectiveness	Type of school, gender, habitat, experience, academic disciplines of the teachers	of 69 Secondary and Higher secondary school teachers	KTES (Kulsum, 2000)	Significant difference in Teacher Effectiveness with respect to habitat, academic disciplines and teaching experience but insignificant difference with respect to gender
Singh, G., & Babita (2014a)	International Punjab, India E-Journal	To predict burnout of rural female secondary school teachers	Burnout of female secondary school teachers	Teacher Effectiveness and self-confidence	300 rural Government Secondary Schools	Burnout of inventory (Form Ed), KTES (Kulsum, 2000) and Self-	Significant negative relationship of both Teacher Effectiveness and self-

		on the basis of Teacher Effectiveness and self-confidence		Punjab	Confidence Inventory (ASCI)	confidence with burnout of rural female secondary school teachers	
Singh, G., & Babita (2014b)	Multidisciplinary Journal e-India	Punjab, India	To predict burnout of female secondary school teachers on the basis of Teacher Effectiveness and self-confidence	Burnout of female secondary school teachers and self-confidence	300 female teachers of Government Secondary Schools of Punjab	Burnout inventory (Form Ed), KTES (Kulsum, and Self-Confidence Inventory (ASCI))	Significant negative relationship of both Teacher Effectiveness and self-confidence with burnout of female secondary school teachers
Singh, G., & Babita (2014c)	Multidisciplinary-Online research journal	Punjab, India	To predict burnout of male secondary school teachers on the basis of Teacher Effectiveness and self-confidence	Burnout of male secondary school teachers and self-confidence	300 male teachers of Government Secondary Schools of Punjab	Burnout inventory (Form Ed), KTES (Kulsum, and Self-Confidence Inventory (ASCI))	Significant negative relationship of both Teacher Effectiveness and self-confidence with burnout of male secondary school teachers
Toor, K. K. (2014)	MIER Journal of Educational Studies	Punjab, India	To study Teacher Effectiveness, general intelligence and creativity of secondary school teachers in relation to gender	Teacher Effectiveness, general intelligence and creativity of secondary school teachers	850 secondary school teachers from 172 schools of 9 th & 10 th grade	Teacher Effectiveness Scale by Kumar and Mutha (1999), The Standard Progressive Matrices (SPM)	Insignificant difference in Teacher Effectiveness with respect to gender
Yeboah-Appiagyeyi, K., O., & Fentim, D.	International Journal of Research & Social Sciences	Ghana	To examine the effects of professional accounting	Academic performance of professional accountants of financial record	29 teachers from the 7 senior high schools and financial record	Questionnaire developed by sound professional training and	Teachers who possess sound professional training and

B. (2014)		al students	accounting teachers	collected about their students		qualification are well-equipped with the requisite competencies that enable them to promote effective teaching and learning in financial accounting	
Bett, W. K., Onyango, M., Bantu, E. (2013)	International Kenya Journal of Advance Research	To find out role of teacher motivation on student's examination performance at secondary school	Student's examination performance	Teacher motivation	104 students and 13 principals of secondary school	Questionnaires developed	Motivation of teachers increase students' performance in examination
Birknerova, Z., Frankovsky, M., Zbihlejova, L. (2013)	American International Journal of Contemporary Research	Slovakia To find out relationships between Social intelligence factors and personality traits of the teachers	Social intelligence factors	Personality traits of the teachers	552 elementary school teachers	Tromso Social Intelligence Scale and NEO-FFI (Costa & McCrae, 1992)	Social intelligence factors are connected to the personality traits of these teachers
Borkar, U. A. (2013)	International Journal of Humanities and Social Science Invention	Maharashtra, India To study the effectiveness of Secondary School Teachers in Relation to Teacher Stress	Effectiveness of Secondary School Teachers	Teacher Stress	1000 Secondary School teachers	Teacher Effectiveness Scale by Kumar Mutha and Teacher Stress Inventory developed	Teacher Stress was negatively correlated with Teacher Effectiveness and Teacher Stress also varied gender wise
Donaldson, M. L. (2013)	Educational Administration Quarterly	USA How principals hire, assign,	Teacher Effectiveness	Principals' hiring, assigning, evaluating,	30 principals of elementary	Semi structured interviews, interview	Principals tended to nominate hiring and

		evaluate, and provide growth opportunities to teachers likely have major ramifications for Teacher Effectiveness and student learning	and providing growth opportunities to teachers	and secondary schools	transcripts, professional I used development thematic summaries, categorical matrices, and analytical memos	
Fouche, P. (2013)	J. International South of Africa Education Science	To analyze the skills required from entry level accountants and to formulate what are seen as effective teaching methodologies in commerce	Teacher Effectiveness in Commerce	Skills in commerce teaching	and 177 students in first-year Financial Accounting class	Questionnaire developed Commerce teachers still focus on subject content and teaching methodologies mainly content driven, although various elements of effective teaching methodologies are present
Gupta, & Gehlawat, M. (2013)	Educationia Haryana, Confab India	To compare the job satisfaction and motivation of secondary school teachers with respect to some demographic variables	Job satisfaction and work motivation	Gender, type of schools, teaching experience and educational qualifications of secondary school teachers	400 secondary school teachers	Personal Data Sheet, Job Satisfaction Scale (JSS), Employees Motivation Schedule (EMS) No significant difference was found in the job satisfaction and work motivation with respect to gender and significant differences with respect to type of schools, teaching experience and educational qualifications

Hoque, K.E., Razak, A.Z.A., Zohora, M.F., Islam, R. (2013)	Journal of Malaysia Sociological Research	To find the impact of teacher-gender on primary student achievement	Student achievement	Impact of primary teachers' gender	of 30 teachers and 604 students of primary school	Questionnaire developed	Insignificant gender difference found in student achievement	
Islahi, F., & Nasreen (2013)	Universal Journal of Educational Research	Uttar Pradesh, India	To discuss the effectiveness of male and female teachers in relation to demographic factors	Teacher Effectiveness	Demographic factors like gender, marital status, training, location and medium of instruction	245 male and 237 female Secondary school teachers developed	Self-rating Teacher Effectiveness Scale (TES) exhibited significantly different effectiveness however variations were noticed with respect to different demographic factors	
Kalita, A., & Saha, K. (2013)	PARIPEX- Indian Journal of Research,	Assam, India	To study the effectiveness of teachers teaching English in the secondary schools	Teacher Effectiveness	Gender level effectiveness of teachers	and 70 English teachers, 40 female and 30 male teachers from 20 schools	Questionnaire adopted the effectiveness but the mean effectiveness score of male teachers was found to be slightly higher than the female teachers	
Kaur, N. (2013)	International Journal of Education Methodology	Punjab, India	To compare the effect of multimedia approach and the conventional teaching in terms of pupils achievement in Arts	Teaching Arts by multimedia approach	Teaching Arts by conventional method	50 students were boys and 50 were girls of 9 th grade	Intelligence Test and Lesson plan based on Multimedia on two topics arts were prepared and used by the conventional investigator	Significant difference found and achievement of the pupils teaching Arts by multimedia approach higher than that of conventional method
Kumar, M. (2013)	Doctoral Research	Andhra Pradesh	To study the impact of gender on primary student achievement	Teacher Effectiveness	Gender	250 men & 250 women	Significant difference found in student achievement	

R. (2013)	dissertation submitted in Education, Acharya Nagarjuna University Nagarjuna Nagar, Andhra Pradesh, India.	Pradesh, the Teacher Effectiveness, Teacher Aptitude and attitude towards teaching Mathematics of prospective Mathematics teachers	the Teacher Effectiveness, Teacher Aptitude and attitude towards teaching Mathematics of prospective Mathematics teachers	Effectiveness of prospective Mathematics teachers	Teacher Aptitude towards prospective Mathematics teachers	250 women prospective teachers	Effectiveness, Teacher Aptitude and attitude towards teaching scale developed	gender difference in Teacher Effectiveness (females higher than males) and significant association among Teacher Effectiveness, Teacher Aptitude
Lemon, N., & Garvis, S. (2013)	Australian Journal of Teacher Education	Australia To find out the role of effective arts teachers in a primary school	To find out the role of effective arts teachers in a primary school	Teacher Effectiveness of service Teachers of primary teachers	Perceptions of pre-service Teachers of primary teachers	85 pre-service teachers of Victorian primary university, 121 pre-service Teachers of Queensland university	Questionnaire developed	Findings provide perceptions about the role of artists in schools, visiting arts galleries, current arts engagement in their own lives and confidence levels to teach the arts
Manu, V. & Yellappa, P. (2013)	International Indexed & Refereed Research Journal	Karnataka, India To compare Teacher Effectiveness of Secondary School Teachers according to their Aptitude, Gender, Qualification, Locality, Discipline, Length of Service, Type of School, Type of	To compare Teacher Effectiveness of Secondary School Teachers according to their Aptitude, Gender, Qualification, Locality, Discipline, Length of Service, Type of School, Type of	Teacher Effectiveness of Secondary School Teachers according to their Aptitude, Gender, Qualification, Locality, Discipline, Length of Service, Type of School, Type of	Teacher Aptitude, Gender, Qualification, Discipline, Length of Service, Type of School, Type of Management of teachers	920 de, secondary school teachers from the state of Karnataka	KTES (Kulsum, 2000) Teaching Aptitude of Test Battery and General information schedule	Teacher Effectiveness correlated with Teacher Aptitude of the teacher and type of Management have greater influence on Teacher Effectiveness of secondary School Teachers and Female teachers more effective than males

		Managem ent						
Muralidhara NBER n, K., & Working Sheth, K. Paper (2013) 19341	Andhra Pradesh, No. India	To find Teacher the difference in Teacher Effectiven ess with respect to Gender	Gender of Data the primary schools teachers	of five years on students, teachers, and households of 500 governmen t-run primary schools (grades 1 through 5)	Teacher Effectivene ss Scale developed more effective overall			
Napoles, J., Journal & Research in MacLeod, Music R. B. (2013) Education	of USA	To examine how teacher delivery and student progress influence d pre- service teachers' perceptio ns of overall Teacher Effectiven ess	Pre- service teachers' perception s of overall Teacher Effectiven ess	Teacher delivery and student progress of Teacher Effectiven ess	6 Experience & 75 pre-service teachers	Video tape and questionnai re developed	Positive correlation between perceptions of teacher delivery and student progress and teacher delivery best predicted the perceptions of overall Teacher Effectiveness	
Okolocha, Journal C. C., & Education Onyeneke, and Practice E. N. (2013)	of Nigeria	To study Teacher the difference secondary school principals , perceptio n of business studies teachers' Teacher Effectiven ess	Teacher Effectiven ess	Principals' perception of business studies teachers	261 public secondary school principals	Questionna ire developed	Business studies teachers ineffective in time & classroom management, lesson note preparation, delivery for optimal achievement of instructional goals, improved students' academic achievement s and consequently employabilit y	

<p>Onyekuru, B. U., & Ibegbunam, J. O. (2013) <i>Advances in Nigeria Applied Science Research</i></p>	<p>To investigate Teacher Effectiveness of secondary school teachers with respect to teaching experience and teachers' qualifications and gender</p>	<p>Teacher Effectiveness</p>	<p>Teaching experience and teachers' qualifications and gender</p>	<p>80 secondary school teachers from 8 schools</p>	<p>Teacher Effectiveness Checklist</p>	<p>Teaching experience and teachers' qualifications had a significant influence on Teacher Effectiveness of the secondary school teachers while gender had no significant influence</p>
<p>Pama, B., Dulla, L. B., & Leon, R. C. D. (2013) <i>Catalyst</i></p>	<p>Philippines To examine the difference in Teacher Effectiveness with respect to gender, age, highest educational degree, length of service, academic rank and discipline</p>	<p>Teacher Effectiveness</p>	<p>Gender, age, highest educational degree, length of service, academic discipline and student's evaluation of teaching</p>	<p>127 faculty members and 3,810 of students of Western Visayas College of Science and Technology</p>	<p>The Qualitative Contribution Evaluation (QCE)</p>	<p>Teacher Effectiveness yielded statistical difference between gender, length of service, academic discipline and rank, but no statistical differences were found between age and highest educational degree (male teachers more effective than females)</p>
<p>Perlman, D. J. (2013) <i>Journal of Research, Policy & Practice of Teachers & Teacher Education</i></p>	<p>of Australia To examine if there were differences between elements of effective teaching based on pre-service teachers</p>	<p>Teacher Effectiveness</p>	<p>Teachers motivation toward teaching</p>	<p>68 (Male=44; Female=24) undergraduate Physical and Health Education secondary school pre-service teachers</p>	<p>Work Tasks Motivation Scale for Teachers by Fernet, Senécal, Marsh and Dowson, (2008) and Professiona</p>	<p>Motivation was associated with elements of effective teaching</p>

		(PTs)					Teaching Standards Report (PTSR)	
Sadler, P. M., Sonnert, G., Coyle, P. H., Smith, H. P. N., & Miller, J. L. (2013)	American Educational Research Journal	USA	To examine the relationship between teacher knowledge and student learning	Student learning	Teacher knowledge	9,556 students of 181 middle school physical science teachers	MCQ type A form of Standardized questionnaire developed by the investigator	A form of pedagogical content knowledge, is an additional measure of science teacher competence.
Seetharaman, D., & Rajasekar, S. (2013)	International Journal of Educational Research (IJTER)	Tamilnadu, India	To study the nature of relationship between Teacher Effectiveness and Teacher Aptitude	Teacher Effectiveness	Teacher Aptitude	820 B.Ed. Student teachers	KTES (Kulsum, 2000) TAT (Gakhar & Rajnish, 2009)	Teacher Effectiveness and Teacher Aptitude & significantly positively correlated
Tyagi, (2013)	S. International Journal of Engineering and Innovative Technology (IJEIT)	U. India	To deal with Teacher Effectiveness of secondary school teachers and their relation with demographic characteristics of secondary school teachers	Teacher Effectiveness of secondary school teachers	Demographic characteristics i.e. gender, social background, marital status, teaching subjects, age, qualification and school teaching experience of secondary school teachers	100 secondary school teachers	Questionnaire developed	The demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) influenced on different dimensions of their Teacher Effectiveness
Zaidi, N. R., Wajid, A., Zaidi, F. B., Zaidi, G. B., & Zaidi, M. T. (2013)	African Journal of Business Management	Lahore, Pakistan	To investigate the relationship between the big five personality traits and work engagement	The Big Five Personality Traits	Big Work engagement	399 teachers, 237 male and 161 female University teachers	Big Five Inventory (BFI) and Utrecht Work Engagement Scale (UWES)	Extraversion, agreeableness, conscientiousness, and openness to experience were found to be positively related to work

		nt among public sector University teachers					engagement. Neuroticism was negatively related to work engagement.
Arif, M. I., International Punjab, Rashid, A., Journal of Pakistan Tahira, S. Humanities S., & Social Akhter, M. Science (2012)	To measure and compare the Big Five Personality Traits of prospective teachers	Personality traits	Gender of 100 B.Ed students (60 Female & 40 Male) from 4 Universities	Big Five inventory (BFI)			Openness personality trait of prospective teachers is more dominant as compared to remaining four big personality traits and females got greater score than males.
Aslam, T. International Lahore, M., Ali, Z., Journal of Pakistan Tatlah, I. Physical and A., & Iqbal, Social M. (2012)	To find out the relationship between Personality characteristics and leadership behaviors of the teachers	Personality characteristics	leadership behaviors of the teachers	75 male and 75 female teachers of Govt. Secondary school	Goldberg's IPIP-NEO inventory and Leadership Questionnaire		Significant relationship between Personality characteristics and leadership behaviors of the teachers and extraversion, agreeableness, conscientiousness are related with both people and task oriented leadership styles
Atta, M. A., Gomal & Jamil, A. University (2012) Journal of Research	To compare the performance of subject specialist regarding Teacher Effectiveness	Performance of the subject specialists	Effects of the selection procedure of the subject specialists	12 Principles, 12 Male teachers, 48 colleague teachers and secondary students.	A five points Likert type rating scale developed to collect the data regarding performance of subject specialists		Performance of the properly selected subject specialists was better than others regarding Teacher Effectiveness
Bezold, R. A. (2012) Doctoral dissertation submitted to	To explore and	Teacher Effectiveness	student perceptions of effective	103 students of mid-level	Questionnaire developed		Providing clear standards,

	University of Missouri		describe student perceptions of effective teaching in the classroom	teaching	agricultural communications course		constant feedback, Scaffold the learning process, Encouraging strategic and meta-cognitive thinking were deemed as the most important teaching behaviors as perceived by the respondents
Chugh, (2012)	D. Researching Reality Internship	Haryana, India	To compare Teacher Aptitude according to gender	Teacher Aptitude	Gender of 275 students teachers	The students of elementary teacher education	No statistically significant difference was found in the Teacher Aptitude of male and female student teacher
Din, M. N. U., H., S., A., & Shahbaz, A. (2012)	Interdisciplinary Journal of Contemporary Research in Business	Pakistan	To examine the factors affecting motivational level of teachers at secondary school level	Motivational level of teachers	Factors affecting motivational level of teachers	20 male and 20 female secondary school teachers	Rewards and incentives, self confidence, economic status of teacher and financial incentive more affect the performance of teachers, while socio-status of the teacher, examination stress and teaching as first Choice of the teacher less affect the performance of teachers
Gao, M., & Liu, Q. (2012)	Journal of International	USA	To explore representative	Personality traits of effective	American and Chinese Secondary	80 American and 75 teachers	Narrations of the teachers possess or

	Society for Teacher Education		d in the teachers narratives of American and Chinese Secondary pre-service teachers	pre-service teachers' Perceptions	Chinese Secondary pre-service teachers		demonstrate adaptability, enthusiasm, fairness, high expectations, good humor, patience, and responsibility, and they are agreeable, caring, friendly, honest, and respectful
Ghatvisave, S. (2012)	Global Online Electronic International Interdisciplinary Research Journal (GOEIRJ)	Mumbai, India	To find the relation between Teacher Effectiveness and teaching aptitude	Teacher Effectiveness	Gender, Teacher Aptitude	300 secondary school teachers	Teachers Effectiveness Test (TET) by Pramod kumar and D.N. Muttha and Teaching Aptitude Test (TAT) by Jai Parkas and R. P. Srivastava
Hein, V., Ries, F., Pires, F., Caune, A., Emeljanovas, A., Ekler, J. H., & Valantiniene, I. (2012)	Journal of Europe Sports Science and Medicine	of Europe	To investigate how teachers' motivation to teach is related to different teaching styles in physical education	Teachers' motivation to teach	Effect Country difference	of 176 physical education teachers from five European countries	Teachers' motivation to teach, using more productive teaching styles by Roth, Assor, Kanat-Maymon, and Kaplan (2007) & among students and styles was a country estimated difference by teachers' self-reported data
Khodadady, E., & Mirjalili, P. (2012)	Continental Iran Journal of Education Research	Iran	To find the relationships between Characteri	Teacher Effectiveness of English Language Teachers	Personality traits of the Teachers	1260 learners and 118 English teachers	Persian version of English teachers' characteristics of Effective English
							Effective teachers' s- Rapport, Fairness,

		stics of Effective English Language Teachers and teachers' Personality traits			Language Qualification Teachers and (CEELT) Facilitation and NEO- correlated FFI (Costa significantly & McCrae, with the four 1992) dimensions of teachers' personality, i.e., Conscientiousness, Extraversion, Neuroticism, and Openness
Kumar, A. G. H., & Awati, R. B. (2012)	International Karnataka & a, India Referred Research Journal	To study the Teacher Effectiveness of women student teachers in relation to their creativity	Teacher Effectiveness of 500 female student teachers of Karnataka	Creativity of 2000) and Creativity test (verbal and Non verbal)	Creativity of the teachers significantly positively correlated with Teacher Effectiveness
Lenka, S. K., & R. (2012)	Academic Research International India	To investigate the relationship of frustration and motivation of secondary school teachers and leadership behavior of their heads	Leadership Frustration and work motivation of secondary school teachers	80 teachers and 20 heads of secondary school	Frustration Scale (RFS), Work Motivation Questionnaire of leadership behavior of heads and frustration of secondary school teachers and significant positive relationship between representation of leadership behavior of heads and frustration of secondary school teachers and significant positive relationship between work motivation of secondary school teachers and leadership behavior of their heads.
MacLeod, R. B., & Napoles, J. (2012)	Journal of USA Music Teacher Education	To examine pre-service teachers'	Teacher Effectiveness delivery	75 Music A University students and 4 male and 4 females	stimulus Video and Questionnaires Teacher delivery was the best predictor of perceptions

			perceptions of Teacher Effectiveness			female teachers	developed	of Teacher Effectiveness
Nompula, Y. (2012)	South African Journal of Education	South Africa	To optimize the limited teaching time, generally allocated to each art subject in schools, by developing a pedagogical strategy for its successful implementation	pedagogical strategy of Effective Arts Education	Teaching time	36 Creative Arts teachers and 1,052 learners of Grades 7–9	documentary analyses, interviews, and student discussions	Integrate theory with practice within one art subject by teaching theoretical work in the context of practical work, thus optimizing the limited time allocated to arts and culture education in school timetables
Owoyemi, T. E., & Adesoji, F. A. (2012)	British Journal of Social Sciences	Nigeria	To establish specific criteria by which effective teaching can be evaluated	Teacher Effectiveness	students' evaluation of Teacher Effectiveness	2988 Senior Secondary Chemistry Students	Students' Evaluation of Teacher Effectiveness Scale	Students regard teacher-student interaction as the most important Teacher Effectiveness factor, while giving assignment is the least important
Parikh, D. (2012)	International Indexed Referred Research Journal	Gujarat, India	to study the difference in Teacher Effectiveness of teacher trainees of North Gujarat with respect to their Gender, Habitat and	Teacher Effectiveness	Gender Habitat Academic disciplines (Arts & Science) of the teachers trainees	, 94 teachers and trainees North Gujarat	Questionnaire developed	Significant difference in Teacher Effectiveness with respect to their Gender (Female higher than male) and Academic disciplines (Arts higher than Science) but insignificant in Habitat

		Academic discipline s					
Rajammal, T. S., & Muthumani ckam, R. (2012)	International Journal of Current Research	Tamilnadu, India	To study the effectiveness of school teachers with respect to gender, place of school, level of teaching, marital status, age, type of managem ent, years of experienc e and monthly income of teachers	Teacher Effectiveness	Gender, place of school, marital status, age, and type of management, school experience and monthly income of teachers	900 school teachers of primary high school and secondary school in Chennai and Thiruvallur Districts of Tamilnadu	Teacher Effectiveness of school teachers' constructed and standardized by Mutha teaching and insignificant in marital status, age, type of management, years of experience and monthly income of teachers
Saeed, A., & Muneer, R. (2012)	Interdisciplinary Journal of Contemporary Research in Business	Karachi, Pakistan	To evaluate the work of male and female secondary school teachers in Karachi	Work motivation of the secondary school teachers	Gender the secondary school teachers	of 300 (74 Male & 226 Female) secondary school teachers	(74 questionnaire & re designed teachers were found to be more motivated to their work than male teachers
Sharma, N. (2012)	Journal of Department of Educational Studies, Delhi	of Delhi, India	To study the relationship of Teacher Effectiveness with their adjustmen t and attitude towards teaching of secondary school teachers	Teacher Effectiveness	Gender, adjustment and attitude towards teaching of secondary school teachers	1000 secondary school teachers	Teaching Effectiveness Scale developed more effective than female teachers

Wood, T. D. (2012)	International USA Electronic Journal of Elementary Education	To examine teacher perceptio ns of gender- based differenc s among elementar y school Teacher Effectiven ess	Teacher Effectiven ess	Perceptions of Elementary teachers of gender-based differences	215 Elementary teachers	Online survey	Elementary teachers perceive differences gender wise, male elementary teachers were perceived more negatively than female colleagues, a vast majority feel that more male elementary teachers needed in the elementary schools
Azih, N., & Nwosu, B. O. (2011)	Current Nigeria Research of Social Sciences	To investigat e the effects of instructio nal scaffold ing on the achievem ent of male and female students in financial accountin g	Achievem ent of male and female students in financial accounting	Effects of instructional scaffolding	of 163 students of financial accounting	Financial of accounting achievement test	Instructional scaffolding method was superior to the conventional method in improving the achievement of male and female students in financial accounting and gender had no significant interaction with teaching approach on students mean achievement
Gentry, M., Steenbergen-Hu, S., & Choi, B. (2011)	Gifted Child USA Quarterly	To identify most exemplar y and talented teachers by from their Student	Teacher Effectiven ess	Students' perceptions of Teacher Effectiveness	3,744 students and 404 elementary and secondary schools	My Class Activities (MCA) and Student Perceptions of Classroom Quality (SPOCQ)	Only 18 teachers identify most exemplary and talented teachers from 404 teachers

			Perceptions				developed	
George, L., Canadian & Sabapathy, T. (2011)	Social Science	Karnataka, India	To find the importance of organizational commitment in work motivation of the teachers	Work organization of the commitment of teachers	450 degree college teachers city	Work Motivation Questionnaire and Organizational Commitment Scale adapted	A positive relationship and work motivation and organizational Scale commitment of degree college teachers	
Goel, (2011)	S. Doctoral dissertation submitted to the Department of Education and Community Service, Punjabi University, Patiala	Punjab, India	to examine Teacher Effectiveness of school teachers in relation to their job satisfaction, personality and mental health	Teacher Effectiveness of school teachers in relation to their job satisfaction, personality and mental health	600 Government school teachers Punjab	KTES (Kulsum, 2000), Job Satisfaction Scale, Personality Inventory and Mental Health Check list	Teacher Effectiveness related to Job satisfaction, personality and mental health of the teachers	
Hussain, L., Khan, A. N., & Sibtain, M. (2011)	Interdisciplinary Journal of Contemporary Research in Business	Pakistan	To study the effectiveness of Male and female teacher as perceived by their students	Teacher Effectiveness of Male and female teacher as perceived by their students	Gender and students' perception about effectiveness	80 students of Business school developed	Teacher Effectiveness Scale significantly higher than female	
Kanti, K. (2011)	S. Doctoral dissertation submitted in Education, Acharya Nagarjuna University, Andhra Pradesh, India	Andhra Pradesh, India	To study the values of prospective teachers in relation to teacher attitude and Teacher Aptitude	Values of the prospective teachers in relation to teacher attitude and Teacher Aptitude	Teacher attitude and Teacher Aptitude	650 prospective secondary school teachers	Teacher values inventory, Teacher attitude inventory and TAT (Gakhar & Rajnish, 2009)	They differ significantly in their levels of Teacher Aptitude and females had higher Teacher Aptitude than males
Khurshid, F. (2011)	British Journal of Humanities and Social	Pakistan	To explore the personality	Big Five Personality Traits	Gender and Institution management types	300 from the public and 300 from the	Mini Marker Set (MMS) used to	Public sector teachers high in Openness, Conscientious

Sciences	y's Big Five Factors of the University teachers	University teachers	private sector universities which 278 were men and 322 were women	measure the personality of teachers 278 men and 322 women	ness and Neuroticism, while private sector teachers high on Agreeableness and Extraversion. Men have higher Extraversion while women high Agreeableness	
Kiadese, A. L. (2011)	International Journal of Vocational and Technical Education Nigeria	To investigate the Effectiveness of pre-vocational subject teachers with respect to gender and qualification	Teacher Effectiveness of the pre-vocational subject teachers	gender and 205 pre-vocational subject teachers from 50 secondary schools	Teaching Effectiveness Scale (TES) developed	Insignificant Teacher Effectiveness of pre-vocational subject teachers with respect to gender and qualification
Kodero, M. N., Misigo, B. L., Owino, E. A., & Simiyu, C. K. (2011)	SAGE Open Kenya	To examine the salient characteristics of trained ineffective teachers in secondary schools	Ineffective Teachers' Beliefs	80 secondary students, 40 female teachers and 40 male teachers	A biographic Participant s' opinions collected.	20 salient characteristics of trained and ineffective teachers in secondary schools
Konstantopoulos, S., & Chung, V. (2011)	American Educational Research Journal USA	To find out the persistence of teacher effects in elementary grades	Teacher Effectiveness of elementary grades	Student achievement 11,500 elementary students participated 4 years from kindergarten through Class 3	Stanford Achievement Test (SAT)	teachers affect student achievement positively in the elementary education and teacher effects persist though the Class 6

<p>Liakopoulou, M. (2011)</p> <p>International Journal of Humanities and Social Science</p>	<p>To systematically record the qualifications, qualities, attitudes, skills and knowledge contribute to Teacher Effectiveness</p> <p>Teacher Effectiveness</p> <p>727</p> <p>qualities, attitudes, skills and knowledge of the teachers</p>	<p>A six-point Likert scale and open-ended questions</p> <p>Most effective teachers associated their effectiveness at work with both personal and didactic and pedagogical skills, as well as pedagogical knowledge</p>
<p>Patrick, C. L. (2011)</p> <p>Assessment & Evaluation in Higher Education</p>	<p>To examine whether the Big Five personality traits and expected student grades relate to student evaluations of teachers</p> <p>Student evaluation of Big teachers expected student grades</p> <p>Big Five Personality Traits and students</p> <p>176</p> <p>University and students</p>	<p>Big Five Inventory (BFI)</p> <p>Extraversion, openness, agreeableness and conscientiousness were found to be personality traits favored in instructors, whereas neuroticism was not</p>
<p>Stronge, J. H., T. J., & Grant, L. G. (2011)</p> <p>Journal of Teacher Education</p>	<p>To study the connection between Teacher Effectiveness and Student Achievement</p> <p>Teacher Effectiveness</p> <p>Student Achievement</p> <p>307 fifth-grade teachers and records of more than 4,600 fifth-grade students</p>	<p>Students' Achievement test & Teacher Effectiveness</p> <p>Students' Achievement test & Teacher Effectiveness</p> <p>Students' Achievement test & Teacher Effectiveness</p>
<p>Strong, M., Gargani, J., & Hacifazlioglu, O. (2011)</p> <p>Journal of Teacher Education</p>	<p>To determine which criteria are most predictive of Teacher Effectiveness and whether the judges can correctly</p> <p>Teacher Effectiveness</p> <p>Criterion of 100 Teachers</p> <p>100 Judges & Teachers</p>	<p>Video tape of teaching and questionnaire developed</p> <p>Judges, no matter how experienced, are unable to identify successful teachers and certain cognitive Operations can predict effective teachers</p>

			rate effective teachers				
Islahi, (2010)	F. Doctoral dissertation submitted in India Education, Department of Education, Aligarh Muslim University, Aligarh, India.	Uttar Pradesh, India	To study the Teacher Effectiveness with respect to different demographic factors viz., and the relationship between the teaching effectiveness of secondary school teachers and their work motivation	Teacher Effectiveness of training, medium of instruction, marital status and motivation of secondary school teachers	Gender, location, of training, medium of instruction, marital status and work motivation of secondary school teachers	482 teachers was taken from various secondary schools of Uttar Pradesh	Teacher Effectiveness scale developed and Work Effectiveness scale adapted to gender, location and medium of Instruction, significant difference with respect to training and marital status and positive significant relationship found between Teacher Effectiveness and work motivation
Jennings, L. DiPrete, T. A. (2010)	J. Sociology & Education	USA	To estimate teacher effects on social and behavioral skills as well as on academic achievement	Social and behavioral skills as well as on academic achievement	Teacher Effectiveness	5,380 children taught by 1,050 teachers in 420 schools from kindergarten through class-3 data from Early Childhood Longitudinal Study (ECLS)	Approaches to Learning Scale, Self-Control Scale, and the Interpersonal Skills Scale and observable characteristics of teachers and the instructional approaches utilized in their classrooms were weak predictors of teacher effects
Lin, R., Jeng, Y., & Huang (2010)	Xie, Y., Journal of Arts and Sciences	Taiwan	To find the difference in teacher	Teacher quality and Teacher Effectiveness	Grade, Teacher Gender, School Type	40 students from 154 industrial vocational	Teacher quality and teaching effectiveness of teacher

			quality and Teacher Effectiveness with respect to "Grade," "Teacher Gender," "School Type" and "School Category,"	ess	and School high schools	ss scale developed	quality and Teacher Effectiveness e.g. Personality, Performance Responsibility, Student problem handling, Teaching strategy, Classroom atmosphere Management but insignificant in total teacher effectiveness perceived by students with respect to gender	
Riti (2010)	Doctoral dissertation submitted to the Department of Education and Community Service, Punjabi University, Patiala	Himachal Pradesh, India	To study Teacher Effectiveness among secondary school teachers in relation to their school organizational climate and Administrative Behaviour of School Heads of Himachal Pradesh	Teacher Effectiveness	Organization Location of the teachers and Administrative Behaviour of School Heads	350 Government Secondary school teachers of Himachal Pradesh	KTES (Kulsum, 2000) and Organizational Climate Description Questionnaire (SOCDQ)	Significant difference in Teacher Effectiveness with respect to Organizational climate, Location of the teachers and Administrative Behaviour of School Heads
Saville, K., Zinn, E., A. R. & Marchuk, K. A. (2010)	Teaching of Psychology	USA	To test the difference between perceptions of Teacher Effectiveness by the students gathered from	Students' perception of Teacher Effectiveness	Teaching brief and detailed Version of Syllabus	97 students (16 men, a 81 women) enrolled in undergraduate psychology courses at James Madison University	Questionnaire developed by the group as possessing more of good teaching and a detailed syllabus might signal	

			brief version and a detailed Version of Syllabus					to students that their teacher is competent and wants them to do well
Schellenbach-Zell, J., & Grasel, C. (2010)	Journal for Germany Educational Research Online	To examine teachers' motivation and its supporting conditions	Teachers' motivation	Supporting conditions of chemistry teaching school teachers	350	Questionnaire developed	Autonomy, competence and relatedness were related to teacher motivation	
Sodhi, (2010)	B. Doctoral dissertation submitted to the Department of Education and Community Service, Punjabi University, Patiala	Punjab, India	To study Teacher Effectiveness among secondary school teachers in relation to their school organizational climate, gender, location, teaching experience and stream (science, social science and languages)	Teacher Effectiveness	Organization al climate, gender, location, teaching experience and stream of the teachers	450 Government secondary school teachers of Punjab	KTES (Kulsum, School Organizational Climate Description Questionnaire (SOCDQ))	Significant difference in Teacher Effectiveness with respect to Organizational climate but insignificant difference with respect to gender, location, teaching experience and stream
Akiri, A., Ugborugbo, N. (2009)	A. Stud & Comm Sci M. Higher	Home State, Delta, Nigeria	To determine the influence of teachers' classroom effectiveness on students academic Performance	Students' academic performance	Teachers' classroom effectiveness	979 Teachers & 48,950 students	Two questionnaires and a rating scale	Effective teachers were found to be produce better performing students
Bartram, B., & C. (2009)	Active Learning in Higher	UK	To identify the extent	Teacher Effectiveness	Students' Views about effective	152 Overseas students	Questionnaire developed	UK and international students

<p>Education</p>	<p>to which difference s in understandings and expectations of effective teaching practice in Overseas students and UK students</p>	<p>teaching</p>	<p>and 116 UK students of University</p>	<p>appear to share broadly similar Views about effective teaching four key areas that underpin student understandings of effective teaching: teaching skills, teacher attributes, staff-student relationships and teacher knowledge</p>
<p>Boyd, D. J., Educational New Grossman, Evaluation York P. L., and Policy Lankford, Analysis H., Loeb, S., & Wyckoff, J. (2009)</p>	<p>To estimate the effects of features of teachers' preparation on teachers' value added to student test score performance.</p>	<p>Teacher Effectiveness</p>	<p>Teachers' preparation level</p>	<p>Approximately 65,000 to 80,000 students in each grade through eighth grades</p>
<p>Duckworth, A. L., Quinn, D., & Seligman, M. E. P. (2009)</p>	<p>The Journal USA of Positive Psychology</p>	<p>Teacher Effectiveness</p>	<p>The optimistic explanatory style, grit, and life satisfaction of teachers</p>	<p>390 novice teachers</p>
				<p>Student data by New York City Department of Education (NYCDOE) and Liberal Arts and Science Test New York (LAST) for City schools the teachers.</p>
				<p>Results indicate variation across preparation of programs in the average effectiveness of the teachers and they are supplying to New York City schools the teachers.</p>
				<p>All three positive traits individually predicted teacher performance and only grit and life satisfaction remained significant predictors</p>

Heck, R. H. (2009)	Journal of USA Educational Administration	To show how increasing Teacher Effectiveness is central to school efforts to improve student outcomes	Teacher Effectiveness	Student Achievement	9,196 elementary students	Stanford Achievement Test (SAT Edition 9).	The effectiveness of successive teachers was related to student achievement and collective teacher effectiveness, as an organizational property of schools
Muller, K., Alliaata, R., & Benninghof, F. (2009)	Educational Management & Administrative Leadership	To examine the motivation that prompts people to enter or leave the teaching profession	Teacher motivation	Motivation of teachers entering the teaching profession	590 Candidates or entering the primary teaching profession and 204 primary teachers taking early retirement	Questionnaires for Motivation s for Entering Teaching and Motivation s for Leaving Teaching designed	The characteristics of the job activities, working conditions and professional image, task, leadership, reward, professional development and social systems were the factors liable for attracting and retaining teachers
Othman, F. B. (2009)	Master's thesis for the degree of Master of Business Administration, University Sains Malaysia	Malaysia To examine the relationship between Personality Trait and Teacher Effectiveness	Teacher Effectiveness	Personality trait of the secondary school teachers	391 permanent teachers from Secondary Schools in Northern Region of Malaysia	of NEO-FFI (Costa & McCrae, 1992) and Teacher Effectiveness inventory developed	Significant & relationship between extrovert, agreeableness and conscientiousness with teaching effectiveness, while the neuroticism and openness have no significant relationship
Potvin, G., Hazari, Z., Tai, R. H., & Sadler, P. M. (2009)	Wiley Periodicals, Science Edition	USA To evaluate high school Teacher	Teacher Effectiveness	Gender of biology, chemistry, and physics college	of 6994 students and 4593 college teachers	Factors Influencing College Science Success	Male college teacher more effective than female teachers

		Effectiveness by their students according to the gender of the teacher	teachers	(FICSS)
Rockoff, J. NBER E., Jacob, Working B. A., Kane, Paper T. J. & Staiger, D. O. (2009)	New York	To study the characteristics of an effective teacher	Teacher Effectiveness and cognitive skills & student test scores	418 Teachers Haberman PreScreene r for teachers, Minnesota Multiphasic Personality Inventory and student Achieveme nt test
Shishavan, H. B., & Sadeghi, K. (2009)	Iran	To characterize the qualities of an effective English language teacher (EELT) as perceived by Iranian English language teachers and learners	Teacher Effectiveness of English language teachers and learners	11 university professors, 18 High school English teachers and 30 teachers working at institutes and 99 university students, 89 pre-university students and 27 English learners from language institutes
Akiri, A., & Ugborugbo, N. M. (2008)	of Nigeria	To examine the influence of gender on the effectiveness of secondary school	Teacher Effectiveness secondary school teachers	Gender of 460 male and 519 female secondary school teachers Teacher Effectiveness Questionnaire I & II

teachers								
Deggs, D. M., Machtmes, K. L., & Johnson, E. (2008)	College Teaching Methods & Styles Journal	USA	To find out the difference in teaching Perspectives with respect to the different academic disciplines of the teachers	Teaching Perspectives	Academic disciplines of the teachers	131 University teachers	The Teaching Perspectives Inventory (TPI)	Significant difference found in teaching Perspectives with respect to the different academic disciplines of the teachers.
Jahangiri, L., Mucciolo, T. (2008)	Journal of Dental Education	New York	To identify the characteristics of effective classroom teachers perceived by current and past students	Teacher Effectiveness	Perceived Teacher Effectiveness of current and past students	156 current medicine, dentistry, and related residency programs and 144 dentists and physicians who had graduated at least three years previously	Open ended Questionnaire developed	Three core categories: personality, process, and performance identified as the characteristics of effective classroom teachers and difference found in the Perceived Teacher Effectiveness of current and past students
Magno, C., & Sembrano, J. (2008)	The Pacific-Asia Education Researcher,	Philippines	To test the effect of teachers' personality characteristics and teaching efficacy on teachers' performance and effective teaching	Teachers' performance and Teacher Effectiveness	Teachers' personality characteristics and teaching	296 teachers and 7,093 students from a community college	Student Instructional Report (SIR), the Effective Teaching Inventory (ETI), and the Learner-centered Practices Questionnaire, Osgood's Personality Characteristics Scale and the Teacher Efficacy Inventory	Teachers being effective does not result in high teaching performance ratings.

Mohammed I. A. (2008)	Online Journal of Federal College of Education	Nigeria	To determine the challenge of teaching financial accounting in Nigerian secondary schools: A case study of Gombe State	Teacher Effectiveness	Effects of the challenges of teaching financial accounting	Nine (9) Secondary Schools were selected randomly for the study. The study covered the period 2003 to 2007	(9) Examination and Statistics Department of the Ministry of Education	Challenges include poor academic performance of the Programme haphazardly implemented and treated with lack of adequate instructional materials and/or poor ineffective teaching method
Orphanos, S. A. (2008)	Master's thesis to Stanford University	Cyprus	To explore relationship between teachers' academic performance and perceived Teacher Effectiveness	Perceived Teacher Effectiveness	Teachers' academic performance	760 primary teachers.	Rating scale developed	Significantly positive association between teachers' academic performance and their perceived effectiveness.
Palardy, J., Rumberger, R. (2008)	G. Educational & Evaluation Policy Analysis	USA	To measure Teacher Effectiveness in grade	Student achievement	Teacher effectiveness, background qualification, attitudes, and instructional practices	5,034 students of class 1 from Early Childhood Longitudinal Study (ECLS)	Questionnaire developed	Background qualifications, is insufficient for ensuring Teachers Effectiveness in raising student achievement. and educational policy need to improve instructional practices and teacher attitudes.
Teddlie, C. & Liu, S. (2008)	School Effectiveness and School Improvement	China	To find out the relation of the Effectiveness and habitat of school	Teacher Effectiveness	Effectiveness and of school	300 habitat classroom observations of 12 primary schools	Classroom Snapshot (CS) of the Louisiana Component of Effective	Teacher Effectiveness and significantly related to Effectiveness and habitat of school

		and Teacher Effectiveness			Teaching (LCET)		
Laird, T. F. Paper N., Garver, presented at A. K., & the Annual Meeting of S. (2007, the June) Association for Institutional Research, Kansas City	USA	To find the gender gaps in Teacher Effectiveness	Gender of the teachers	of 9,647 faculty teaching undergraduates at baccalaureate degree-granting colleges and universities across the U.S	Faculty Survey of Student Engagement (FSSE)	Gender differences found in Teacher Effectiveness and women faculty members tend toward active and interactive activities to a greater degree than men	
Rushton, S., Teaching Morgan, J., and & Richard M. (2007)	USA	To identify effective teacher personality traits	Personality Traits	Types of elementary school Teachers	of Study sample (N = 189), National study (N = 58), Florida sample (N = 804) elementary school Teachers of Florida	The Myers-Briggs Type Inventory (MBTI) and Beiderman Risk Taking (BRT)	Most effective teachers had Extraverted, Feeling, and Perceiving (ENFP) types of personality traits
Stark-Wroblewski & Ahlering, R. F. & Brill F. M. (2007)	USA	To document Teacher Effectiveness more comprehensively than through the use of student evaluations of teaching (SET) alone	Teacher Effectiveness	Student evaluations of teaching	165 University Students enrolled in eight sections of general psychology taught by 2 teachers	30-item multiple-choice test, 30-item post-test of SET	Faculty members should consider measures of student learning along with SETs in order to document Teacher Effectiveness
Stronge, J. H., Ward, T.J., Tucker, P.D., Hindman, J.L., McColsky,	USA	To find out the difference in Teacher Effectiveness and student	Teacher Effectiveness	Effects and Type of teachers	of 400 secondary teachers	Students' Achievement test developed	Differences found in some dimensions of Teacher Effectiveness as classroom management

W., & Lioward, B. (2007)			achievement on the basis of type of certification					& personal qualities but not in instruction or assessment and insignificant difference in student achievement on the basis of type of certification.
Farooq, M., Shahzadi, N. (2006)	S. Bulletin of Pakistan & Education & Research		To compare the effectiveness of teaching of professionally trained and untrained teachers on secondary school students' achievement	Student Achievement	Effects of 400 secondary students	Summative evaluation test by school	Teacher Effectiveness measured by student achievement was higher in trained teachers.	
Jarvis-Selinger, S., Collins, J., & Pratt, D. (2006).	Teacher Education Quarterly	Canada	To find out the influence of Academic Origins on Perspectives on Teaching	Perspectives on Teaching	Academic Origins of Secondary teachers education students	356	The Teaching Perspective Inventory (TPI)	Academic Origins of the student-teachers significantly influence Perspectives on Teaching
Açikgoz, F. (2005)	The Reading Matrix	Turky	To study the effects of perceived Teacher characteristics on students attitudes	Student attitudes	Perceived Teacher characteristics	181 students of 9, 10, 11 grade	a questionnaire (TQ) in the Turkish mono-lingual setting three open-ended questions	Positive effects of perceived Teacher characteristics on students attitudes found.
Andrew, M. D., Cobb, C. D., Giampietro, P. J. (2005)	Journal of Teacher Education	USA	To analyze the role of verbal ability in	Teacher Effectiveness	Verbal ability of teachers	116 trainee teachers	Standardized questionnaires	Less effective teachers have lower average verbal scores

		teaching, and to presents research examin g the relationsh ip of teachers' verbal ability and Teacher Effectiven ess					
Madsen, K., & Cassidy, J. W. (2005)	Journal of USA Research in Music Education	To examine pre-service and exempted teachers' ratings and comment on Teacher Effectiven ess and student learning	Perception s of Teacher Effectiven ess and student learning	Different levels of teaching experience	78 University of Music teacher different experience level.	Comments of teachers recorded	Significant the difference were found in perceptions of Teacher Effectiveness and student learning with respect to experience.
Malikow, M. (2005)	National USA Forum of Teacher Education Journal	To quantify student Teacher Effectiven ess in order to ascertain the grade level, subject and characteri stics of exception ally effective teachers	Teacher Effectiven ess	Student evaluation of teaching	361 College students and 315 secondary teachers, social studies (89), English(89), mathematic s (55), foreign language (33), and science(27)	Questionna ire developed	Personality characteristic s most often cited by the students were: challenging/ had reasonably high expectations, sense of humor, enthusiastic, creative, caring, explaining capacity and flexible instructional style.
Berry, K., O'Bryan, D., & Cummings, M. (2004)	Journal of USA Information & Technology Education	To know the perceptio ns of knowledg (KSAs) of teachers	Knowledge and the abilities of teachers	Perceptions of Business & Commerce teachers	248 the secondary school business educators	Questionna ire developed	Business & Commerce educators generally had an

		e, skills, the and Business abilities & (KSAs) of Commerce the teachers Business & Commerce e teachers		in Illinois		incomplete and inaccurate opinion of the skills necessary to succeed in the information systems (IS) profession
Nye, B., Educational USA Konstantop Evaluation oulos, S., & Policy Hedges, L. Analysis V. (2004)	To find Teacher Student out the Effectiven achievement persistenc ess e of teacher effects in elementar y grades		11,500 Stanford elementary Achieveme students nt Test effects low participated (SAT) socioeconom 4 years ic status from (SES) kindergarte schools n through students and class 3 on mathematics achievement than reading, teacher experience had significant relationship with student achievement			
Sachs, S. K. Journal of USA (2004) Teacher Education	To determine Teacher Teacher whether Effectiven attributes teacher ess attributes identified by the instrumen t varied according to Teacher Effectiven ess		179 regular classroom elementary teachers	Questionna ire and a 5- point Likert-type scale	Attributes— socio- cultural awareness, contextual interpersonal skills, self- understandin g, risk taking and perceived efficacy unable to discriminate teachers according to effectiveness	
Madsen, K. Journal of New (2003) Research in York Music Education	To examine Teacher the effect ess of accuracy of instructio n, teacher delivery, and student	Accuracy of 168 instruction, secondary teacher music delivery, and students of student Grades 6- attentiveness 12.		A stimulus videotape and a 10- point Likert scale to rate the teacher in terms of significant effectivene ss	Accuracy of instruction, teacher delivery, and student attentiveness had significant effect on Teacher Effectiveness	

			attentiveness on Teacher Effectiveness					
Kyriakides, L., Campbell, R. J., & Christofidou, E. (2002)	School Effectiveness and School Improvement	Cyprus, U.K.	To generate criteria for effectiveness was conducted in order to develop a complementary approach	Teacher Effectiveness	Teacher Characteristics	682 Elementary school teachers	Group Interview and questionnaire developed	51 Teacher Characteristics identified some of which can predict Teacher effectiveness
Pagani, L., & Seghieri, C. (2002)	Development in Statistics	Italy	To find which characteristics of students, instructors or courses influence Teacher Effectiveness	Teacher Effectiveness	Characteristics of students, instructors and courses influence	9561 questionnaires regarding 416 courses		Multiple items found to assess the quality of teaching and student ratings are one source (among many) of information for personnel decisions
Walls, T., Nardi, A., Minden, A. M. V., & Hoffman, N. (2002)	Teacher Education Quarterly	USA	To compare the characteristics of effective and ineffective teachers	Teaching-experience, Teacher Effectiveness dimension	Emotional environment, teacher skill, motivation, student participation, and rules and grades	30 prospective teachers, 30 novice teachers and 30 experienced teachers	Open ended questionnaire developed	Several characteristic of effective and ineffective teachers found
Butler, A. (2001)	Journal of Music Research in Education	USA	to explore the relationship between pre-service teachers' conceptions about effective teaching and their ability to demonstrate	Ability to demonstrate effective teaching behaviors	Conceptions about effective teaching	15 pre-service University Music teachers	Survey of Teaching Effectiveness (STE) (Hamann, Lineburgh, & Paul, 1998) and time-sampling procedure developed	No relationship between pre-service teachers' conceptions about effective teaching and their ability to demonstrate effective teaching behaviors

effective
teaching
behaviors

<p>Tin, L. G., New Hean, L. L., Horizons in & Leng, Y. Education L. (1996)</p>	<p>Malaysia</p>	<p>To know Motivation Level what of the teaching motivates teachers the teachers to teach</p>	<p>of 10 primary school teachers and 17 secondary schools teachers</p>	<p>In-depth interview designed</p>	<p>Teachers were motivated by students, by administrators, by the nature of the job itself and for some, the motivator was their religion</p>
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