

Teacher Effectiveness Among Senior Secondary School Teachers of Dutse Municipal, Jigawa State, Nigeria: An Exploratory Study

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Abstract: The present study was conducted to find and analyse the level and differences of teacher effectiveness with respect to gender, type of school and experiences among secondary schools teachers of Dutse Municipal. Teacher effectiveness refers to the ability of teacher to build and ensure that task which is set by themselves or administrators are accomplished as/and when required in such a way that enable them build fruitful future for their students, it is the capability and efficiency of teachers which make them effective in the discharge of their duties. Descriptive survey method was used and a total of 199 senior secondary school teachers were used for the collection of data using multistage sampling techniques, Teacher Effectiveness Scale (TES) was used. The results of this research reveals that majority of teachers in secondary school of Dutse Municipal are having average teacher effectiveness. The reason is teachers in Dutse Municipal are satisfied with their job, hence committed to their organization and government provides several professional development programs for teachers which lead them to being effective in their profession. There was no significant difference among male and female secondary school teachers in teacher effectiveness. There was no significant difference among public and private secondary school teachers in teacher effectiveness. However, the findings reveal that teachers with different range of experience have same level of effectiveness. Finally, recommendation and suggestions were provided based on the findings.

Keywords: *Teacher Effectiveness, Secondary Schools, Dutse District, Exploratory*

Introduction

Teachers effectiveness is seen as the teachers' ability to build and ensure that task which is set by themselves or administrators has been accomplished as/and when required in such a way that enable them to build fruitful future for their students (Nakpodia, 2010). Borkar (2013) define teacher effectiveness as not only the capability of imparting educational knowledge

through curriculum in an effective and appropriate manner but also ensures students development at optimum level.

Effective teachers are those who ensure good structures of school and ensure set goals and objective are achieved for quality of education as well as students (Day 2011). Teacher effectiveness is the total quality of teacher which is considered as the greatest human resource components in accelerating effective teaching which result in bringing quality to education (Badri & AL Khaili, 2014). Therefore, teacher effectiveness is the capability and efficiency of teachers which make them effective in the discharge of their duties. Hence teacher effectiveness is considered as teachers' ability to be able to achieve set goals which are either set by him or set by others such as his leaders, educational ministries or other government officials. Therefore, effective leaders are expected to have vast skills and knowledge which are needed for the attainment of their leadership roles, they are also expected to utilize these skills and knowledge appropriately in order to attain the set goals.

Popoola et al (2010) in the study of relationship between attitude to reading and teaching effectiveness among teacher of secondary school in Osun State of Nigeria found out that teachers have poor attitude towards reading. It further discussed that the attitude of teachers towards reading has significant effect on their effectiveness of teaching.

Ritu and Singh (2012) in their comparative study of teacher effectiveness in relation to demographic variables with sample of 128 teachers of secondary school at Rohtak District in Haryana made comparison between female teachers and male teachers of government and that of private and rural and urban teachers. It was discussed that there were no significant differences in the effectiveness of teacher with respect to type of school, gender and location of school as well as residence of the teachers.

Rajammal and Muthumanickam (2012) in the study of teachers' effectiveness in Chennai discussed that significant difference exists in gender, location of the school, level of teaching of a teacher and there exists no significant difference with respect to whether teacher are married or not, young or old, type of management, years of experience as well as their monthly income.

Graham (2017) in the study of improvement of effectiveness of teacher by structured collaboration found out that same-subject, same-grade are seen as professional learning community activities which had capability of improving effectiveness of teachers using their

potentiality which is dependent upon some factors which includes organizational practices and leadership, also the substantive professional learning community, conversation in professional learning community and its nature along with the development of the community teams.

OBJECTIVES

- 1) To find and analyze the level of teacher effectiveness among secondary schools teachers of Dutse Municipal.
- 2) To determine the differences in teacher effectiveness among secondary schools teachers of Dutse Municipal with respect to gender, type of school and experiences.

HYPOTHESES OF THE STUDY

There exists no significant difference in teacher effectiveness among secondary schools teachers of Dutse Municipal with respect to years of experience, type of school and gender.

RESEARCH METHODOLOGY

The nature of this study is descriptive; hence descriptive survey method was used. The sample consists of 199 secondary school teachers of Dutse Municipal in Jigawa State Nigeria. A multistage sampling technique was used for the collection of data from secondary schools teachers of Dutse Municipal. There were 12 public and 5 private schools in Dutse Municipal of Jigawa State Nigeria of which 8 and 4 schools were selected from public and private schools respectively representing 80% of schools from each. However, 60% of the total teachers were selected from all the selected school. In order to collect data on this study Teacher Effectiveness Scale (TES) developed by Dr. (Mrs) Umme Kulsum (2010) was used. Teacher effectiveness scale has five (5) dimensions which include:

- (A) Preparation and Planning for Teaching:** It comprises of statement regarding to teachers' ability in preparing, planning as well as organizing for teaching in line with objective and courses as well as the available material.
- (B) Classroom Management:** It comprises statements regarding teachers' ability to make effective communication so as students can be motivated and teacher can make evaluation of the teaching and learning process thereby maintaining classroom discipline by exhibition of democratic leadership.

(C) Knowledge of the Subject Matter: This refers to the statement on the ability of the teacher in getting, maintaining, making good interpretation of the contents of the subject in the classroom.

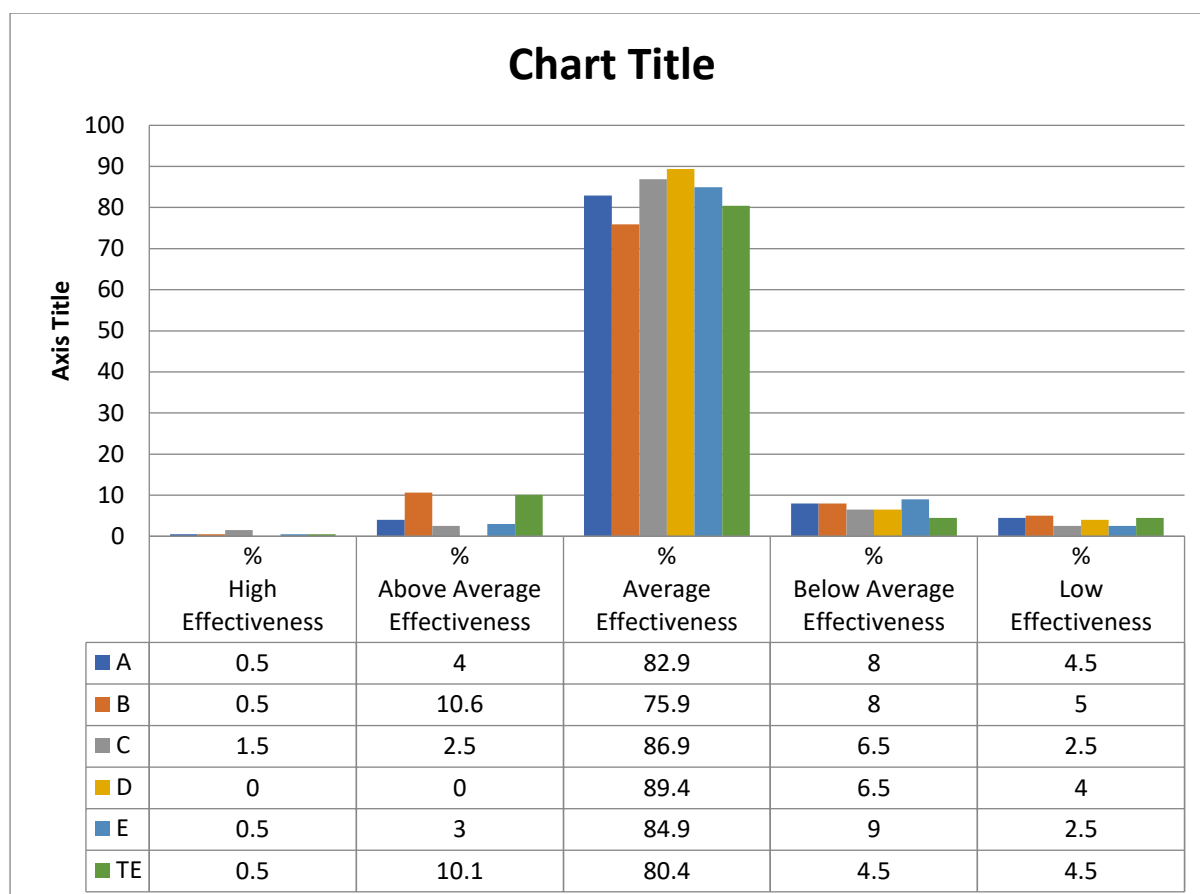
(D) Teacher Characteristics: This comprises on the personal characteristic of the teacher regarding behavioural, perception as well as attitude in teaching profession, which contributes to the students' participation and engagement in the teaching and learning situations.

Interpersonal Relations: This refers to the level of teachers' professionalism in the aspect of relationship with students, colleagues, parents as well as the larger community which immensely contribute in the success of the students.

DISCUSSION OF RESULT

Table 1.1 Level of Teacher Effectiveness

Level	A		B		C		D		E		TE	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
High Effectiveness	1	.5	1	.5	3	1.5	0	0	1	.5	1	.5
Above Average Effectiveness	8	4.0	21	10.6	5	2.5	0	0	6	3.0	20	10.1
Average Effectiveness	165	82.9	151	75.9	173	86.9	178	89.4	169	84.9	160	80.4
Below Average Effectiveness	16	8.0	16	8.0	13	6.5	13	6.5	18	9.0	9	4.5
Low Effectiveness	9	4.5	10	5.0	5	2.5	8	4.0	5	2.5	9	4.5
Total	199	100.0	199	100.0	199	100.0	199	100.0	199	100.0	199	100.0



Dimension 1: The above table shows the level of preparation for teaching and planning (A) as one of the dimension of teacher effectiveness. The table reveals that 1 teacher (.5%) have high effectiveness, 8 teachers (4.0%) have above average effectiveness, 165 teachers (82.9%) have average effectiveness, 16 teachers (8.0%) have below average effectiveness and 9 teachers (4.5%) have low effectiveness in terms of preparation for teaching and planning. So it can be interpreted that, majority of teachers are having average effectiveness in preparation for teaching and planning. The reason can be teachers have interest in their job hence make good preparation and planning for their teaching. Popoola et al. (2010) in their study discussed that the attitude of teachers towards reading has significant effect on their effectiveness of teaching.

Dimension 2: The above table shows the level of classroom management (B) as one of the dimension of teacher effectiveness. The table reveals that 1 teacher (.5%) have high effectiveness, 21 teachers (10.6%) have above average effectiveness, 151 teachers (75.9%) have average effectiveness, 16 teachers (8.0%) have below average effectiveness, and 10 teachers (5.0%) have low effectiveness in classroom management. So it can be interpreted that, majority of teachers are having average effectiveness in classroom management. The

reason can be majority of teachers have NCE (National Certificate of Education) hence are able to manage their classroom at average level because they have been trained for such.

Dimension 3: The above table shows level of knowledge of subject matter (C) as one of the dimension of teacher effectiveness. The table reveals that 3 teachers (1.5%) have high effectiveness, 5 teachers (2.5%) have above average effectiveness, 173 teachers (75.9%) have average effectiveness, 13 teachers (6.5%) have below average effectiveness and 5 teachers (2.5%) have low effectiveness in the knowledge of the subject matter. So it can be interpreted that, majority of teachers are having average effectiveness in the knowledge of the subject matter. The reason can be majority of the students are teaching subject relevant to their discipline and according to their expertise.

Dimension 4: The above table shows teacher characteristics (D) as one of the dimension of teacher effectiveness. The table reveals that 178 teachers (89.4%) have average effectiveness, 13 teachers (6.5%) have below average effectiveness and 8 teachers (4.0%) have low effectiveness in terms of teacher characteristics. So it can be interpreted that, majority of teachers are having average effectiveness in in terms of teacher characteristics.

Dimension 5: The above table shows level of interpersonal relation (E) as one of the dimension of teacher effectiveness. The table reveals that 1 teacher (.5%) have high effectiveness, 6 teachers (3.0%) have above average effectiveness, 169 teachers (84.9%) have average effectiveness, 18 teachers (9.0%) have below average effectiveness and 5 teachers (2.5%) have low effectiveness in interpersonal relations. So it can be interpreted that, majority of teachers are having average effectiveness in terms of interpersonal relation.

The above table shows the scores of secondary school teachers on teacher effectiveness (TE). The table reveals that 1 teacher (.5%) have high teacher effectiveness, 20 teachers (10.1%) have above average teacher effectiveness, 160 teachers (80.4%) have average teacher effectiveness, 9 teachers (4.5%) have below average teacher effectiveness and 9 teachers (4.5%) have low teacher effectiveness. So it can be interpreted that majority of teachers in secondary school of Dutse Municipal are having average teacher effectiveness. The reason is teachers in Dutse Municipal are satisfied with their job, hence committed to their organization and government provides several professional development programs for teachers which lead them to being effective in their profession. Graham (2017) in the study of improvement of effectiveness of teacher by structured collaboration: a study of professional learning

community, found out that principal behavior has a great impact on teacher effectiveness, further satisfaction with the job and commitment to the organization also influences effectiveness of teacher.

To compare teacher effectiveness among male and female secondary school

Table 1.2 Gender wise differences in teacher effectiveness

Dimension	Group	N	Mean	SD	t-value	Df	p-value	Interpretation
A	Male	127	7.84	1.472	-.913	197	.362	Insignificant
	Female	72	8.03	1.186				
B	Male	127	2.28	2.762	1.262	197	.208	Insignificant
	Female	72	1.79	2.282				
C	Male	127	5.76	1.019	-1.625	197	.106	Insignificant
	Female	72	5.97	.503				
D	Male	127	1.39	1.579	1.384	197	.168	Insignificant
	Female	72	1.11	.943				
E	Male	127	6.92	1.245	-.473	197	.637	Insignificant
	Female	72	7.00	.888				
TE	Male	127	46.66	5.160	-1.081	197	.281	Insignificant
	Female	72	47.39	3.244				

From the above table it is clear that in first dimension of teacher effectiveness that is preparation for teaching and planning (A) mean value of male teachers is 7.84 SD, 1.472 and the mean value of female teachers is 8.03, SD 1.186, t-value is 0.913 which is not significant at both level of significance (p-value is .362 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in preparation for teaching and planning. So the null hypothesis state "that there exists no significant difference among male and female secondary school teachers in preparation for teaching and planning" is accepted.

The second dimension is classroom management (B) shows the mean value of male teachers is 2.28, SD 2.762 and the mean value of female teachers is 1.79, SD 2.282, t-value is 1.262 which is not significant at both level of significance (p-value is .208 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in classroom management. So the null hypothesis state that “there exists no significant difference among male and female secondary school teachers in classroom management” is accepted.

The third dimension is knowledge of subject matter (C) shows the mean value of male teachers 5.76, SD 1.019 which is less than the mean value of female teachers 5.97, SD .503, t-value is 1.625 which is not significant at both level of significance (p-value is .106 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in knowledge of subject matter. So the null hypothesis stated that “there exists no significant difference among male and female secondary school teachers in knowledge of the subject matter” is accepted.

The fourth dimension is teacher characteristics (D) shows the mean value of male teachers 1.39, SD 1.579 and the mean value of female teachers 1.11, SD .943, t-value is 1.384 which is not significant at both level of significance (p-value is .168 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in teacher characteristics. So the null hypothesis state that “there exists no significant difference among male and female secondary school teachers in teacher characteristics” is accepted.

The fifth dimension is interpersonal relations (E) shows the mean value of male teachers 6.92, SD 1.245 and the mean value of female teachers is 7.00, SD .888, t-value is 0.473 which is not significant at both level of significance (p-value is .637 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school teachers in interpersonal relations. So the null hypothesis state that “there exists no significant difference among male and female secondary school teachers in interpersonal relations” is accepted.

The overall teacher effectiveness (TE) shows the mean value of male teachers 46.66, SD 5.160 and the mean value of female teachers is 47.39, SD 3.244, t-value is 1.081 which is not significant at both level of significance (p-value is .281 which is greater than 0.05). So it can be interpreted that there is no significant difference among male and female secondary school

teachers in teacher effectiveness. So the null hypothesis state that “there exists no significant difference among male and female secondary school teachers in teacher effectiveness” is accepted.

Ritu & Singh (2012) in their comparative study of teacher effectiveness in relation to their demographic variables made comparison between male and female, teacher of private and government, rural and urban teachers. It was discussed that there were no significant differences in the effectiveness of teacher with regard to type of school, gender and location of school as well as residence of the teachers.

To compare teacher effectiveness among public and private secondary school teachers

Dimension	Group	N	Mean	SD	t-value	df	p-value	Interpretation
A	Public	115	7.85	1.517	-.688	197	.492	Insignificant
	Private	84	7.99	1.156				
B	Public	115	2.49	2.936	2.482**	197	.014	Significant
	Private	84	1.57	1.959				
C	Public	115	5.75	.990	-1.737	197	.084	Insignificant
	Private	84	5.96	.667				
D	Public	115	1.46	1.749	2.031**	197	.044	Significant
	Private	84	1.06	.546				
E	Public	115	6.97	1.270	.226	197	.821	Insignificant
	Private	84	6.93	.902				
TE	Public	115	46.87	5.282	-.199	197	.843	Insignificant
	Private	84	47.00	3.372				

*0.01 level of significance

** 0.05 level of significance

From the above table it is clear that in first dimension of teacher effectiveness that is preparation for teaching and planning (A), the mean value of public secondary school teachers is 7.85, SD 1.517 and the mean value of private secondary school teachers is 7.99, SD 1.156, t-value is 0.688 which is not significant at both level of significance (p-value is .492 which is greater than 0.05). So it can be interpreted that there is no significant difference among public and private secondary school teachers in preparation for teaching and planning. So the null hypothesis state that “there exists no significant differences among public and private secondary school teachers in preparation for teaching and planning” is accepted.

The second-dimension classroom management (B), the mean value of public secondary school teachers is 2.49, SD 2.936 and the mean value of private secondary school teachers 1.57, SD 1.959, t-value is 2.482 which is significant at 0.05 level of significance (p-value is .014 which is less than 0.05). So it can be interpreted that there is significant difference among public and private secondary school teachers in effectiveness in classroom management. So the null hypothesis state that “there exists no significant difference among public and private secondary school teachers in effectiveness in classroom management” is not accepted. Reason can be most of public secondary school teachers are professional teachers hence can manage the classroom effectively compared to private teachers.

The third dimension is effectiveness in knowledge of subject matter (C), the mean value of public secondary school teachers is 5.75, SD .990 and the mean value of private secondary school teachers is 5.96, SD .667, t-value is 1.737 which is not significant at both level of significance (p-value is .084 which is greater than 0.05). So it can be interpreted that there is no significant difference among public and private secondary school teachers in effectiveness in knowledge of subject matter. So the null hypothesis state that “there exists no significant difference among public and private secondary school teachers in effectiveness in knowledge of the subject matter” is accepted.

The fourth dimension is effectiveness in teacher characteristics (D), the mean value of public secondary school teachers is 1.46, SD 1.749 and the mean value of private secondary school teachers is 1.06, SD .546, t-value is 2.031 which is significant at 0.05 level of significance (p-value is .044 which is less than 0.05). So it can be interpreted that there is significant difference among public and private secondary school teachers in effectiveness in teacher characteristics. So the null hypothesis state that “there exists no significant difference among public and private secondary school teachers in effectiveness in teacher characteristics” is not accepted. Reason

can be most of public secondary school teachers are professional teachers hence have high teacher characteristics in comparison to private school teachers.

The fifth dimension is effectiveness in interpersonal relations (E), the mean value of public secondary school teachers is 6.97, SD 1.270 and the mean value of private secondary school teachers is 6.93, SD .902, t-value 0.226 which is not significant at both level of significance (p-value is .821 which is greater than 0.05). So it can be interpreted that there is no significant difference among public and private secondary school teachers in effectiveness in interpersonal relations. So the null hypothesis state that “there exists no significant difference among public and private secondary school teachers in effectiveness in interpersonal relations” is accepted.

The overall teacher effectiveness (TE), the mean value of public secondary school teachers is 46.87, SD 5.282 and the mean value of private secondary school teachers is 47.00, SD 3.372, t-value is 0.199 which is not significant at both level of significance (p-value is .843 which is greater than 0.05). So it can be interpreted that there is no significant difference among public and private secondary school teachers in teacher effectiveness. So, the null hypothesis stated that “there exists no significant difference among public and private secondary school teachers in teacher effectiveness” is accepted.

Rajammal & Muthumanickam (2012) in the study of teachers' effectiveness discussed that there is significant difference in gender, location of school, level of teaching of a teacher and there is no significant different with regard to whether teacher is married or not, young or old, type of management, years of experience type of school as well as their monthly income, which does not make them different in their effectiveness.

To compare teacher effectiveness of secondary school teachers with respect to teaching experience

Table 1.4 showing the results pertaining analysis of teacher effectiveness with respect to teaching experience

Variables/Dimension	Years of Experience	N	Mean	Std. Deviation
Preparation for Teaching And Planning	0-5 Years	97	7.98	1.354
	6-10 Years	60	7.88	1.485
	10 years and above	42	7.79	1.279
Classroom management	0-5 Years	97	1.90	2.426
	6-10 Years	60	2.40	2.871
	10 years and above	42	2.14	2.619
Knowledge of Subject Matter	0-5 Years	97	5.93	.893
	6-10 Years	60	5.83	.763
	10 years and above	42	5.64	.958
Teacher Characteristics	0-5 Years	97	1.26	1.309
	6-10 Years	60	1.33	1.492
	10 years and above	42	1.31	1.440
Interpersonal Relations	0-5 Years	97	6.97	1.065
	6-10 Years	60	6.93	1.191
	10 years and above	42	6.93	1.197
Teacher Effectiveness	0-5 Years	97	47.28	3.738
	6-10 Years	60	46.83	5.266
	10 years and above	42	46.24	5.216

1.5 ANOVA table showing analysis of teacher effectiveness with respect to teaching experience

	Variable	Sum of Squares	Df	Mean Square	F	Sig.	Interpretation
Preparation for Teaching And Planning	Between Groups	1.158	2	.579	.304	.738	Insignificant
	Within Groups	373.214	196	1.904			
Classroom management	Between Groups	9.478	2	4.739	.697	.499	Insignificant
	Within Groups	1332.512	196	6.799			
Knowledge of Subject Matter	Between Groups	2.383	2	1.192	1.573	.210	Insignificant
	Within Groups	148.471	196	.758			
Teacher Characteristics	Between Groups	.229	2	.115	.059	.943	Insignificant
	Within Groups	380.866	196	1.943			
Interpersonal Relations	Between Groups	.071	2	.036	.028	.973	Insignificant
	Within Groups	251.426	196	1.283			
Teacher effectiveness	Between Groups	32.432	2	16.216	.776	.461	Insignificant
	Within Groups	4093.437	196	20.885			

From the ANOVA table above it is evident that in the first dimension of teacher effectiveness that is preparation for teaching and planning shows the mean value of teachers with 0-5 years of experience is highest (M=7.98) followed by mean of teachers with 6-10 years experiences (M=7.88) while mean of teachers with above 10 years experiences is relatively lower (M=7.79) in the preparation for teaching and planning. It is clear from the table that (F= .304), p-value = .738 which is greater than 0.05, hence this difference is statistically insignificant. Therefore, the null hypothesis “there exists no significant differences among teachers with different range of experience in preparation for teaching and planning” is accepted, which means teachers with different range of experience have same level of preparation for teaching and planning.

The second dimension is classroom management which shows the mean value of teachers with 6-10 years of experience is highest (M=2.40) followed by mean of teachers with above 10 years

experiences ($M=2.14$) while mean of teachers with 0-5 years experiences is relatively lower ($M=1.90$) in classroom management. It is clear from the table that ($F= .697$), p -value = .499 which is greater than 0.05, hence this difference is statistically insignificant. Therefore, the null hypothesis “there exists no significant difference among teachers with different range of experience in classroom management” is accepted, which means teachers with different range of experience have same level of classroom management.

The third dimension is knowledge of the subject matter which shows the mean value of teachers with 0-5 years of experience is highest ($M=5.93$) followed by mean of teachers with 6-10 years experiences ($M=5.83$) while mean of teachers with above 10 years experiences is relatively lower ($M=5.64$) in the knowledge of the subject matter. It is clear from the table that ($F =1.573$), p -value =.210 which is greater than 0.05, hence this difference is statistically insignificant. Therefore, the null hypothesis “there exists no significant difference among teachers with different range of experience in the knowledge of the subject matter” is accepted, which means teachers with different range of experience have same level of the knowledge of the subject matter.

The fourth dimension is teacher characteristics which shows the mean value of teachers with 6-10 years of experience is highest ($M=1.33$) followed by mean of teachers with above 10 years experiences ($M=1.31$) while mean of teachers with 0-5 years experiences is relatively lower ($M=1.26$) in teacher characteristics. It is clear from the table that ($F =.059$), p -value =.943 which is greater than 0.05, hence this difference is statistically insignificant. Therefore, the null hypothesis “there exists no significant differences among teachers with different range of experience in teacher characteristics” is accepted, which means teachers with different range of experience have same level of teacher characteristics.

The fifth dimension is interpersonal relations which shows the mean value of teachers with 0-5 years of experience is highest ($M=6.97$) followed by mean of teachers with 6-10 years experiences ($M=6.93$) while mean of teachers with above 10 years experiences ($M=6.93$) in interpersonal relations. It is clear from the table that ($F =.028$), p -value =.973 which is greater than 0.05, hence this difference is statistically insignificant. Therefore, the null hypothesis “there exists no significant difference among teachers with different range of experience in interpersonal relations” is accepted, which means teachers with different range of experience have same level of interpersonal relations.

The overall scores of teacher effectiveness shows the mean value of teachers with 0-5 years of experience is highest (M=47.28) followed by mean of teachers with 6-10 years experiences (M=46.83) while mean of teachers with above 10 years experiences is relatively lower (M=46.24) in teacher effectiveness. It is clear from the table that (F= .699), p-value = .461 which is greater than 0.05, hence this difference is statistically insignificant. Therefore, the null hypothesis "there exists no significant differences among teachers with different range of experience in teacher effectiveness" is accepted, which means teachers with different range of experience have same level of effectiveness. Rajammal & Muthumanickam (2012) in the study of teachers' effectiveness discussed that there is no significant different with regard to whether teachers are married or not, young or old, type of management, years of experience as well as their monthly income, which does not make them different in their effectiveness.

Conclusion

As maximum number of senior secondary schools teachers reported to have average effectiveness, it is recommended that teachers should be provided with frequent training relevant to their specializations, teachers on their part should continue to inculcate the habit of lifelong learning which may assist them in increasing their effectiveness thereby achieving what is set for them or by themselves in order to attained the set objectives of the schools.

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Musa Shu'aibu, Dr. Nimisha Beri

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