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Teaching effectiveness of prospective teachers in relation to their personality and teaching style at secondary level of education

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Abstract

The study examines the teaching effectiveness of prospective teachers in relation to their personality traits and preferred teaching styles at the secondary level of education. Teaching effectiveness is a crucial component of the learning process, as it directly influences student achievement, engagement, and overall academic development. The research emphasizes that personality factors—such as creativity, emotional stability, imagination, and interpersonal sensitivity—significantly shape a teacher's ability to communicate, motivate, and facilitate meaningful learning experiences. Various teaching styles, ranging from authoritative to facilitative approaches, also play an essential role in determining classroom effectiveness. As modern education demands adaptability and student-centred instruction, understanding these dimensions becomes vital for teacher preparation programs. The study further highlights differences between self-financing and government-aided B.Ed. institutions in West Bengal, exploring how institutional environments may influence the development of teaching competence. The findings underscore the need for well-structured teacher education curricula that promote personality development, reflective practice, and mastery of diverse teaching strategies. Given that prospective teachers are future nation builders, enhancing their teaching effectiveness is fundamental to improving the quality of school education. The study is therefore significant in guiding teacher educators, policymakers, and institutions to strengthen training programs that cultivate competent, confident, and effective future teachers.

Keywords: Teaching effectiveness, personality traits, teaching styles, prospective teachers, secondary education, teacher education, B.Ed. colleges

Introduction

Learning and instruction produce changes in behaviour. Education provides a person with the opportunity to comprehend his natural abilities. In the past, the teachers had to travel to the locations where education was offered. The idea behind modern education is that it must be available to everyone and give them opportunities to grow as individuals. According to the Kothari Commission (1964-1966), classrooms determine the future of the nation. It clearly shows how crucial teachers are in forming the nation's future citizens. The success of educational process to a great extent depends on the character, ability, quality, competence and personality of the teacher who is the corner stone of the arch of education. Teaching is a teacher's primary duty, and a successful teacher must be able to carry it out effectively. "Teaching is an intimate contact between a more mature personality and a less mature one, with the goal of improving their education," according to Morrison (1934). According to Smith (1960), teaching is a set of actions. The foundation of any country is its teachers. Because of their vast and valuable contributions to building a nation, teachers play a major role in a country's progress and development. They have made outstanding contributions to the formation and development of every individual in society. The quality of teachers determines the value of education (Kareem & Ravirot, 2014) ^[29].

Effectiveness of Teaching of Prospective Teachers

The process of teaching involves passing along values, knowledge, and skills to others. To help to improve learning and comprehension, it involves sharing ideas and information. Schools, colleges, workplaces, and informal settings are just a few of the places where teaching can occur. As a way attract students, support their learning, and assist them in

reaching their learning objectives, effective teaching uses the right techniques and strategies. A teacher's duties include fostering a positive and supportive learning environment, offering direction and feedback, and assisting students in acquiring the abilities and information necessary for success. Effective instruction is essential for the development of both individuals and society at large because it promotes critical thinking, creativity, and innovation. H. C. Morrison said teaching is an intimate contact between the more mature personality and a less mature one. Jackson defines teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students). Meaningful learning is the main objective of instruction (Ogunyemi, 2000). The term "effective teaching" or "teaching effectiveness" refers to the condition in which a teacher's teaching has become effective.

Personality of Prospective Teachers: Researchers have offered a variety of models for assessing personality traits, and investigations have shown that the structure that will serve as the foundation for personality-related concepts is categorized under five main factors (Ewen, 2003).

Personality is combination of the relative enduring traits that influence behaviour in a variety of situation. Personality refers to a combination of relatively stable and distinctive traits and how these traits influence thinking, behaving and feeling in response to other people and situations, and the term "Personality" refers to the organized, consistent and general pattern of a behaviour of a person which helps us to understand his/her behaviour as an individual. The personality traits are directly proportional to towards the effectiveness of the teachers. Western psychological literature is gorged with various definitions of personality, but one most commonly accepted by psychologists is the definition rendered by G.W. Allport (1921) "Personality is the way the psychological systems are constantly arranged within an individual and determined his/her unique adjustment to his/her environment. Many people do not realize that a fun loving personality is fairly important for a teacher. People need to learn and work hard, but they won't be interested in doing this if both the work and the teachers are boring and not very engaging. Another great personality traits for a teacher is imagination and the ability to be creative and try new thing (according to Robert A. Baron). Swami Vivekananda says "How the person behaves, feels and thinks how he conducts himself/herself in a given set of mind. Mere external appearances or a person's speech or mannerisms are only fringes of one's personality. They do not reflect the real personality. The personality development in a real sense refers to deeper levels of a person". Personality traits have been described and defined in many ways through most of the descriptions and definitions are similar that they include certain common salient points. A trait has been described as an aspect or dimension of a personality which consists of a group of a related and consistent reactions characteristics of a person's typical adjustment.

Teaching style: Every teacher has his own style in their approach of teaching. The objectives to guiding a teacher towards teaching style are potential effectiveness it will offer students in a teacher's classroom. Teachers may find it

necessary to change teaching styles from time to time based on the needs of the students or when teaching a specific subject. Teachers can also build upon the primary style chosen throughout the school year with another style to get the best learning results from students. Here a few of the most popular teaching styles teachers might use in the classroom. Koster *et al.* (2005, p.157) define a teacher educator as someone who provides instruction or who gives guidance and support to student teachers. This implies that the role of teacher educator and their teaching styles are very important for prospective teachers. Teaching styles refers to the approach that an educator adopts to facilitate learning through various methods of delivering content, engaging students and assigning their understanding and progress.

The authority style is teacher-cantered and involves lengthy lecture sessions. Students are not active participants but are expected to maintain long periods of attention while absorbing all information shared by the teacher. Some secondary course teachers and high school instructors may employ this method to find it successful. The majority of college professors like this strategy. Students respond well to this style when learning history and are expected to remember specific facts. Elementary teachers usually avoid this style as it requires students to have strong attention capacity and can take notes, which is not a mastered skill in elementary school This style is most effective for mature students.

Need and significance of the study

Student achievement is correlated with effectiveness of the instructor, and the teacher is essential to student achievement. Students are likely to do well in every aspect of life if the teacher is dedicated and successful in his work. Our education system is having major issues with academic achievement at the college level for a number of reasons, and one of the many contributing factors is that professors are not as good as they should be. The effectiveness of the professors and the level of instruction is poor; many of them have received training at different institutions. Thus, the researcher made choice to begin the study, which could be beneficial to prospective teachers. The effectiveness of the professors and the level of instruction is weak; many of them have received training at different institutions. Thus, the researcher made the decision to begin the study, which will be helpful for future teachers.

Children are our nation's future builders, and as such, they are shaping the destiny of a country in our schools. As a result, educators bear a heavy burden of shaping students' personalities through high-quality instruction. To help each students to learn as quickly possible in a range of disciplines, teachers should be knowledgeable about various kinds of intelligence that children possess and how to use them. The teacher education curriculum is the actual instruction component. The quality of teacher education is widely acknowledged to have a significant impact on the level of education provided in schools. As per National Council of Educational Research and Training "Internship in Teaching" handbook, this program should be appropriately designed to give both teachers and students a wide range of experiences that go well beyond teaching practice in order to develop teaching effectiveness. Much discussion has been made in some extent, still is surrounding the merits of effectiveness base education.

Training that is effectiveness based equips students to carry out activities that arise in the course of practice. Prospective teachers have to learn certain skills to become more successful teachers. Since the study revealed the components related to the teaching-learning process, it is going to benefit the entire teaching community. Thus, the researcher attempts to investigate the efficacy of secondary school teachers' teachings.

Therefore, the objectives of this research are to determine teaching effectiveness of prospective teachers that influence their effectiveness. Additionally, a study was made to determine the differences in teaching effectiveness between self-financing and government-aided B.Ed. college teacher educators. Because it provides information about prospective teachers and their effectiveness in teaching in various government aided and self-financed B.Ed. colleges in West Bengal, the current study is highly relevant and significant.

The occupation that forms an individual is teaching. All other professions are made possible by this essential one. There aren't many occupations that examine a person's entire range of behaviour and potential. Personality traits are the part of the behaviour. Education has various extensive method of character development that improves a person's personality and makes them complete, logical, intelligent, and self-sufficient. It develops an individual like a plant that distributes the fragrance over the environment. The behaviour study on performance is the only way to assess his or her capacity or the amount of mental energy that is available to people.

Teachers are the destiny maker of the students, who moulds them at all levels. Today we live in modern society by which move on towards computer era. To develop the students success and face the students future (prospective) teachers should have adequate skills such as computer, communicative skill etc. They are having a major effect on the student body. It is standard procedure for all aspiring teachers to foster their own unique qualities before it is possible to create a classroom that runs well. The researcher made the decision to identify the character qualities of prospective teachers in the West Bengal state. Thus, this research project was conducted by the researcher.

The teacher whose personality helps create and maintain classroom a learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality. The above mentioned literature related to teacher's personality and its importance suggests that a lot of research has been conducted to investigate the personality traits of pre-service and in-service teachers. Especially no study has been conducted to measure the personality traits of prospective teachers in teacher education institutes of west Bengal. This study was conducted to remove the deficiency of research in this specific area.

Ministry of education will be benefited from this study in making sure that professionally trained teachers are recruited and appointed to teach in both Junior and Senior High schools nationwide. Inspectorate division will use the import of this study to increase their rate of inspection of teachers with a view of increasing teaching methodology. School administrators will use the result of this study in making sure that experienced and professional teachers are designated to teach certificate classes. Educational researchers will be used this study especially empirical

literature to extend frontier of knowledge in teaching and learning of all school subjects. School education of West Bengal will use the components of this study to improve on service delivery and effective use of Instructional materials.

Statement of the Problem

In achieving the national mission of an effective education system, the government has to emphasize the education system as part of the important aspects that should be focused on. For the purpose of improving the teaching styles, strategies have to be planned. However, many studies place emphasis on the performance of teachers but do not compare it to their personality and how it aids their teaching and student learning. Understanding personality might help teachers implement the strategies that will help improve their effectiveness and help students learn effectively. Teaching effectiveness is influenced by the teachers' personality characteristics and their styles in teaching. Is there any relationship between these personalities, teaching styles and the teaching effectiveness and how it influences their teaching effectiveness? Thus, this study sought to assess the personality, teaching styles and teaching effectiveness in secondary school in West-Bengal State.

Teaching effectiveness of prospective teachers in relation to their personality and teaching style at secondary level of education

Operational definitions of the key terms used.

Prospective Teachers

Here individuals who are currently enrolled in teacher education programs in order to prepare to teach. To put in another way, the teachers who completed the two-year pre-service training course given by the B.Ed. teacher training colleges for undergraduates.

Teaching Effectiveness

It is to particular traits, skills, and actions of educators at all levels of education that help students attain their goals. The term "teaching effectiveness" is used in this study to mean to the effectiveness of the teachers' teaching in areas such as socioemotional climate, competence, communication, systemic classroom management, clarity, structure, sincerity, passion, and academic potential.

Personality

Personality is any person's collection of interrelated behavioral, cognitive and emotional patterns that comprise a person's unique adjustment to life. These interrelated patterns are relatively stable, but can change over long time periods. In this research investigator will studied the personality dimension like Experimenting, Emotional stable, Spiritual, Sociable, Adaptive, Confident, More inquisitive, Relaxed, Affectionate, Persistent, Self-critical, Supportive, Independent, Enthusiastic, assertive, More analytical, Forthright, Divergent, Dominant, Conscientious.

Teaching style

Teaching styles refer to the instructional strategies that educators use to guide students through their curriculum. There are five distinct teaching styles that the majority of educators use such as: The authority style, the delegator style, the facilitator style, the demonstrator style and the hybrid style.

Secondary level of Education

Secondary level of education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'.

Objectives and Hypotheses of research

- Objectives -1- To study relationship between teaching effectiveness and personality of secondary level perspective teachers in general.
- Hypothesis-1- There exist positive relationship between teaching effectiveness and personality of secondary level perspective teachers in general
- Objectives -ii) To study the relationship between extrovert and introvert personality of secondary school prospective teachers.
- Hypothesis- 2) There exists significant relationship between Introvert and extrovert teacher's personality of secondary school prospective Teachers.
- Objectives-3 To study the relationship between Extrovert teacher's personality and Teaching Effectiveness of secondary school Teacher.
- Hypothesis-3 There exist significant relationship between Extrovert teacher's personality and Teaching Effectiveness of secondary school Teacher
- Objectives-4 To study the relationship between Introvert teacher's personality and Teaching Effectiveness of secondary school prospective Teachers.
- Hypothesis-4 There exist significant relationship between Introvert teacher's personality and Teaching Effectiveness of secondary school Teachers.
- Objectives-5- To study relationship between teaching effectiveness and teaching styles of secondary school Teachers in general.
- Hypothesis-5- There exists significant relationship between teaching effectiveness and teaching styles of secondary school Teachers in general.
- Objectives-6-To study relationship between teaching effectiveness and expert dimensions of teaching styles of secondary school prospective Teachers.
- Hypothesis-6-There exists significant relationship between teaching effectiveness and expert dimensions of teaching styles of secondary school prospective Teachers.
- Objectives-7-To study relationship between teaching effectiveness and formal authority dimensions of teaching styles of secondary school Teachers.
- Hypothesis-7-There exists significant relationship between teaching effectiveness and formal authority dimensions of teaching styles of secondary school Teachers.
- Objectives-8-To study relationship between teaching effectiveness and demonstration dimensions of teaching styles of secondary school Teachers.
- Hypothesis-8-There exists significant relationship between teaching effectiveness and demonstration dimensions of teaching styles of secondary school Teachers.
- Objectives-9 To study relationship between teaching effectiveness and facilitator dimensions of teaching styles of secondary school Teachers.

- Hypothesis-9 There exists significant relationship between teaching effectiveness and facilitator dimensions of teaching styles of secondary school Teachers.
- Objectives-10 To study relationship between teaching effectiveness and delegator dimensions of teaching styles of secondary school Teachers.
- Hypothesis-10 There exists significant relationship between teaching effectiveness and delegator dimensions of teaching styles of secondary school Teachers.
- Objectives-11 To study the relationship between Personality and Teaching style of teachers at secondary level of education in total.
- Hypothesis-11 There exists significant relationship between personality and teaching style of secondary school Teachers in total.
- Objectives-12- To examine the difference between male and female teachers on teaching effectiveness of secondary school Teachers.
- Hypothesis-12- To examine the significant difference between male and female teachers on teaching effectiveness of secondary school teachers.
- Objectives-13 - To study the difference between extrovert and introvert personality of secondary school teachers on teaching effectiveness.
- Hypothesis-13 - There exists the significant difference between extrovert and introvert personality of secondary school teachers on teaching effectiveness.
- Objectives-14- To study the difference between effective and ineffective teaching style on teaching effectiveness of secondary school Teachers.
- Hypothesis-14- There exists significant difference between effective and ineffective teaching style on teaching effectiveness of secondary school Teachers.

Delimitation of research work

1. Only B.Ed. candidates are eligible to participate in the study.
2. The study is limited to specific psychological factors including personality, teaching effectiveness, and teaching styles.
3. 400 aspiring secondary school teachers' opinions made the basis for the study.
4. A prospective teacher's teaching style is impacted by the demands of the students and the researcher selected such class room for this study.
5. For data gathering, four districts in West Bengal were chosen.

Research Methodology

For this study researcher used descriptive survey method to solve this issue. Descriptive study aims to describe phenomena and its characteristics. The primary objective of this study is on what happened, not how or why it happened. As a result, data collection methods usually involve questionnaires and observation. Both quantitative and qualitative research techniques are used in the descriptive survey research method.

Population

A population is the complete set group of individuals, whether that group comprises a nation or a group of people

with a common characteristic. In statistics, a population is the pool of individuals from which a statistical sample is drawn for a study. A population is a complete set of people with a specialized set of characteristics, and a sample is a subset of the population. The usual criteria researcher use in defining population is geographic, for example, "the population of West Bengal". In the same sense, a population is defined as a group of individuals of the same species living and interbreeding within a given area. It is a lack of long-term studies that monitor how prospective teachers' effectiveness as teachers evolves from pre-service training to their first years of teaching. The efficacy of various instructional approaches in different secondary school programs and students is still not thoroughly investigated.

Sample

A larger sample size can also increase the power of a statistical test. A sample is a subset of individuals from a larger population.

Total 400 samples will be collected by applying simple random sampling techniques from whole population. Out of which 200 samples will be male and 200 will be female. 400 Pupil teachers will be selected in total from 16 institutes and from each institute 25 pupil teachers will be selected randomly.

Tools used

1. Teaching Effectiveness scale (2021) developed and standardised by Dr Subhas Sarkar & Sbhijit Deb.
2. Personality inventory (2005) developed and standardised by Dr.Yashvir Singh & Dr.Har Mohan Singh.
3. Teaching style scale (2008) developed and standardised by Dr Sapna Sharma & Divya Saran.

Data collection procedure: Data were collected in two phase after seeking permission from heads of institutions. As per tools manual, researcher directs the respondents in the beginning of the process. Total process was completed in four months.

Statistical Techniques used for the study

Researcher used coefficient correlation and t-test statistical techniques for the present study to study the relationship and difference among variables.

Main Findings

1. It can be interpreted to mean that extraversion personality prospective teachers have greater teaching effectiveness and Introversion personality prospective teachers have lower teaching effectiveness of secondary level of education. Therefore, the current study's finding indicates there is a positive correlation between teaching effectiveness and personality of secondary level perspective teachers in general is retained.
2. It can be interpreted to mean that grater extraversion, greater will be their personality and lower Introversion less attractive will be their personality of secondary level perspective teachers. Thus, study findings stated that there exists positive relationship between extrovert and introvert personality of secondary level perspective teachers in general is retained.
3. It revealed that, teaching effectiveness is medium positively related to personality of secondary level

perspective instructor. It may be interpreted to mean that extraversion personality greater will be the teaching effectiveness and Introversion personality lower will be the teaching effectiveness of secondary level perspective teachers. Thus, the hypothesis (Hy-III) of the current study demonstrates there is a favourable correlation between instructional effectiveness and extrovert personality of secondary level perspective teachers in general is retained.

4. It is found that, teaching effectiveness has small positive relationship with introvert personality of secondary level perspective teachers. It may be interpreted to mean that introvert personality of prospective teachers have less effectiveness of teaching. Therefore, the current study's conclusion shows there is a positive correlation between teaching effectiveness and introvert personality of secondary level perspective teachers is retained.
5. It is examined that, teaching effectiveness is positively related with teaching styles of secondary level perspective teachers. It can be interpreted to mean that effective teaching styles greater will be the teaching effectiveness and ineffective teaching styles lower will be the teaching effectiveness of secondary level perspective teachers. Thus, the hypothesis (Hy-V) of the current investigation that there are positive significant relationship between teaching effectiveness and teaching styles of secondary level perspective teachers in general is retained.
6. It is indicated that, teaching effectiveness is positively related with expert dimensions of teaching styles of secondary level perspective teachers. It can be interpreted to mean that showing more expertise in teaching styles have high teaching effectiveness of secondary level perspective teachers. Thus, findings of the present study revealed that there exist positive association between teaching effectiveness and expert dimensions of teaching styles of secondary level perspective teachers is retained.
7. Study found that teaching effectiveness is positively related with formal authority dimensions of teaching styles of secondary level perspective teachers. It is interpreted to mean that more showing formal authority dimension of teaching style have high teaching effectiveness of secondary level perspective teachers. Therefore, the results of this study indicate that there is a positive correlation between teaching effectiveness and formal authority dimensions of teaching styles of secondary level perspective teachers is retained.
8. It is examined that, teaching effectiveness is positively related with demonstration dimensions of teaching styles of secondary level perspective teachers. It can be interpreted to mean that more showing demonstration dimensions of teaching styles high will be their teaching effectiveness of secondary level perspective teachers. Therefore, the results of this study indicate that there is a positive link between teaching effectiveness and demonstration dimensions of teaching styles of secondary level perspective teachers is retained.
9. It indicates that, teaching effectiveness is positively related with facilitator dimensions of teaching styles of secondary level perspective teachers. It is interpreted to mean that more showing facilitator dimensions of

teaching styles high will be their teaching effectiveness of secondary level perspective teachers. Therefore, the results of this study indicate that there is a positive correlation between teaching effectiveness and facilitator dimensions of teaching styles of secondary level perspective teachers is retained.

10. It is found that, teaching effectiveness is positively related with delegator dimensions of teaching styles of secondary level perspective teachers. It is interpreted to mean that more showing delegator dimensions of styles of teaching high will be their teaching effectiveness of secondary level perspective teachers. Therefore, the results of this study indicate that there is a positive link between teaching effectiveness and delegator dimensions of teaching styles of secondary level perspective teachers is retained.

Educational Implications

In a study, there is an increasing emphasis on the personality qualities and overall welfare of prospective teachers. They are facing positive and negative effects from the impact of western culture, media exposure, and easy access via the internet and mobile devices. Children get involved in drug usage, violence, abuse, criminal activity, and other related issues. When the teachers are aware of the personality qualities, it may be minimized. Along with to having strong personality traits themselves, prospective teachers have to assist their students develop good self-concepts. The research also indicates that the level of personality traits of prospective teachers in west Bengal is average. This may be due fact that the educational institutions are providing adequate instructional and infrastructural facilities and also organizing several programs such as curricular, co-curricular activities, symposium, group discussion, work shop, puzzle test, brainstorming, quiz and yoga programs, sports events and so on.

In order for schools to adapt to these innovations and to survive in society, teachers should be patient, willing, motivating students, have strong communication skills and have good human relations. Therefore, it is considered that, coupled with the exams held at the cognitive level, the acceptance of the individuals who will be teachers to the faculties of education should be done by applying psychological, personality, skills, sensitivity, talent, social cohesion etc. scales. In this context, it is hoped that the results obtained from the research data can guide and implement the educational policies.

Teachers should be asked to contribute in the various planning in the school by giving their valuable suggestions. It will help them to become extroverts and thus can help in making their teaching more effective

Recommendations and suggestions for further study

It is strongly recommended that measurement of personality traits should be adopted in organisational set-up to assist and in the selection of human personnel in all recruitment process. It could be appropriate to start a discussion about the application of personality features. assessments in secondary level of education. Personality has already been proposed as a selection strategy for entering teacher preparation (Thornton, Peltier, & Hill, 2005) and teaching practice (Kennedy, 2012). In many countries, teacher trainee selection methods are not founded on strong theory-based or evidence-based models. Our findings thus offer initial

empirical evidence for the significance of personality trait evaluations, particularly conscientiousness and agreeableness, in academic systems that place a premium on student-teacher interactions and student-teacher self-efficacy. Some schools may have assigned students to teachers based on pre-existing information about the student educational outcomes (Kalogrides, Loeb, & Beteille).

1. A similar study can be conducted in different provinces and larger samples
2. Research can be done about the causes of teaching style between teachers and students, ways of their solutions and teaching effectiveness. In this respect, feedback can be provided to teacher education undergraduate programs.
3. Trainees should also include training on teaching styles approaches in the process of preparing for professional life or in-service training.
4. Future studies ought to look into teaching styles of teacher educators in more detail and reveal more comprehensive framework on this. It is important to explain that the present study had certain limitations since the results only reflect prospective teachers' opinions who are studying in the departments of the mathematics teaching at the faculty.
5. Future studies should also investigate other prospective teachers' opinions from different departments of the faculty. By doing this, a comparison can also be possible.
6. In addition, to know what prospective teachers' opinions on this issue can be helpful for teacher educators to revise some points in their teaching and raise their awareness on the issue.
7. To communicate the study's findings with practitioners who study on effective teaching and teacher in higher education, in particular, in teacher education might be another implication of this present study.
8. The following are some recommendations for further research based on the results of the current study:
9. A more representative sample can be selected from a wide area, and the current study can be carried out on a broad scale.
10. Only 4 districts of West Bengal are taken in the present study. A similar study can be taken with more districts.

Conclusion

The findings stated above result in the following conclusion:

- Student instructors enrolled in various government-aided and private, unaided, or self-financed B.Ed. colleges in West Bengal, they are expected to serve as highly successful teachers. This shows that the student teacher's practical instruction is mediocorely effective.
- It is expected that the teacher educators recruited by many of the government-aided B.Ed. colleges in West Bengal will become effective teachers. It shows that the instruction provided by the government-assisted B.Ed. college students is to a moderately effective type.
- Student instructors employed by various private, unaided, and self-financed B.Ed. colleges in West Bengal are considered to have a medium level of effectiveness in the classroom. It suggests the instruction provided by the private, self-funded, unaided B.Ed. College student teachers is only partially effective.
- It is determined that, with regard to their degree of

overall teaching effectiveness and a majority of its aspects, student instructors at government-aided and private-unaided/self-financed B.Ed. colleges differ statistically significantly. When it comes to their overall performance as teachers, it can be argued that government-aided B.Ed. college staff members are usually better than private, unaided, or self-financed B.Ed. college students.

- On the basis of the present study it is concluded that pupil teachers exhibit very effectiveness in their teaching. It is also inferred that the pupil teachers are comprehensively knowledgeable, enthusiastic, simulative, cooperative, suggestive democratic, kind and sympathetic.
- It is determined that experienced student teachers perform noticeably better in terms of teaching effectiveness following practice teaching than they did at the start of the course.

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