

**TEACHER EFFECTIVENESS AND
STUDENT ACHIEVEMENT IN
THE SMART SCHOOL HYDERABAD**



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**Thesis submitted in partial fulfillment of degree requirement
of B.Ed (Hons)**

Virtual University Of Pakistan

DECLARATION CERTIFICATE

I declare that the work done in this research is original and solely done by me. There is no plagiarism in this work.

Signature

Zoha Agha

DEDICATION

This study is dedicated to my parent's father, Agha Abdullah Jan, and

Mother, Asiya Agha,

My brothers and sister,

And my teacher Sir Nauman Abdullah

Who helped me and guided me in completing this thesis.

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Chapter 1

INTRODUCTION

Role of an effective teacher is to facilitate his/her students learning, effective teacher is the one who maintains the nonthreatening environment in classroom and use different teaching methods as teaching strategies to keep students more motivated and learning interesting, few examples are group work and classroom discussions. Effective teaching is more than just the successful transference of knowledge and skill or application around a particular topic. Effective teaching ensures that this surface approach to learning is replaced by deeper, student driven approaches to learning that analyze, develop, create and demonstrate understanding, teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Effective teacher is the one who quite frequently makes it possible for learners to learn well, many research studies have been carried out about both the conditions that affect learning, the teacher's personal characteristics or classroom activities show that there is little agreement among researches on the field of education about the qualities of an effective teacher.

Researches also show that effective teachers are the most important factor contributing to student achievement. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how

much progress their students make on achievement tests, although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Teacher's effective teachings are the main thing behind student's progress in class, in school and academically, teachers may be evaluated by student's achievement. Effective teachers have strong personalities and show positive hold on students achievement, students and teachers show a strong bond which always show good and positive change in students achievement. Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. Students need to initiate learning and maintain engagement during learning in their development as independent lifelong learners and gain academically. Teachers have found that students come into their classrooms with many different backgrounds, cultures, experiences, or socioeconomic situations. All of these circumstances influence students' ability to learn and progress in school. Even though there is a state mandated curriculum, teachers find it necessary to approach some students differently to reach them. Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher, teacher effectiveness is typically associated with academic student growth and achievement.

Teachers are asked not only to present information, but to help students grow in creativity, curiosity, social adjustment, problem solving, and responsibility; teachers are also asked to help students develop a good attitude toward classmates and their school. The accomplishment of these goals has a greater chance if teachers use effective teaching competencies. A highly effective teacher, therefore, is one whose students show the most gains from one year to the next. By using this approach, researchers are able to isolate the effect of the teacher from other factors related to student performance, for example, students' prior academic record or school they attend.

The teachers in this study revealed that personal growth is a prerequisite to intellectual growth. Therefore, teacher effectiveness must include the successes of personal student growth and academic achievement, teachers who attended to the social and emotional needs of students saw increases in confidence and motivation. In the present study, a teacher could not be considered effective without student-centered teaching practices and positive student relationship strategies.

1.1 Statement of problem

The main purpose of this study is to identify the role of effective teacher on student's achievement in school, how teachers teaching can be effective and what are the qualities of effective teachers and how it can affect students learning. The study involves observation of teachers teaching and student's academic results to know the effectiveness of teachers teaching.

The teacher whose teaching is effective show more positive impact on students learning and in their academic results and these students perform better in class and in school. Effective teachers have strong personalities, they have command respect, and

they are intelligent, full of confidence, positive, enthusiastic, friendly and genuinely care for their students. This report shows how teacher can be effective? How it will affect students learning and achievements? What are the qualities of Effective teachers?

1.2 Objectives

These are the main objectives.

1. To know the role of effective teacher in class.
2. To know the components of effective teacher.
3. To see the relationship between effective teacher and student's achievement at elementary and secondary level.
4. To see the differences in effective teacher and student's achievement on basis of demographic variables.

1.3 Research questions

These are the research questions.

1. Are there any significant roles of effective teacher?
2. What are the components of effective teacher?
3. To explore the relationship between two variables?
4. To what extent effective teachers teaching show positive changes in students achievement?

1.4 Significance

The significance of this study was that teacher plays very important role in students academic achievement, if teachers teaching is effective than it will surely show the positive impact on students achievement.

1.5 Variable

The research is on the teacher's effectiveness and its effect of student's achievement, the variable of this research is on student's achievement, in this study we have done random sampling and collect data to know about effective teachers teaching and their effect on student's academic achievement.

Chapter 2

REVIEW OF THE RELATED LITERATURE

When we talk about teaching effectiveness, it's usually in the context of evaluation. Student ratings are frequently described as measures of teaching effectiveness, and that makes our understanding of the term important. Researcher (Leslie Layne) wondered whether students and teachers define the term similarly. If they don't, Layne writes that understanding the differences "is crucial to faculty and administrators when interpreting student survey results."

Effective teachers have strong personalities, they have command respect, and they are intelligent, full of confidence, positive, enthusiastic, friendly and genuinely care for their students. (Reynolds, 2010) studied the effect of Effective Teaching and wrote a book on : Evidence and Practice, stated in their book the characteristics of effective teaching that effective teachers have active teaching that takes curriculum content to children's, high levels and quality of questioning, good time management and frequent feedback.

Acknowledges that students themselves can be a limiting factor, not just in teacher effectiveness, but also in generating and sustaining widespread curricular reform (ward.P, 2013) makes a strong argument for the need to assist teachers in teaching "beyond the standards." Certainly, a primary focus of a beyond-the-standards emphasis should be to aspire to rich content development with the goal of enhanced student engagement and learning. Defining effective teaching is of course problematic. Ideally,

we might define effective teaching as that which leads to high achievement by students in valued outcomes, other things being equal. We acknowledge that available assessments – and particularly those that have been used for high-stakes accountability or in existing research studies – may not fully capture the range of the outcomes that we might specify as desirable aims for education (Muijs, 2014, p 231-256).

Many researches on the qualities of effective teachers are conducted, (Langer, 2000) according to the results of these research effective teachers should; take close care of their students ,treat them fairly (pearl Campbell, 1999) establish positive interaction with students (Brookhart & Loadman, 1992), be enthusiastic in educational activities (Rowan et al., 1997), be skilled in classroom management (Molnar, 1999), pay more attention to teaching (Cawelti, 2004), have high expectations of him/herself and students (Cotton, 2000)

(Walls, 1999)described few important factors of effective teachers should have the "Four Aces of Effective Teaching" summarize the most prevalent recommendations from the teaching-effectiveness research literature .They are the strongest links between what teachers can do and the learning that students achieve. The Four Aces represent a consolidated way of thinking about the "process" of teaching as it influences the "product" (student learning). You may think of them as catalysts for learning. Student learning is better, faster, and/or more long-lasting when teachers are able to play the Four Aces.

The Four Aces of Effective Teaching are summarized; the first Ace of Effective Teaching concerns the utilization of an outcomes-based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. These

outcomes inform students of where they are going and how they will get there. Outcomes also provide the teacher with a framework for designing and delivering the course content. Furthermore, outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness. More effective teachers use designated outcomes as a basis for the establishment of curricular alignment. Curricular alignment is the degree to which the employed instructional methods and assessment techniques enable the student to acquire and/or demonstrate the desired outcomes.

The second Ace of Effective Teaching involves the clarity of instruction, most effective teachers typically provide students with highly explicit directions and explanations concerning the course organization and content. When delivering instruction, nothing should be left to chance. If students are not meeting your expectations, your methods of delivery may lack the required degree of clarity. When a teacher tells, shows, and makes the message available from alternate perspectives to alternate senses, that teacher is engaged in effective instructional practice. Additionally, the course should be structured in a way that affords students the opportunity to make connections between the new material that is being presented and the concepts that they have already learned. This instructional strategy is referred to as curricular scaffolding. When a teacher helps students connect new information with what they already know, the teacher is assisting these students in accurate organization of information.

The third Ace of Effective Teaching is engagement; this principle suggests that students learn by doing. The formal lecture represents an archaic model defined by instructor as deliverer and student as receiver. This model exemplifies one-way communication and perpetuates an incomplete model of education. Accordingly, teachers

must create a dynamic, educational environment that affords students the opportunity to practice every concept that they are learning. More effective teachers utilize instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should begin early in the lesson and continue throughout the lesson introduction, body, and closure. Furthermore, these engagement activities are intended to facilitate the development of the knowledge, skills, and attitudes that will enable the student to accomplish the previously identified lesson outcomes. This type of curricular alignment is a critical component of an effective, student-centered learning environment.

The fourth Ace of Effective Teaching is enthusiasm. As straightforward as it may seem, "if you hate to teach it, your students will hate to learn it." Conversely, if you love to teach it, your students may very well love to learn it. Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher's subject matter knowledge and instructional experience. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students. The most critical component for fostering classroom enthusiasm, however, is student success. Accordingly, it is the teacher's responsibility to establish a classroom environment that allows for a high degree of student achievement. Ultimately, high levels of student achievement serve as a powerful motivator for both student and teacher.

(Dunkin, 1974.) Found that more than 10,000 research studies had been completed on the topic of effective teaching in the twenty years prior to their study. It is safe to

assume that this total is much larger at the present time. Even with such a large amount of data generated, there was still a great difference of opinion in the findings.

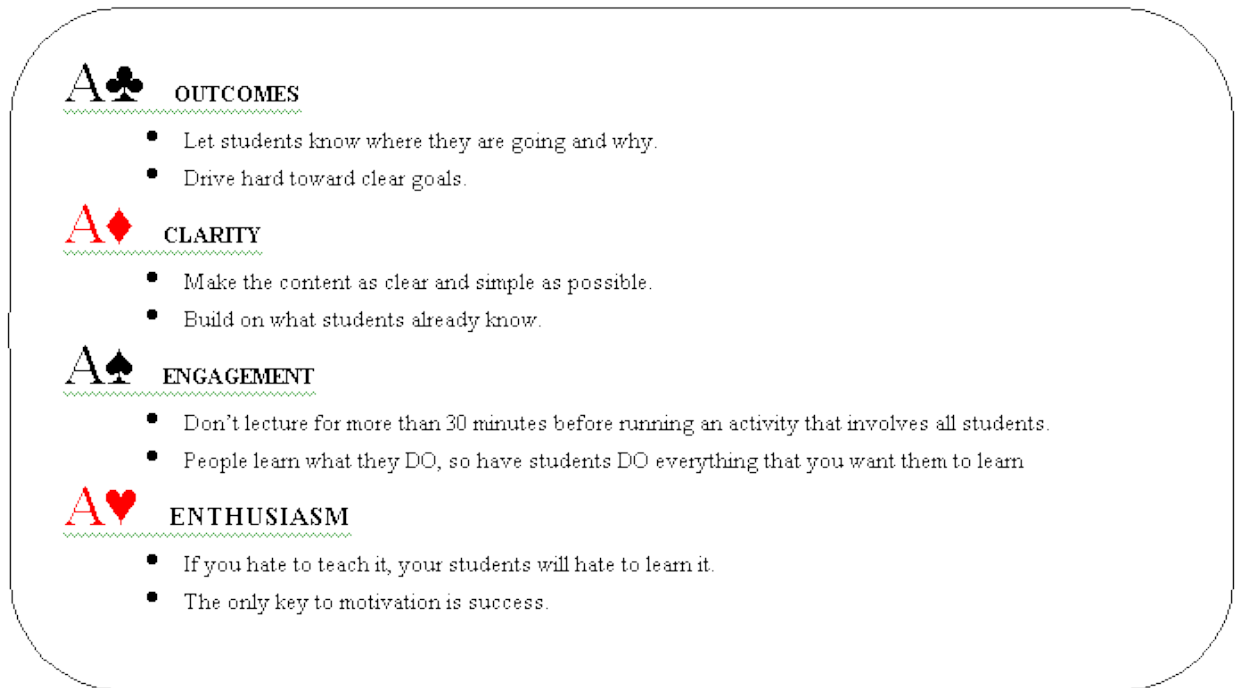


Figure 1

2.1 Qualities of Effective Teachers

According to (Bayrak, 2003, p. 196) the concept of effective teacher is different from the concept of good teacher, because “a good teacher can seldom be effective while an effective teacher is always good”. (Stronge, 2007) highlighted the qualities of effective teacher and put together these results under 5 categories:

Table 2. 1
Qualities of Effective Teacher

Category	Quality
Personality Traits	Caring for students Treating students fairly and respectfully Positive interaction with students Enthusiasm in teaching Motivation to work Devotion to professional development Awareness of strong and weak sides
Classroom management	Establishing classroom management Organizing tasks, instruments and space in class Establishing student discipline
Planning of instruction	Considering instruction important Time management Having high expectations of himself and students Organizing contents for an effective instruction
Instruction	Using different instruction methods and strategies Guiding students with clear examples Supporting learning by understanding rather than by memorizing Using questioning effectively Directing student attention to lesson
Monitoring of student progress	Giving homework appropriate to lesson content and student capacity Providing face to face interaction to students left behind of class Considering student needs and proficiency

2.2 Components of effective teaching

(Griffith, 1973) Believed that teachers should be observed (1) to find out what learning activities students are engaged in and to appraise their value; (2) to encourage and assist teachers to teach more effectively; and (3) to find out whether courses of study are related to students' needs and abilities and contributive to the goals of education.

(Louisiana, 1992) Louisiana's Teaching Standards for both new and experienced teachers—the Louisiana Components of Effective Teaching—have been developed from the professional knowledge base on teaching and “craft knowledge” acquired by experienced educators. An advisory panel reviewed the professional knowledge base on teaching by examining research-based teacher assessment and evaluation documents from eight states. In addition, other experts on personnel evaluation were consulted, and recommendations were received from out-of-state and in-state review teams. The advisory panel also used the position paper of the Teacher Evaluation Advisory Commission to develop the criteria. The State Board of Elementary and Secondary Education (SBESE) approved the Louisiana Components of Effective Teaching in September 1992. Revisions to the Components are approved by SBESE as needed. The following section contains the Louisiana Components of Effective Teaching:

2.2.1 Planning

Planning is an important aspect of the teaching/learning process and is primarily a mental activity. An important part of the Assessment is the new teacher portfolio. Planning is assessed as part of Entry A – The Teacher Work Sample

2.2.1.1 The Teacher Plans Effectively for Instruction

1. Specifies learner outcomes in clear, concise objectives
2. Includes activity/activities that develop objectives
3. Identifies and plans for individual differences
4. Identified materials, other than standard classroom materials, as needed for
5. Lesson
6. State method(s) of evaluation to measure learner outcomes
7. Develops an Individualized Education Program (IEP) and/or Individualized
8. Family Service Plan (IFSP) as needed for the lesson

2.2.2 Management

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior. Focus should be placed on teacher behavior. Management is assessed in the Classroom Observation

2.2.2.1 The teacher maintains an environment conducive to Learning

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

2.2.2.2 The teacher maximizes amount of time available for instruction

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities planned

2.2.2.3 The teacher manages learner behavior to provide productive learning opportunities

1. Establishes expectations for learner behavior
2. uses monitoring techniques to facilitate learning

2.2.3 INSTRUCTION

The teacher, as the knowledgeable professional, is the person best-suited to determine effective Instruction for his/her classroom. Domain III is measured in both the new teacher portfolio and the Classroom Observation

2.2.3.1 The teacher delivers instruction effectively

1. Uses technique(s) which develop(s) lesson objective(s)
2. Technique(s) may include teacher-directed activity/activities or student-Centered activity/activities.
3. Sequences lesson to promote learning
4. Sequencing means that the teacher initiates, develops, and closes the lesson with continuity.
5. Uses available teaching material(s) to achieve lesson objective(s)
6. Adjusts lesson when appropriate
7. The teacher integrates technology into instruction

2.2.3.2 The teacher presents appropriate content

1. Presents content at a developmentally appropriate level

2. The teacher is knowledgeable of the content and relates it to the abilities and interests of the students.
3. Presents accurate subject matter
4. Relates relevant examples, unexpected situations, or current events to the content

2.2.3.3 The teacher provides opportunities for student involvement in the learning process

1. Accommodates individual differences
2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher-order thinking at the appropriate developmental levels
4. Encourages student participation

2.2.3.4 The teacher demonstrates ability to assess and facilitate student academic growth

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective assessment techniques.
3. Provides timely feedback to students
4. Produces evidence of student academic growth under his/her instruction

2.2.4 PROFESSIONAL DEVELOPMENT

Professional development is assessed as entry B in the New Teacher Portfolio.

The Professional

Growth Plan will provide the data to measure the new teacher's professional development activities.

2.2.4.1 The experienced teacher plans for professional self-development

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering in-services; serving on textbook committees; developing teaching materials; promoting positive public relations; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

2.2.4.2 The new teacher plans for professional self-development

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.

2.2.5 SCHOOL IMPROVEMENT

2.2.5.1 The teacher takes an active role in building-level decision making

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task force(s) and/or committees
3. Implements school improvement plan at the classroom level.

2.2.5.2 The teacher creates partnerships with parents/caregivers and colleagues

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program

(.Muijs, 2014) mentioned in his study that teachers may need to have clear understanding of why, when and how each of these practices can be effective, and exactly what it means to demonstrate them in a way that is optimal to promote students' learning. Good summaries of the wider evidence about effective practices can be found in

2.2.5.3 Danielson's Framework for Teaching

Many researches' have been published on what effective teachers focus on and how to be an effective teacher, teacher must be planned and know his/her students in class. (Daniel Aaronson, 2007) Reviewed, several studies when making a framework for teaching, he further said that it is believed that loving the job or in simple words loving what you do makes your job a happy workplace. Similarly, a teacher should actually love or has great interest in what he/she teaches. His/ her interest in the subject will open new horizons of learning for him/ her and the students. It will be dismal sight to witness a teacher teaching a subject in which he/ she actually is not interested and lacks command. The use of this framework as a classroom observation instrument is discussed in more detail below (p31), but for now we present an outline of the elements that are evaluated.

I. Planning and preparation

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Outcomes
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Designing Student Assessments

II. Classroom environment

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space

III. Instruction

- a. Communicating with Students
- b. Using Questioning and Discussion Techniques
- c. Engaging Students in Learning
- d. Using Assessment in Instruction
- e. Demonstrating Flexibility and Responsiveness

IV. Professional responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records

- c. Communicating with Families
- d. Participating in the Professional Community
- e. Growing and Developing Professionally
- f. Showing Professionalism

Despite these limitations, wherever possible, it makes sense to judge the effectiveness of teaching from its impact on assessed learning. If the assessments and value-added models available to us are not good enough, we need to improve them. In the meantime we must exercise some caution in interpreting any claims about teaching effectiveness. A further concern is that in practice, any kinds of observational measures provide at best poor approximations to how much students actually learn. Whether they are based on classroom observation, student surveys, book scrutiny or other sources, their predictive power is usually not high. For example, even in a high quality research study such as the Measures of Effective Teaching Project (Mihaly, 2013) the median correlation between a range of value-added and observation ratings was only 0.3. Although a correlation of 0.3 will often be presented as ‘highly significant’ by researchers, in practice it means that if we were to use classroom observation ratings to identify teachers as ‘above’ or ‘below’ average in their impact on student learning we would get it right about 60% of the time, compared with the 50% we would get by just tossing a coin. It is better than chance, but not by much; there is information in classroom observation, but not enough to base important decisions on it. (Strong, 2011) stated that qualities of effective teachers also support the Danielson framework of course, this is a best-case: with regular teachers or principals using un-validated observation protocols and no quality assurance process to check judgments are aligned, the correlation will be much less, perhaps even negative

While researching the effects teachers have on student learning, (Good, 1976) determined that teachers do make a difference. A large contribution to what brought about that difference was the affective component to teaching that the teachers used. Good et al. found that students who held a sense of futility toward school had the worst achievement record. These students needed teachers who believed in them and were willing to work with them

There are a number of sources of evidence about the skills, knowledge, behaviors, qualities and competences required to be an excellent teacher. A key feature of the current review is that we try to limit our attention to well-defined, operational, observable behaviors, skills or knowledge that have been found to be related, with at least some justification for a causal relationship, to measurable, enhanced student outcomes. Following (Rosenshine B. , 2010)(Rosenshine B, 2012) and (.Muijs, 2014), these sources of evidence include:

I. Evidence from educational effectiveness research about teacher

- Behaviors associated with learning gains Evidence from intervention studies about what can be changed, and its
- Effect on outcomes Evidence and theory from cognitive science about learning: how our brains
- Acquire, make sense of and use information

2.3 Teacher effective teaching and student achievement

(Rushton, 2007) States that teachers are seen as the most important factor affecting student success Countries that are aware of this fact developed various policies to train

effective teachers and hence they could be successful in international tests (Bozkuş, 2013)

(Blanton, 2006) States that early research on effective teachers dated back to the 1940's and attempted to ascertain the importance of classroom experience and personality traits of the classroom teacher. In the 1960's, researchers shifted their focus from qualities of the classroom teacher to the relationship between what the teacher did in the classroom and what the students learned. In the 1970's, research expanded the dimensions of effective teaching to include teacher preparation, planning activities, and professional development. Numerous research-based educational reform initiatives have been attempted in an effort to improve student achievement, with a majority of researchers concluding the most important variable in educating students effectively is the quality of the classroom teacher

The factors that have been shown to influence student achievement can be categorized into three: school-related factors, student-related factors, and teacher related factors. Among these three, teacher-related factors, especially teacher quality, have generated a great deal of attention. (Dossett, 2003). (Goldhaber, 2004) in his study have mentioned the study on us department of education in which he mentioned that: The U.S. Department of Education has recognized that the most important factor contributing to poor student achievement may be unqualified teachers (Goldhaber, 2004)The NCLB Act states that “every child in America deserves a high-quality teacher” and “States will be accountable for ensuring that all children are taught by effective teachers” by the end of 2005-2006 school year.

Carl c. Johnson in her article in Journal of Science Teacher Education tells us: Relationship Between Teacher Effectiveness and Student Achievement Level of teacher effectiveness was determined for sixth-grade teachers in the first year (when the student cohort was in sixth grade), seventh-grade teachers in the second year (when the student cohort was in seventh grade), and eighth-grade teachers in the third year (when student cohort was in eighth grade), as the participating students progressed through their prospective grade levels

2.3.1 Demographic characteristics and DIT scores for students and teacher effectiveness

	6th Grade	7th Grade	8th Grade
Teachers (<i>n</i>)	5	3	3
Teacher effectiveness ^a	1in/2n/2e	1in/1n/1e	1in/1n/1e
Students (<i>n</i>)	232	212	210
Male students (%)	53	53	54
White students (%)	73	69	68
Student DIT scores			
Mean	8.93	12.28	13.28
Median	9.00	13.00	14.00
SD	3.13	3.16	3.36
Min.	1.00	4.00	5.00
Max.	18.00	20.00	21.00

^a Teacher effectiveness = teachers classified as 'in' ineffective (LSC 1 or 2), 'n' neutral (LSC 3), 'e' effective (LSC 4 or 5)

Students of effective teachers demonstrated significantly higher scores on the achievement test than did students in classrooms with neutral or ineffective teachers across the 3 years of the study

(Rosenshine B. , 2010) (Rosenshine B. (., 2012) They Summarized 40 years of research on effective instruction with a key set of principles that maximize its impact. The starting point for this evidence base is a set of correlation studies linking particular observed classroom teacher behaviors with higher student outcomes. For each of these principles there is also experimental evidence showing that attempts to train teachers in adopting these behaviors can result in changes in teacher behaviors and improvements in student outcomes. In outline the ten principles are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps, with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models for problem solving and worked examples
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

(Langer, 1997) Writes “if the source of information is someone we respect, we are more likely to be influenced and retain the information than if we view the source as untrustworthy” (p. 86). Initial gathering of information relies on the source of the

information. “When we have learned information mindfully, we remain open to ways in which information may differ in various situations” (p. 87). In effect, by building solid relationships with students, teachers are creating discriminating, as well as lifelong learners. Although, over time, the source of the information may be forgotten, the information received is retained.

(Muijs. D., 2005) found that Emotional stability plays an important role in academic profession. It has the direct impact on the teacher’s behavior and teaching method. Teachers are considered as the pillars of any institution, which directly or indirectly affects the standards of the institution. Most recent approach to the study of teacher effectiveness acknowledges the many differentiated roles that teacher play and examines effectiveness across the various roles

(Prof. Sandra Chance, 2004) Shared in effective teaching strategies that how teacher teaching can be effective in eBook that teacher should:

2.3.2 Be passionate

Students appreciate a professor who is passionate and enthusiastic about their subject matter and teaching. They’ll work harder for you if you make it clear that you care about your material and their success.

2.3.3 Respect your students

Without them, we wouldn’t have jobs. Always remember that you’re doing what you love to do because of the students.

2.3.4 Make yourself a great teacher

Most of us weren't trained to be teachers, so we must teach ourselves. If you're struggling in the classroom, ask for help. Find a mentor, attend workshops, identify resource material, start a teaching excellence work group. Never stop looking for ways to improve.

2.3.5 Master your subject matter

Be prepared and organized, but flexible enough to change things up when they're not working.

2.3.6 Care about your students

Care about the things they need and set appropriate boundaries.

2.3.7 Give your students the freedom to develop intellectually

Not just regurgitate course material. Helping them develop critical thinking skills may be the greatest gift you give them.

2.3.8 Provide clear

Written course requirements and objectives should be available. Prepare a detailed syllabus with as much information, including deadlines, test dates, expectations and course requirements, as possible. Don't be afraid to set the bar high, just be realistic in your expectations. Simplicity is better. The simpler the terminology used in the class, the easier will be for students to grab the concepts. A teacher should avoid using complex words just for the sake to impress the students. It may harm even best of the lectures

2.3.9 Remember that students learn differently

Some students learn materially by listening, some by reading and some experientially. Use different teaching methods to accommodate these different learning styles.

2.3.10 Make your class relevant to their world and their future

Treat students as consumers of knowledge. Figure out what they need to know and why they need to know it. Tell them why you're teaching what you're teaching. Bring as much real world experience as you can into the classroom.

2.3.11 Don't take yourself too seriously

Have a sense of humor and bring that into the classroom. Self-deprecating humor can be very effective and will help students relate to you as a human being.

2.3.12 Agility and Adaptability

Agility and adaptability are must in work place. A teacher should aware of the fact that fast paced technological advancements have revolutionized the learning methodologies therefore teacher should keep him/herself ready for learning new skills, news methods of technology in education and knowledge updating as per new theories and research, so that he may recognize himself as a modern day teacher of modern students.

(Clayson, 2006)In his paper states that it has been shown that students typically define an effective teacher as one who is warm, extroverted and enthusiastic. Effective teaching is multifaceted in nature. Therefore, it is not surprising that many factors influence students' perceptions on effective teaching. (Longden, 2009)In his research

states that literature indicates that student's value instructors, who are organized, provide clear and prompt feedback, create a classroom environment conducive to learning, respect students, and demonstrate concern for students.

(Hurwitz, 2005)states in his research that parents and teachers claim to know a good teacher when they see one, but educators and policymakers still can't agree on what kind of training teachers should receive or how to define a 'qualified' teacher" (Stronge J. &, 2003)agreed effective teachers cannot be identified through a magic formula, but there are traits they have in common. Gone are the ages when passive learning was practiced and students were meant to cram what they used to listen from teacher exactly (McDonald, 2015)It's an era of android generation in which student has sharpened with new set of skills and has ready access to updated knowledge with just one click away, therefore it's the active learning, a two way learning that is required to make teaching as a quality oriented job.

Students have varying goals to engage in an achievement task. Some students work on a task to show their competence or ability to outperform others (performance-approach goals). Other students work on a task to avoid showing their low competence or inability to outperform others (performance-avoidance goals). And some students work on a task to develop their competence or to learn new knowledge (Shin, 2017)(Muis, 2013)present research examines the effects of feedback on students' subsequent achievement goals.

It is critical to investigate instructional factors that lead students to endorse more adaptive achievement goals (e.g., mastery-approach goals) and to abnegate maladaptive

achievement goals (e.g., performance-avoidance goals) for more desirable learning outcomes.

(Harman, 2010) Highlighted the major aims of teaching and students achievement, Major aim of teaching learning process is achievement in terms of grades, as it is sole measure of learning in many cases. To achieve this target teachers use diverse teaching methods, including lecture, discussion and demonstration. Among all these most widely accepted and practiced is lecture method A study by researchers William L. Sanders and June C. Rivers found that students who were assigned to highly effective teachers for three consecutive years were likely to score up to 50 percentile points higher in math than students who had ineffective teachers for three consecutive years. (Daniel Aaronson, 2007) Found similar results in 2007. Their study also indicated that not only do students not learn as much from an ineffective teacher, but also that their academic performance actually declines. ³ In addition, Sanders and Rivers' study indicated that students assigned to a highly effective teacher after having consecutive ineffective teachers were able to improve their results, but were not able to make up for the lost learning. These studies support the idea that each teacher has lasting impact on student's achievement.

In reality, however, we often need to provide students with normative feedback due to standardized tests or evaluation policies. Many standardized tests (e.g., SAT, ACT, GRE) and school exams provide normative feedback (e.g., percentile rank). Given this situation, it may be critical to examine factors that are able to minimize the negative effect of normative feedback on students' achievement goal adoption (Shin, 2017)

One of the most important dimensions of each student functioning is school achievements (DYRDA, 2007) were put forwarded in research that understanding student achievement

and its determinants allows teachers to design specific educational activities that can provide each student to success. Measurement of school achievement is not an easy task, but is very important. Studying student achievement is important because it is a prerequisite for any changes in educational activities, or even systemic changes. Student achievement carry weight for educational choice of future profession, social functioning as well as the development of the whole society Hence, the number of teaching procedures are undertaken in order to improve student achievements. Student achievement can be determined by looking at End-of-Grade or End-of-Course assessments. Most states have high-stakes tests which are aligned to the state standards. While this is certainly one measure of achievement, it is an annual assessment and it does not provide educators with timely feedback. Annual student achievement is a good indicator of student growth over time and it can pinpoint a student's strengths and weaknesses.

Teacher self-efficacy (TSE) is developed from the social cognitive theory (SCT) (Bandura A. , 1977). Self-efficacy refers to the individuals' levels of confidence in their abilities to carry out specific courses of action for completion of a task (Bandura A. ,1997)it is based on the idea that the behavior of individuals is influenced by both external and internal factors. The same author Bandura hypothesized that expectations of self-efficacy can affect the initiation of an activity, as well as the effort and persistence required to perform that activity successfully

(Pillsbury, 2005) In his journal noted "a great curriculum in the hands of a skilled and effective teacher is a highly effective curriculum" (p. 36).

A teacher's personal interactions with his or her students can make a significant difference for students who are at risk for academic failure -- the importance of teachers' relationships with these students cannot be overstated (Downey, 2008).

(Meyer, 2002) In his research discussed their findings illustrating the importance of students' and teachers' emotions during instructional interactions. They determined that "through studying student-teacher interactions, our conceptualization of what constitutes motivation to learn increasingly has involved emotions as essential to learning and teaching" (p.107). Their results provide support for further study of the inclusion of interpersonal relationships in the instructional setting and to what degree those relationships affect the students' learning environment. The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom.

According to (Porter-Magee, 2004), research increasingly provided information that teachers with strong academic backgrounds in their subject area content have more influence on what their students learn, especially math and science teachers. Teachers' beliefs form a central part of their knowledge through which they perceive, process, and act upon information in the interaction classroom (Fang 1996). Such beliefs can influence teachers' goals, classroom patterns, and ultimately students' behavior and achievements (Kuzborska 2011).

Chapter 3

RESEARCH METHODOLOGY

3.1 Research Design

The study was designed to determine the teaching effectiveness, teaching qualities of teachers and their effect on student's achievement. A descriptive survey design was used to collect data from students. The first objective of the study was to know the role of effective teacher, second objective was to know the components of effective teachers and third is to know the qualities of effective teacher and fourth is to know the relationship between teachers effective teaching and students achievement.

3.2 Research Method

Quantitative research is taken to collect the data by simple random sampling technique, data is collected from students to know teachers effective teaching and their effect on student's achievement.

3.3 Population

The population for this study consisted of selected branches of secondary school "The smart school" TSS Hyderabad. Total of 266 students were selected from 3 different branches of school.

3.4 Sampling Technique

Simple random sampling technique

3.5 Sample size

Total of 266 students were selected randomly from grade 7 to 10 of 3 campuses of TSS, total of 100 students from grade 7, 110 from grade 8, 30 from grade 9 and 26 from grade 10.

1. Fatima Nawaz campus
2. Askari campus
3. G.O.R campus

3.6 Instrumentation—instruments/ tools used for the data collection

A questionnaire analysis was the main data gathering instruments. In this research survey we made survey paper for students to collect data of student's grade and percentage and what they think or describe their teachers.

3.7 Data collection Procedure

The questionnaire was designed as a survey paper; the data was collected by each class teacher of class 7, 8, 9 and 10. Permission was taken from school principal for this survey data collection. Questionnaires were used to collect relevant information and data from students in very short time. The reason we are taking our data from questionnaires is that it is less time taking. One source of data was used in this to get reliable data results to support our research in this school. To know student's achievement and effective teachers teaching respondents were asked to indicate total of 38 items and the response utilized were 1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

Frequencies, ranges, means and standard deviations were determined for the sample, SPSS statics 21 was used for data analysis which gave us T-values and probabilities.

To gather demographic variables of respondents we collected the data on the basis of gender, age, percentage, class, last grade, mother tongue and locality of students. The results are given below.

Table 4. 1*Students Demographic Data*

Demographic Variable	Type	Frequency	Percentage
Gender	Male	126	47.4
	Female	140	52.6
	Total	266	100.0
Age	10-12	57	21.4
	12-14	137	51.5
	14-16	72	27.1
	Total	266	100.0
Class	7	100	37.6
	8	110	41.4
	9	30	11.3
	10	26	9.8
	Total	266	100.0
Last grade	A+	36	13.5
	A	106	39.8

Demographic Variable	Type	Frequency	Percentage
Percentage	B+	108	40.6
	B	12	4.5
	C	4	1.5
	Total	266	100.0
	90-100	37	13.9
	80-90	106	40.1
	70-80	107	14.2
	60-70	12	4.5
	50-60	4	1.5
	Total	266	100.0
Mother Tongue	Sindhi	133	50.0
	Punjabi	39	14.7
	Urdu	86	32.3
	Siraiki	8	3
	Total	266	100.0
Locality	Rural	159	59.8

Demographic Variable	Type	Frequency	Percentage
	Urban	107	40.2
	Total	266	100.0

The table one showed the gender of respondents, the table showed that there were 126 male respondents and 140 were female respondents. The age of the respondents was divided into categories of the age range from 10 to 12year showing frequency of 21.4% and the category of the age 12 to 14years was showing frequency of 51.5% and the category of age 14 to 16 years was showing frequency of 27.1%, 4 classes were selected as shown in table 37.6% respondents from class 7, 41.4% from class 8, 11.3% from class 9 and 9.8% from class 10. Last grades of respondents were 13.5% got A+, 39.8% got A, 40.6% got B+, 4.5% got B and 1.5% got C, Percentage in above table showed that 13.9% respondents were above 90%, 39.8% were between 80 to 90%, 14.2% were between 70 to 80%, 4.5% respondents were between 60 to 70% and 1.4% were between 50 to 60%. Mother tongue of the respondents was divided into 4 categories in which majority were Sindhi 50%, 14.7% Punjabi, 32.3% Urdu and only 3 % Siraiki. Locality was divided into two urban and rural majority were from rural 159 respondents and 107 respondents from urban.

Table 4. 2*Data Mean*

No.	Item	Mean	Std. Deviation
1	Maintains fair and firm discipline without being too strict.	4.33	0.85
2	Is flexible in accommodating for individual student needs.	4.37	0.76
3	Listens and understand student's point-of-view.	4.46	0.66
4	Explains concepts clearly.	4.40	0.72
5	Always help us set goals for our learning and track our progress.	4.32	0.77
6	Voice easily reaches back benchers.	4.44	0.70
7	Maintains enough classroom discipline so the class and I can learn	4.41	0.68
8	Provides relaxed atmosphere in classroom.	4.45	0.65
9	Display strict attitude towards class control.	4.54	3.17
10	Present Test and Assignment marks within a reasonable time frame.	4.54	0.68
11	Engages students by asking questions related to topics	4.38	0.69
12	Manages classroom time and pace well	4.41	0.63
13	Makes positive contributions in lessons/discussions.	4.37	0.66
14	Maintains a good command on the contents of the course.	4.34	0.73
15	Gives and writes clear instructions.	4.60	2.57
16	Explains the material clearly and in ways that are easy to understand	4.55	2.59
17	Gives right amount of graded assignments and test in order to fairly evaluate my performance.	4.60	0.72

No.	Item	Mean	Std. Deviation
18	Grading system is fair and reasonable and all students are satisfied.	4.43	0.65
19	uses methods of evaluation(quiz, assignment, exam, etc) that reflect important aspect of subject matter and provide fair evaluation of students learning	4.40	0.69
20	Provide clear directions and explaining on assignments and tests.	4.37	0.64
21	Maintains clear rules for behavior in classroom and takes responsibility for promoting good behavior both in classroom and around school	4.42	0.62
22	Gives background knowledge.	4.40	0.68
23	Encourages participation in discussions/questions	4.34	0.73
24	Presents subject materials in interesting way.	4.33	0.66
25	Involves me in making choices and decision about my school activities.	4.26	0.72
26	Maintains close link between what is actually taught and with previous knowledge of students.	4.46	0.61
27	Use different styles to explain things.	4.39	0.64
28	Explains clearly and gives deeper understanding of concepts.	4.40	0.62
29	Gives assignment and homework relevant to subject matter.	4.39	0.63
30	Regularly provides my class with clear goals.	4.37	0.69
31	Supports and motivates us to work hard.	4.40	0.68
32	Offers encouragement and positive reinforcement, as well as constructive criticism.	4.41	0.66
33	Show interest and is enthusiastic about teaching this class.	4.43	0.65
34	Provides with useful feedback on my work.	4.37	0.72

No.	Item	Mean	Std. Deviation
35	Gives relevant homework.	4.40	0.67
36	Respond with good feedback on homework and projects so that I can improve	4.41	0.62
37	Teaches student to plan, observe, and evaluate their teaching activities.	4.48	0.61
38	Encourage students in class to interact positively amongst themselves	4.50	0.60

The table no 2 showed that there were total of 38 items all related to teachers effective teaching factors, looking closely at the table item per item, it was observed that the item no: 15 “ gives and write clear instruction” and item no: 17 “give right amount of graded assignments and test in order to fairly evaluate my performance” had the highest mean 4.60 among all other items and item no: 25 “ involves me in making choices and decisions about my school activities” had the lowest mean 4.26 among all the items, mostly all the items mean was above 4.

Table 4. 3

Independent sample t-test on the teacher effectiveness in terms of gender

Variable	Categories	M	Sd	Df	T	P
Gender	Male	4.3500	.49254	264	-1.789	.078
	Female	4.4476	.44476			

Table showed that the p value of gender table is .078 the p value is greater than .05, in this gender table insignificance difference is found in the analysis of male and female.

Table 4. 4

Independent sample t-test on the teacher effectiveness in terms of locality

Variable	Categories	M	SD	df	T	p
Locality	Urban	4.3716	.46493	264	-1.331	.079
	Rural	4.4456	.41351			

Table showed the p value is .079 which is greater than .05, so the difference between the locality urban and rural is insignificant.

Table 4. 5

One-way ANOVA on the teacher effectiveness in terms on different age groups

Between groups	Sum of Squares	Df	M	F	p
	3.430	2	1.715		
Within groups	49.199	263	.187	9.167	.000
Total	52.629	265			

The p value of age is .000. There was significant mean difference on the analysis of anova table in age to further explore the difference between age variable post hoc tukey was used.

Table 4. 6*Post HOC Test of Tukey on Age*

Variable (I)	Variable (J)	Mean differences	p
14-16	10-12	.32	.000
	12-14	.18	.015

On further investigating the significance difference by applying post HOC Tukey analysis it was found that the difference in the age categories of 14-16 with 10-12 mean difference was .32 and it was significant at the .00 value and the difference between 14-16 with 12-14 mean difference was at .18 and was significant at the 0.15.

Table 4. 7

One-way ANOVA on the teacher effectiveness in terms on different classes

Between groups	Sum of Squares	Df	M	f	P
	4.636	3	1.545		
Within groups	47.993	262	.183	8.437	.000
Total	52.629	265			

The p value of class was .000. There was significant mean difference found on the analysis of anova in class, to further explore the difference between classes post HOC tukey was used.

Table 4. 8*Post HOC Test Of Tukey on Class*

Variable(I)	Variable(J)	Mean differences	P
10	7	.38	.001
	8	.17	.296
	9	.08	.918

On investigating the significance difference by applying pot HOC tukey analysis it was found that the difference of class 10 with 7 the mean difference was .38 and the difference with class 8 mean difference was .17 and with class 9 the mean difference is .08.

Table 4. 9

One-way ANOVA on the teacher effectiveness in terms on Last grades

Between groups	Sum of squares	Df	M	f	P
	6.298	4	1.575		
Within groups	46.331	261	.178	8.870	.000
Total	52.629	265			

The p value of grades was.000. There was significant mean difference on the analysis of anova in last grade; to further explore the difference between the last grades post HOC tukey was used.

Table 4.10*Post Hoc test of Tukey on last grade*

Variable(I)	Variable(J)	Mean differences	P
C	A+	-.77	.006
	A	-.78	.003
	B+	-.65	.022
	B	-.17	.958

On investigating the significance difference by applying pot HOC tukey analysis it was found that the difference of last grade with C with A+ mean difference was -.77, C with A mean difference is -.78, last grade c with B+ mean difference is -.65, last grade C with B mean difference is -.17.

Table 4. 11

One-way ANOVA on the teacher effectiveness in terms on Mother tongue

Between groups	Sum of squares	Df	M	F	P
	.578	3	.193		
Within groups	52.051	262	.199		
				.970	.407
Total	52.629	265			

The p value is .407 which is higher than 0.05, mother tongue mean is insignificant.

Chapter 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study was conducted in Virtual university of Pakistan in Hyderabad campus, total of 266 respondents were selected to collect data from the school “ the smart school” Hyderabad from three different campuses of the school randomly from class 7, 8, 9 and 10 The main research of the study was on the teacher’s effective teaching and its effect of student’s achievements, the researcher used a 5 points grading questionnaire paper in which 1: strongly disagree, 2: disagree, 3: neutral, 4: agree and 5: strongly agree was used in order to know the relationship between the variables.

This research highlights the main theories and facts of effective teachers teaching, what teachers should adopt, how teachers can influence and keep students motivated towards learning and what are the effect of effective teachers on students achievement, in their learning and grades.

My methodology of study survey was done on students to know what they think of their teachers teaching and also know the influence of teachers teaching on student’s results, in this way we got to know about teachers teaching styles and qualities and their effect on student’s achievement.

The main objectives of my research were:

1. To know the role of effective teacher in class.

2. To know the components of effective teacher.
3. To see the relationship between effective teacher and student's achievement at elementary and secondary level.
4. To see the difference in effective teacher and student's achievement on basis of demographic variable.

The main problem was conducted to determine the factors effecting teaching and student's achievement, this research main aim was to find the appropriate answer to the following questions:

1. Are there any significant roles of effective teacher?
2. What are the components of effective teacher?
3. To explore relationship between two variables?
4. To what extent effective teaching show positive change in student's achievement?

In this study we got an clear concept that effective teachers can have an enriching effect on students achievement, years of research on teachers support the fact that teachers education background, behavior and personality have a direct influence on students learning, this research have given clear understanding of teachers professional qualities and their impact on students grades, the main role is clear that the teachers who's teachings are effective show more positive impact on students learning and in their results.

5.2 Findings

We found majority of respondent were well aware of what effective teachers teaching are, in my study survey data was collected from 266 respondents from 3 different campuses of school, on table one we got to know that 126 respondents were male and 140 female, the age of respondents 57 were between 10 to 12, 137 were between 12 t 14 and 72 were between 14 to 16. 100 respondents were from class 7, 110 were from class 8, 30 were from class 9 and 26 were from class 10. Grades of respondents according to the frequency are 36 A+, 106 A 108 B+, 12 Band 4 C. Percentage of respondents 37 were between 90 to 100%, 106 were 80 to 90%, 107 70 to 80%, 12 60 to 70% and 4 50-60%. Majority of the respondents are Sindhi 133, 86 Urdu, 39 Punjabi and 8 Siraiki, 159 respondents rural and 107 urban.

After analysis of data we further got to know that in table two that all items mean was above 4, highest mean was 4.60 of item 15 “Gives and writes clear instructions.” and 17 “Gives right amount of graded assignments and test in order to fairly evaluate my performance”, and the lowest mean was of 4.26 of the item number 25 “Involves me in making choices and decision about my school activities”.

In table no: 3 we did the t-test in the table of gender and got the p value .078 which is greater than .05 so in gender table insignificant difference is found.

In table no: 4 we did t-test analysis which showed the locality p value is .079 which is greater than .05, the locality difference is insignificant.

In table no: 5 we used one-way anova table analysis on age, we got the p value .00, it is smaller value than .05 which means the age difference is significant, and to further check the differences between age groups we did post HOC tukey analysis and we

found that the difference of age group 14 to 16 with the age group 10 to 12 had mean difference of .32 and with the group 12 to 14 had mean difference of .18.

In table no: 6 we used the one-way anova table analysis to know the significance level and we got the p value .00 it is smaller value than .05 which show significant difference in class, further to check the significance difference between classes we did post HOC tukey analysis, and we found that the difference between class 10 with class 7 had mean difference .38, class 8 mean difference .17, and class 9 .08.

In table no: 7 we did one-way anova analysis of last grades which showed the p value .000, it is smaller than .05 so the differences of the respondent's last grades were significant. Further post HOC tukey analysis was done to check the differences between last grades and the mean difference of C was A+ -.77, A-.78, B+ -.66, B -.17.

In table no: 8 we used one-way anova analysis to know the significant difference in mother tongue, the p value showed the .40 which is greater than .05, so the mother tongue had insignificant difference.

The Analysis of the data revealed that teachers teaching was effective because the total mean of all the items was significant and was above 4 which showed positive result in students achievement and in their result, because the mean of the each item was above four which means students were satisfied with their teachers teaching style and which also assured that teachers were having all the qualities that effective teachers must have.

After doing analysis we found that the age, class and last grades of respondent's had p value smaller than .05 which showed significant mean difference, but mother tongue p value was greater than .05 which showed insignificant mean difference.

The data collected from respondents also shows that they find their teachers teaching effective because majority respondents percentage and last grade was A and A+. From survey paper we also found that mostly teachers are polite and punctual of time and are well aware of their subject and have complete knowledge subject and are friendly with students, which showed positive result in respondent's academic achievement.

5.3 Discussion

The primary purpose of this study was to examine the effect of teacher effective teaching on student's achievement. Earlier researches suggested that there is strong relation between teachers teaching and their effect on student's academic achievement. Harman, 2010) highlighted the major aims of teaching and students achievement, Major aim of teaching learning process is achievement in terms of grades, as it is sole measure of learning in many cases. The result from the 266 students at school supported the objectives of the studies. The findings showed the significant difference between age, class and last grades of the respondents, but the difference between the age and locality was insignificant.

The main objective of the study the relationship between the teacher's effective teaching and student's achievement. In a study done by (Harman, 2010) highlighted the major aims of teaching and students achievement, Major aim of teaching learning process is achievement in terms of grades, as it is sole measure of learning in many cases.

Other important objective of the study was components and qualities of effective teacher, and Clayson, 2006) said in his paper that it has been shown that students typically define an effective teacher as one who is warm, extroverted and enthusiastic. Effective teaching is multifaceted in nature. Therefore, it is not surprising that many factors influence students' perceptions on effective teaching.

After collecting data from students we got to know that students look for these qualities in teacher, (Longden, 2009) listed that literature indicates that student's value instructors, who are organized, provide clear and prompt feedback, create a classroom

environment conducive to learning, respect students, and demonstrate concern for students.

In this study quantitative research was done with random sampling technique and data analysis was done on using spss, we saw the earlier research and in our results that teachers teaching and students achievement had relation in between them, the result clearly shows that the teachers teaching was effective because the total mean of each item was above (4) the highest mean was (4.60) of item number 15 and 17 and lowest mean was (4.26) of item number 25, the result of data collection also clearly shows the positive effect of teachers teaching on students achievement because from 266 respondents more than 100 student got grade A(106) and more than 100 got B+(108) which means the percentage was above 80%. There was no big difference in the gender 126 were male and 140 were female which means if the teachers teaching is effective than student male or female both show positive result in their academic.

5.4 Conclusion

The purpose of this study was to identify the factors of effective teaching and their effect on their student's achievement. The study was conducted using primary data. The data was collected from randomly selected 266 respondents which include both male and female students of grade 7, 8 9 and 10 from The Smart School Hyderabad. The variables that have been identified are gender, locality, age, percentage last grade, mother tongue and class of respondents.

It is also identified that majority of respondents were from rural and majority were female and most of the respondents grade percentage was above 80% , which means there teachers teaching was effective and had positive effect on respondents academic achievement, teachers teaching quality and ways effect on students leaning outcomes because teacher is the one who maintains the studying atmosphere and keep students motivated towards learning, and this study result tells us that teachers teaching show direct effect on students achievement in academic.

5.5 Recommendation

This study gives complete picture of effective teaching and its effect on students.

Teachers should work on their knowledge and teaching styles because it shows the positive effect on students learning and understanding.

Teachers should respect students and give clear instructions and guidance where needed, because it makes students understand the problems and they show progress in work without any mistakes.

The schools must focus on teacher evaluation, they should have a good background check on teachers teaching styles and learning because it shows direct link to student's achievement, effective teaching show positive effect on student's academic results.

Teachers should be monitored by the teachers head or principals to know whether they are teaching effectively or not, because students only achieve good grades and results when they have good understanding and are motivated towards learning which is only possible if teachers teaching are effective.

Teachers must focus on their teaching and make it professional and effective, teachers should have strong personalities and all the qualities, and teachers should create a learning environment and share a strong bond with students to make a comfortable environment and educative environment in class.

The teacher must play the role of facilitator and help students when necessary and always discuss and ask students recommendation in school activities to keep their students motivated towards learning.

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Appendix
Questionnaire
Students of grade 7 to 10

I, Zoha Agha, doing bachelors' degree at Virtual University Hyderabad campus; you are requested to participate in a Students survey as a part of research study. The purpose of the research is to know the effectiveness of teachers and academic achievements of students in TSS Hyderabad. The survey contains 38 questions and should take only 15 minutes of your time. Your participation in this study is completely voluntary.

Your results will be completely confidential. So please, be honest! We want to know what you think.

Gender:

☐ **Male**

☐ **Female**

Age: _____

Class: _____

Last Grade: _____

Percentage: _____

Mother tongue: _____

Locality: Rural/Urban

Scale:

Strongly Agree (SA) = 5

Agree (A)=4

Neutral (N)= 3

Disagree (D)= 2

Strongly Disagree (SD)= 1

1:Communication						
My teacher...						
S.No.	Statement	SA	A	N	D	SD
1	Maintains fair and firm discipline without being too strict.					
2	Is flexible in accommodating for individual student needs.					
3	Listens and understand student’s point-of-view.					
4	Explains concepts clearly.					
5	Always help us set goals for our learning and track our progress.					
6	Voice easily reaches back benchers.					
2: Management						
My Teacher						
7	Maintains enough classroom discipline so the class and I can learn					
8	Provides relaxed atmosphere in classroom.					
9	Display strict attitude towards class control.					
10	Present Test and Assignment marks within a reasonable time frame.					
11	Engages students by asking questions related to topics					
12	Manages classroom time and pace well					
13	Makes positive contributions in lessons/discussions.					
3: Instructions/Curriculum						
My Teacher						
15	Gives and writes clear instructions.					
16	Explains the material clearly and in ways that are easy to understand					
17	Gives right amount of graded assignments and test in order to fairly evaluate my performance.					
18	Grading system is fair and reasonable and all students are satisfied.					
19	Uses methods of evaluation(quiz, assignment, exam, etc) that reflect important aspect of subject matter and provide fair evaluation of students learning					
20	Provide clear directions and explaining on assignments and tests.					

21	Maintains clear rules for behavior in classroom and takes responsibility for promoting good behavior both in classroom and around school					
4: Teaching Styles and Strategies						
My Teacher						
22	Gives background knowledge.					
23	Encourages participation in discussions/questions					
24	Presents subject materials in interesting way.					
25	Involves me in making choices and decision about my school activities.					
26	Maintains close link between what is actually taught and with previous knowledge of students.					
27	Use different styles to explain things.					
28	Explains clearly and gives deeper understanding of concepts.					
29	Gives assignment and homework relevant to subject matter.					
30	Regularly provides my class with clear goals.					
22	Gives background knowledge.					
23	Encourages participation in discussions/questions					
24	Presents subject materials in interesting way.					
25	Involves me in making choices and decision about my school activities.					
5: Feedback and motivation						
My Teacher						
31	Supports and motivates us to work hard.					
32	Offers encouragement and positive reinforcement, as well as constructive criticism.					
33	Show interest and is enthusiastic about teaching this class.					
31	Supports and motivates us to work hard.					
32	Offers encouragement and positive reinforcement, as well as constructive criticism.					
33	Show interest and is enthusiastic about teaching this class.					
31	Supports and motivates us to work hard.					
32	Offers encouragement and positive reinforcement, as well as constructive criticism.					
33	Show interest and is enthusiastic about teaching this class.					
34	Provides with useful feedback on my work.					
35	Gives relevant homework.					
36	Respond with good feedback on homework and projects so that I can improve					

37	Teaches student to plan, observe, and evaluate their teaching activities.					
38	Encourage students in class to interact positively amongst themselves					