

# A Conceptual Study of Contributing Antecedents of Teacher Effectiveness in Higher Education

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**Abstract**—The purpose of this conceptual study is to investigate the factors that affect teacher effectiveness in higher education. It specifically investigates the connection between faculty members' overall efficacy as teachers and their Proactive Personality, Emotional Intelligence, and Organizational Citizenship Behavior (OCB). The goal of the research is to provide educators and educational institutions with practical recommendations by comprehending how these aspects interact. The results help policymakers conduct faculty development programs that are specifically targeted at teachers and create an atmosphere that encourages proactive conduct, emotional intelligence, and good citizenship. Furthermore, detecting any differences in Teacher Effectiveness among demographic factors can assist in resolving gaps and improving the standard of instruction.

**Keywords**— Proactive Personality; Emotional Intelligence; Organizational Citizenship Behavior; Teacher Effectiveness; Higher Education; Conceptual study.

## I. INTRODUCTION

Education has a vital contribution in grooming students' personalities and making them capable of living a better life. Education in other words is reshaping the individuals of society for healthier social modification. Teachers, the torchbearer hold up the accountability to enhance the skills of their students. The teacher plays several roles as a mediator, motivator, leader, guide, reviewer, collaborator, etc. The teacher doesn't only impart knowledge but helps in building the character of the students while making them emotionally stable. It's not wrong to say that a teacher is none less than an artist. Teaching in current situations has become a challenging profession as students' minds toward teachers have changed a lot in the last few decades. The teacher needs not only to have good content knowledge and information but must carry good classroom management, time management, interpersonal skills, appropriate use of creativity, etc.

In this context, Moore (2009) has explained: that it is the deeds of a person who is attempting to help others realize their greatest potential in every area of growth. Effective instruction needs huge reservoirs regarding ability and must know toward practicing them in different defying circumstances. One knows the complex demands of students. Teachers making use of such skills are self-confident, reliable, have high self-esteem, are obliged, critical thinkers, theoretical thinkers, looking for enhancement, creative, liable, obsessed with learning, etc.

Thompson (2005) originated the theory that empathetic teachers, good leaders, focused, capable, and comfortable in

doing tasks inclined to carry out teaching as a better option. In the Indian context, the teacher has been given the significance of God. Teachers are the mediators who enlighten the students by giving them the treasure of knowledge. The system of imparting education cannot work without teachers. Pina et al (2023) have elaborated that knowledge is transferred to the learners through them, who inculcate this wisdom in their lives to make them better. The American Commission acknowledges the teacher's input by emphasizing the words that the advancement of the nation is dependent on the excellence of the citizens which is further the outcome of quality education and equality of education imparted by the teachers.

Teacher effectiveness is a complicated variable that needs more research, Cheong Cheng & Tung Tsui (1996). While research in the Western environment has mostly examined the "what" of teacher effectiveness, there are, at most, few studies looking at the "how" of improving teaching effectiveness, McBer (2000) and Cooper et al., (1982). Few teachers are believed to be more sensitive than others, and students are drawn to them for assistance. The main reason for students' support in their favor is because they analyze the positive, and negative aspects of every student and be the torchbearer to overcome the shortcomings. Every organization succeeds when its employees have a problem-solving approach. Whenever thorough research has been done on an individual's problem-solving skills and proactive personality approach, it is found that they are self-reliant, confident, and creative, Batistic (2017). Such teachers are more responsible, control the students better, and counsel students better at their failures while teaching them to move ahead and improve at every stage. A proactive personality becomes a critical matter for teachers to maintain when they deal with high work pressure, extensive workload, lots of challenges, research work updating, and too many expectations from the high authorities of the colleges. Van der Heijden & de Lange (2015), teachers in the college serve as the engine of the train that drags the students to achieve better results in academics and proficiency. The goal of the current research is to determine the impact of the proactive personality of faculty members on their teacher effectiveness. The findings of several types of research by Chaturvedi & Mishra (2015) illustrate that proactive teachers help to create a better working environment and are more effective at their tasks. Teachers with proactive personalities are no less than a blessing to the organization. The research is in the direction of discovering the concerning relation between proactive personality and teacher effectiveness. More

expectations arise for the social, technological, and management advancement of students at the college level, especially in career-oriented courses.

In the modern system, the Intelligence Quotient (IQ) is not the only concern to be developed in one, but the Emotional Quotient (EQ) has become equally important. Parinussa et al. (2023) focused on discovering a connection between Emotional Intelligence and Teacher effectiveness where they concluded that enlightened, empathetic, empowered, liberal teachers always lead their students effectively. They are responsible for the accurate impact of education. Here it becomes essential for teachers to be more emotionally intelligent to tackle the student. Teacher effectiveness is one of the significant variables that led to a study of EI in faculty. They are more emotionally balanced and can manage the students effectively. As it becomes most important to handle negative emotions. Iacolino et al. (2023) explain that the faculty requires not only IQ but also EQ along with balancing it with good interpersonal and communication skills. EQ has received overriding acceptance all over the place. Emotional intelligence and teacher effectiveness are two interrelated components within the field of education. Emotional Intelligence led to the topic which has escalated the interest of various individuals with diverse professions. There is a need for EI in every person irrespective of any field. Wang (2022) The educational system is becoming more challenging day by day especially when it deals with higher education, especially while preparing aspirants for management and technical skillfulness.

The idea of Organizational citizenship behavior (OCB) is intended to guide both the organization and the individual and was first brought up by Larry & Stella (1991) while considering educational institutions, it focuses on the behavior of faculty toward the students and the organization. OCB is circuitously concerned with the social and psychological surroundings of the organization. It concerns the extra-role behavior of lecturers towards students and the organization. Ramalakshmi & Ravindran (2005) analyzed that those faculty members who provide students with extra material, take extra classes, prepare assignments at home, voluntarily make committees, start several learning programs, and work while coordinating with others are found to be more effective.

## II. THEORETICAL FRAMEWORK OF TEACHER EFFECTIVENESS

The Indian Education Commission (IEC- 1964-66) states that the Fortune of India is made in its classrooms. It is supported by several eminent thinkers and philosophers as well. The onus of the good fortune of the country lies in the hands of teachers. They are the torchbearers. It is very well affirmed by Rabindra Nath Tagore that education cannot be said to be completed in the absence of the teacher. Not only does the Indian culture support and highlight their contribution to the nation but also other countries prop up the same. In the absence of efficient teachers, even the greatest education system can shatter, whereas good teachers can create an enormous institution.

Good (1959) explained that the noble profession of teaching has a significant impact on how people live their lives and how societies function. Teachers are the foundation of the educational system, and their success in the classroom has a big impact on the learning results of the students. The importance of teacher effectiveness has been widely recognized in educational research, policy, and practice. Evans (1961) discussed the importance of teacher effectiveness but there is still much debate and controversy surrounding the topic. Some argue that teacher effectiveness is difficult to measure and that traditional measures such as standardized test scores do not capture the full range of teacher contributions to student learning. Others contend that teacher effectiveness is a multifaceted concept that cannot be reduced to a single metric or set of criteria.

Tuckman (1970) discussed that researchers, decision-makers, and educators have all researched the idea of teacher effectiveness in detail. Numerous studies have looked at the traits and methods of successful teachers as well as the elements that go into their success. This research has informed the development of policies and programs aimed at improving teacher preparation, professional development, and evaluation. Medley (1982) investigated several aspects of teacher effectiveness, such as technology use, classroom management, instructional tactics, and teacher preparation. Additionally, it seeks to give educators useful guidance and suggestions on how to enhance their instruction and encourage students to learn in a good way. Anderson (1991) specified while considering the realm of education that there has been a great deal of discussion and study on the effectiveness of teachers. Since teacher quality is increasingly understood to be a key factor in determining student accomplishment, there has been a greater emphasis on teacher effectiveness in recent years.

W. L. Sanders & Rivers (1996) represented that teacher effectiveness is not just limited to the ability to deliver lessons but also encompasses various other factors, including the ability to inspire, motivate, and engage students, create a positive classroom environment, and ensure student achievement. Darling-Hammond (2000) perceived that teacher effectiveness can shape the next generation of learners, and as such, they have a huge impact on the future of the world. In today's fast-paced and ever-changing world, the effectiveness of teachers is of utmost importance. Parihar (2001) The ability of a teacher to deliver effective education that results in favorable student outcomes is the definition of teacher effectiveness.

Copple (2002) investigated the elements that influence a teacher's efficacy and considered the opportunities and difficulties that educators face in the quickly evolving field of education today. By providing a comprehensive overview of teacher effectiveness, we hope to contribute to the ongoing conversation about how best to support and improve the 21st-century teaching profession. Goe et al. (2008) illustrated the importance of teacher effectiveness, as it directly affects the future of our society. Teacher effectiveness can influence the knowledge, skills, and values that students acquire, shaping their perspectives and attitudes toward the world. In contrast, ineffective teaching can lead to disengaged students, low

academic achievement, and even dropouts. Therefore, knowing the characteristics and techniques of successful educators is essential, as is giving them the chance to grow professionally.

Heck (2009) defined that teacher effectiveness can be measured in several ways, including student performance, classroom management, and engagement. Teacher effectiveness can create a positive and safe learning environment, inspire, and motivate students and facilitate their academic and personal growth. They can identify the individual learning needs of each student and develop teaching strategies that cater to those needs. Devi (2012) glimpsed the importance of teacher effectiveness, it is critical to comprehend the elements that go into teacher effectiveness and the precise methods for assessing it. This understanding can help educators develop teacher effective strategies, create more productive learning environments, and ultimately improve student outcomes.

Jha & Singh (2012) referred to one of the key elements in guaranteeing student achievement as teacher effectiveness. The learning outcomes and academic success of pupils are significantly influenced by their teachers. Some educators possess an innate talent for teaching, while others may require gradual skill development. Thus, the idea of teacher effectiveness has drawn more and more attention in the past few years to raise educational standards and improve student results. Covey (2013) the term "teacher effectiveness" describes a teacher's capacity to foster a supportive learning environment, engage students in learning, and facilitate their academic and personal development. In addition to being experts in their field, effective instructors are also adept at instructional design, pedagogical approaches, and classroom management. They have a variety of communication and interpersonal abilities that allow them to build strong bonds with parents, coworkers, and students. Boe & Bobbitt (2016) proposed four skill areas that are required by an effective teacher; (a) being involved in better planning and preparing for it, (b) getting an optimistic classroom, (c) making use of better pedagogies and techniques and (d) showcasing professional behavior. The position of a teacher in society is among the most crucial ones. Al-Obaydi et al. (2022) have shown that student achievement, academic success, and even future career prospects can be significantly impacted by teacher effectiveness. On the other hand, ineffective teachers can hinder student growth and development, leading to lower academic achievement, lack of interest in learning, and even dropouts. Although assessing a teacher's effectiveness might be difficult, it is generally agreed that great teachers have a profound and long-lasting influence on their students' lives.

The job of a teacher has become complex with time while adding ample duties to it. An effective teacher requires excellent topic information, quizzical expertise, prominence in teaching, defined goals, excellence in time management, effective planning, fine organization of the classroom, learned organizational citizenship behavior, self-reliance, emotional intelligence, great communication skills, and proactive personality. An effective teacher is a reservoir of skills and can utilize them in specific situations. Such teachers can

understand students better and stretch as per their capacity. An effective teacher goes beyond delivering lectures but is sensitive towards the student's requirements and works as a key towards their career problems.

### III. PROACTIVE PERSONALITY

The one with a Proactive personality does worry about the fact that how others react to a particular situation. People with proactive personalities have a better network, good interpersonal relationships, better observational skills, are career-oriented, etc. Meyer (1989) referred to a set of individual traits and behaviors that are characterized by taking initiative, self-starting, and acting independently to achieve one's goals. People with proactive personalities tend to anticipate problems and actively seek out opportunities for growth and development. They are often described as "go-getters" or "self-starters."

Crant (2000) stated that Proactive individuals are more focused on their concerns while recognizing which is most important to create a prospectus and further, its conversion into profitable and succeeding deals. Kickul & Gundry (2002) defined that concisely the main concern of proactive personalities is that they are extremely active people when it comes to working and they are not work shirkers. Elliot (2004) believed that proactive personalities are often very driven, goal-oriented, and inclined to look for fresh challenges and chances. They frequently possess creativity, innovation, and risk-taking instincts. They also don't hesitate to question the status quo or attempt novel approaches to problem-solving. Thompson (2005) represented Proactive teachers as updated people when it comes to their skills and knowledge base.

Sidmore (2007) perceived that proactive personalities have been associated with several favorable outcomes, such as professional success, job happiness, and job performance. Proactive personalities can be very important as employees since they are more flexible, inventive, and creative than their less proactive competitors. N. Li & Crant (2010) conceived that by moving further regarding the studies related to Proactive personality, such individuals not only wait for opportunities deliberately but believe in creating them. Lidell (2011) identified proactive personalities usually lead to greater success in both personal and professional spheres. This is because they are more adept at spotting and seizing opportunities as well as adapting to changing conditions. They are also more likely to exhibit leadership qualities, as they can motivate and inspire others through their proactive and self-directed behavior.

Zhao et al. (2013) defined Proactive personality people are so optimistic that they take problems as an opportunity to grow. Such a feature in one's personality motivates one to utilize an organization's resources optimally.

Bowers (2014) described a person's propensity to be proactive, persistent, and take the initiative in their actions and behaviors even in the face of challenges or unclear circumstances. This personality trait is characterized by a desire to shape one's environment and achieve personal goals through proactive and self-directed behavior. Dubey (2015) conceived that numerous studies supported the fact that

proactive people bring positive results and achieve their laid-down goals. Every organization looks for such employees as they are the most aggressive team members, pushing others as well indirectly to perform better and achieve common goals. As per the Encarta World English Dictionary, a proactive person takes responsibility for events while showing a positive attitude toward them.

Crant (2016) concluded that they contribute to the development of the organization. Most of the research supported the fact that such individuals carry out concerning responsibility additionally and effectively. Bateman & Crant (2017) supported such individuals act to persuade others in their surroundings, in other words, they wishfully want to bring change and such change creates further opportunities for them, they patiently wait for the expected environment and leave no stone unturned to bring such profitable change. Goyker (2018) considered that a proactive personality can be a great benefit in a variety of situations, and it is a quality that can be deliberately developed and nurtured over time with effort and practice. In other words, the ones with Proactive personalities recognize the possibilities and take action to explore them like they take the proposal, correct measures, and persist till they lead to the expected and fruitful alteration.

Batistic (2019) said it is not necessarily something that people are born with; rather, it can be developed through experience and practice. Some strategies for developing a proactive personality include setting goals, taking calculated risks, seeking out new challenges, and being open to feedback and constructive criticism. Becher (2020) Such individuals work more effectively for their and the organization's development. Proactive personalities people when collaborating with the opportunities, do take the initiative to grab and utilize them. They never tend to get obsolete in their information as they are not only the initiators but also the innovators, supported by Farooq, Bilal, & Hussain (2022).

#### IV. EMOTIONAL INTELLIGENCE

##### 4.1 Historical Background of Emotional Intelligence (EI)

The foundation work connected to EI was found to be in the early 1900s when the researchers started focusing on Social Intelligence as illustrated by Dolev & Leshem (2017). The study of emotion and the intellectual level were different issues. In the era of 1979 and 1989, the idea of EI was strengthened. During this period psychologists took more interest in the specific topic. Earlier when only Intelligent Quotient is relevant then Emotional Quotient takes the lead as well. This also throws light on interpersonal relationships. If we talk about the time of the 1990s, here such research is shaken up more.

The article by Salovey and Mayer i.e. "Emotional Intelligence" was published in 1990. It has highlighted the EI and other relevant concepts related to it. Several researchers took an interest in the same topic and published their articles. After that during the next upcoming years as if from 1995 to 1997, the concept of EI not only became familiar to scholars and researchers but gained the curiosity of the public. Salovey and Meyer's (1990) discovered model of emotional intelligence, which sees emotions as helpful information

sources that people utilize to make sense of and navigate the social world, was used in a study to explain it. A lot of attention has been paid to emotional intelligence, and interest in it has grown significantly. Goleman (1995) has published a Book named "Emotional Intelligence" which is concerned with the previous research done. The book brings several laurels to the author and proves to be the best-selling of the time. This is the time when Time magazine also cannot ignore the fame of the topic and has published the article of EI which also became the highlight through its cover. To date, numerous articles have been written in the same. Several theories and models have emerged which from time to time keep on evaluating the idea of EI. Golemans (1995) especially asserts that EI explains more variance in individual performance than IQ and distinguishes five emotional intelligence components- motivation, self-control, empathy, self-awareness, and social skills.

##### 4.2 The Components of Emotional Intelligence

- *Evaluating the emotions in Self and others-* Every individual is different from others based on emotions George (2008), Asrar-ul-haq, et al. (2017) explained who respond to other emotions well understand their emotions much better possibility. These people prove to be good leaders as they better comprehend other individuals' emotions. Empathy is the main characteristic of such personage. Salovey & Mayer (2019).
- *Acclimatize emotion within oneself and others-* Every individual diverges from the other based on managing emotions. It has been well elaborated by Salovey & Mayer (2019) that human beings who are emotionally intelligent prove to be more balanced in their personal lives.
- *Acclimatize emotion within oneself and others-* Each person differs from others in conditions regarding the management of the emotion in addition to control along with modification of the concerned retort to others. Frequently, while persons are extremely sentimentally bright, it becomes an important ability to stay while being extremely optimistic in a sentimental situation. Though the consequence couldn't be a large amount critical, still it carries pessimistic sentimental situational. John Antonakis (2003) additionally made clear the intention of persons by way of far above-the-ground emotional intelligence along with guidance capability since the physically powerful societal pressure resting on the citizens approximately led to the appearance of optimistic consequence led to persons.
- *Using emotion of adapted conduct-* As it has been explained by Roberts et al. (2006), emotions are the ones who inflame innovation and along with this facilitate the cognitive processes by taking its focus and encouraging emotions in every human being. Every human being not only understands emotions in different ways but also uses them in different ways. Emotions help in forecasting the future. They initiate artistic thinking and focus on the improvement of decision-making skills.

Ainsworth (2007) individuals possessing a high degree of emotional intelligence are frequently better equipped to handle social circumstances, forge stronger bonds with others, and lead more fulfilling lives. Although there are numerous models of emotional intelligence, most of them concur that social and interpersonal abilities are necessary.

According to Zeidner et al. (2011), there is a possibility that a high EI is related to a person's ability to communicate ideas, intentions, and goals in an engaging, authoritative, and eloquent manner. These traits may be directly linked to the social skills needed for teamwork. Kovalchuk et al. (2022) explain that research indicates that those with high emotional intelligence generally experience greater success in both their personal and professional lives, as well as improved mental and physical health. L. Bharadwaj (2023) described emotional intelligence as the ability to identify, understand and regulate one's own and others' emotions. It is a collection of skills that allows individuals to move through their social and emotional situations with ease.

EI involves four crucial elements:

- Self-awareness: The ability to recognize and understand one's feelings, strengths and weaknesses.
- Self-management: The ability to regulate and control one's thoughts, feelings, and behavior.
- Social awareness: The ability to perceive and experience the emotions and perspectives of others is known as social awareness.
- Relationship management: The ability to build and maintain relationships, speak effectively, and work with people.

Robbins (2011) discussed that individuals possessing elevated emotional intelligence (EI) typically have greater success in both personal and professional spheres because of their superior social skills, conflict resolution abilities, and communication abilities. Research has shown that EI is a skill that can be trained and intentionally practiced developing over time. Some various strategies and techniques can be used to enhance EI, including mindfulness meditation, journaling, practicing empathy, and seeking feedback from others. Overall, Emotional Intelligence is a valuable skill set that can benefit individuals in all areas of life, from personal relationships to work settings.

## V. ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Soloman (1984) while considering the etymological meaning of Organizational citizenship behavior (OCB), elaborated on being ethical and exhibiting etiquette which was derived from the Latin language. It relates to inner consciousness and performing ethical tasks while understanding the difference between right and wrong.

The term OCB was originally analyzed in the US. OCB is an extremely positive set of behaviors without which an institution cannot grow. Several researchers showed their extreme curiosity about the term and the concepts related to it by Dennis et al. (1988). Here employee performs at the top of his capacity and goes beyond his defined area of work. It led the performance to be extremely formal and asked for or in straight line content other than led to handy toward process-

related association. Farh (1990) illustrated that OCB is an important aspect of employee behavior and can be fostered through positive leadership, a supportive organizational culture, and clear communication of organizational goals and values. Organ (1995) explained that OCB is foremost important for the development of the organization. It leads to optimum usage of resources, cooperation, and coordination, improved performance, dedication, firmness, and adaptability to change. It is such behavior that is shown by the employee's promptness, willingness to serve others, novelty, and assistance.

Moorman & Blakely (1995) included better interpersonal support, inventiveness, personal hard work and faithful boosterish. Employees exhibit several positive and negative behaviors while working in the organization. While talking of extreme positive behavior where an employee goes beyond his duties and responsibilities for the sake of the organization's interest is defined as Organizational citizenship behavior (OCB). Hui (2000) researched that employees who participate in OCB contribute to the development of a supportive work environment, forge close bonds with their coworkers, and experience an overall rise in job satisfaction. It is a crucial component of organizational behavior that has a big impact on an organization's ability to succeed.

Kotten (2004) has proven to have a positive impact on general well-being, organizational performance, and worker satisfaction. It contributes to the development of a healthy work environment and a culture of trust and cooperation among employees. In addition, OCB can enhance the organization's reputation and increase customer satisfaction. Wagner (2005) discussed, that OCB is very well elaborated as a contribution to the preservation and development of society along with a mental framework that sustains job performance. It describes the voluntarily taken acts by employees that go above and beyond the formal job obligations and help the organization succeed. These actions support the social and psychological health of the workplace even though they are not specifically acknowledged or rewarded by the company.

Tanova (2010) implied that OCB falls into two categories: individual-beneficial behaviors and organizational-beneficial behaviors. Behaviors that benefit individuals include helping others with their work, volunteering for additional responsibilities, and being friendly and respectful to coworkers. Behaviors that benefit the organization include promoting the company's image, suggesting improvements, and avoiding negative behaviors such as absenteeism and workplace gossip. Nadiri (2010) elaborated, that OCB refers to actions made by employees that contribute to the organization even though they are not specifically mentioned in their job descriptions. OCB examples include offering to help with extra work and assisting coworkers with duties, showing a willingness to learn new skills, supporting organizational goals and values, being a positive ambassador for the organization, and demonstrating a commitment to teamwork.

The two perspectives of Organizational citizenship behavior have been elaborated by Huan (2011), a) OCB aims toward a person by focusing on interpersonal factors. b) It

aims at the organization while following the rules and regulations. In other words, one factor of OCB focuses on behavior and the other on overall behavior that affects the organization. Dolan (2013) contributed that fostering a supportive workplace enhances employee satisfaction and commitment, increases productivity, and improves overall organizational performance. It also helps to build a culture of trust, respect, and collaboration within the organization. He also discussed in his overall research, that promoting OCB is a valuable strategy for organizations to improve employee engagement, retention, and overall success. Dyne et al. (2014) also detail factors such as compliance, faithfulness, social contribution, advocacy sharing, and functional input scale.

Tambe & Meera (2014) OCB can also be influenced by organizational culture since workers who feel appreciated and supported by the company are more inclined to act constructively. As such, it is becoming increasingly important for organizations to recognize and encourage OCB as a key driver of success. The other four dimensions of OCB given by Leeds (2015) present assisting, creativity, obedience and sportsmanship. The term Organizational Citizenship Behavior (OCB) describes the optional or voluntary actions taken by staff members that enhance an organization's efficacy and welfare, as explained by Saraih et al. (2015). K. Sharma (2017) it can take many different forms, such as lending a hand to coworkers when they need it, volunteering for extra work, making suggestions for how to improve workflow, and taking part in events or charity drives that benefit the company. Although not specified in the job description, employees carry out these actions because they think it will help the company succeed. Fakhri et al. (2021) researched organizational citizenship behavior (OCB) refers to employee discretionary behavior that goes above and beyond the call of duty in their official roles. It describes activities that help the organization run smoothly but aren't specifically recognized by the formal incentive structure. It can be seen as an extension of employee engagement because happy workers are more inclined to display virtues that advance the prosperity of the company. To put it briefly, organizational citizenship behavior, or OCB, is the development of an employee's positive involvement with the organization beyond their allocated tasks and responsibilities.

## VI. CONCLUSION

The variables affecting Teacher Effectiveness in higher education. The study's goal is to determine the relationship between faculty members' Proactive Personality, Emotional Intelligence and Organizational citizenship behavior (OCB) and teacher effectiveness.

Recognizing the connections between other factors and teacher effectiveness can lead to valuable recommendations for teachers and Educational Institutes. The results could assist educational institutions and policymakers in creating a focused faculty development program and creating an environment that encourages instructors to act proactively, with emotional intelligence, and in good citizenship. In addition, exploring potential discrepancies in Teacher Effectiveness depending on gender, age, experience, and marital status can help guide

measures to eliminate any inequalities and raise the standard of instruction generally.

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