

# Students' Role to Make Teaching Effectiveness: an educational study

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## Abstract:

Teaching effectiveness is an important aspect of existing teaching learning system which assures the effective outcome of teaching –learning process as per the objectives of the education based on some effective aims of education. In this study, investigator has focused to study the role of students in respect to the development of teaching performance of a teacher. Through the effective transaction of teaching learning activities, an effective educational system will be developed. Activeness of students will stimulate the behaviour or overall planning process of a teacher as per the situational requirements. Active participation of a student will help to participation of a teacher as per the nature of teaching objectives. To find out the tendency of a student to stimulate the teacher's performance, present study has been designed properly. After analysis the research problem on the basis of grassroots problem of the study, it has been observed that rural students are more helpful to regulate teacher's activeness as per the desirable outcomes. Similarly, female students are more active than male secondary students in this matter. In the case of effective influence, the moderate level of influence has been identified properly.

**Keywords:** Teaching, Teacher's Activeness, Teaching Effectiveness, Students participation

## 1.0.Introduction:

Teaching is basic component of education which is more significant to meet the aims of education in a specific as well as systematic ways. Teaching is a process to deliver instruction on subject matter in appropriate systems. It is important to design a teaching learning process with the help of predetermined objectives of education. Effectiveness is a parameter of any performed tasks as per the desirable outcomes. Teaching effectiveness is an indicator of performed teaching as per the desirability of the corresponding tasks. It helps to specify the expected changes of students' behavioural pattern. To make an education system as more functional, the approach to consider the corresponding matter of teaching will be required. It is a quality indicator of any educational process. Teaching effectiveness is an effective outcome of a planned of specifically designed teaching learning systems. In a teaching process, a teacher plays an important role to regulate the entire process of teaching. There are so many fundamental aspects which play an important role to create a teaching process as effective in nature. Some of them are – provision of reviewing by teacher after conducting any task in respect to the requirement of the appropriate education, provision for reviewing in respect to peer group as well as self-reviewing, applying audio- video process to deliver the teaching in effective manner, maintenance of teaching portfolios, provision of awarding systems, interviewing with students to detect the achievement level etc. (Beck, 2005). Different basic aspects are associated with the issue of teaching effectiveness. Content knowledge is one of the fundamental issues which are responsible to make the teaching effective. Content knowledge delivered by an individual teacher in accurate way to provide the mastery on specific subjects of study as well as to assure a desirable perspective of corresponding teaching process. Effective designing of teaching is an important issue to make the teaching effective in nature. When a teacher focuses on the effective learning or expected learning outcomes through assuring the transparency of learning outcomes, effective alignment of teaching process in respect to learning experiences as per the pre-determined objectives of education, effective sequencing of teaching activities etc. Effective setting of mission as well as

vision is an important parameter of teaching effectiveness. Effective selection of teaching methodology by any teacher at the time of teaching will be required to assure the teaching effectiveness. At the time of teaching, when a teacher delivers teaching with the help of critical study and creativity approaches, the entire teaching process will be influencing to make the teaching effectively. Appropriate use of technology is considered as essential to develop an effective interactive environment of teaching learning process, by which a teacher will be able to design teaching systems with effectiveness; it is a functional aspect of teaching effectiveness. A reflective type of teaching is considered as very important to develop professional; it is important to make the teaching as effective. Communication in classroom plays an important role to nurture the comprehension of every student which is more valuable to develop a participatory teaching –learning process. It is important agenda associated with the matter of effective teaching. Effective use of available resources found in the education systems and to develop the interpersonal skills among students is considered as very important. Effective use of appropriate teaching method as per the effective selection in respect to the matter of educational objectives is also considered as very important index of effective teaching. In this study, the role of students has been prioritized in respect to the teaching effectiveness. Teaching effectiveness is an indicator of effective education systems; how a student will play an important role to regulate the teacher's performance in respect to the development of effectiveness. How a student can stimulate the teachers behaviour as per the desirable parameter of effective teaching? This is the question of present study.

## 2.0.Objectives of the study:

After completing the study, researcher wants –

- To measure the role of students to make teaching effectiveness.
- To find out response variation in respect to the variable of present study.
- To measure difference in respect to the strata of the study regarding the problem of present study.

## 3.0. Hypothesis of the Study:

On the basis of some assumptions related to the problems of the study, following hypotheses have been considered for present study.

- **H<sub>0.1</sub>:** There exists no significant response variation in respect to the role in respect to the teaching effectiveness.
- **H<sub>0.2</sub>:** There exist no significant strata wise mean differences regarding the measurable variable.

## 4.0.Data Collection System:

To conduct this study, investigator has developed a questionnaire on the basis of effective review of the said variables of present study. After that he has standardised the said test through determining content validity, reliability coefficient ( $r_{tt} = 0.84$ ) with the help of test – retest method, objectivity with determined a specific scoring keys to resist the biasness regarding quantification of sample response, interpretive index as per the basic format of questionnaire respectively.

## 5.0.Analysis and Interpretation:

To find out the actual scenario related to the variable of the study, both descriptive and inferential techniques of data analysis have been followed in this regard which are presented below.

### 5.1.Descriptive Analysis of the Data:

To describe the real situation in respect to the variable pattern of the study, the following descriptive statistical analysis has been done.

Table - 1 Descriptive Analysis of SMTE

	A	B	C	D	E	F	G	H	I
N Valid	50	50	50	50	100	100	100	100	200
Mean	121.02	127.4	122.18	125.86	124.21	124.02	121.6	126.63	124.115
Std. Error of Mean	2.34015	2.00082	1.55831	1.26749	1.56485	1.01623	1.39986	1.18079	0.93061
Median	124	127	121.5	128	126	123	122.5	128	125
Mode	126	110.00 <sup>a</sup>	118	128	130	118	118	116.00 <sup>a</sup>	118
Std. Deviation	16.54738	14.14791	11.01889	8.96253	15.64847	10.1623	13.99856	11.80794	13.16084
Skewness	-1.022	-0.075	-0.305	-0.371	-0.706	-0.421	-0.94	-0.056	-0.671
Std. Error of Skewness	0.337	0.337	0.337	0.337	0.241	0.241	0.241	0.241	0.172
Kurtosis	1.024	-0.699	-0.267	-0.526	0.866	-0.208	1.4	-0.258	1.253
Std. Error of Kurtosis	0.662	0.662	0.662	0.662	0.478	0.478	0.478	0.478	0.342
Range	77	58	46	39	84	49	77	58	84
Percentiles									
25	114	115	116	118	115	117.25	116	117.25	116
50	124	127	121.5	128	126	123	122.5	128	125
75	132.25	138	133	133	135	133	132.75	135	133

A – SMTEUB – Students role to make teaching effectiveness among urban boys, B – SMTEUG – Students role to make teaching effectiveness among urban girls, C – SMTERB – Students role to make teaching effectiveness among rural boys, D – SMTERG – Students role to make teaching effectiveness among rural girls, E – SMTEURBAN – Students role to make teaching effectiveness among urban, F – SMTERURAL – Students role to make teaching effectiveness among rural, G – SMTEMALE – Students role to make teaching effectiveness among male, H – SMTEFEMALE – Students role to make teaching effectiveness among female, I – SMTETOTAL – Students role to make teaching effectiveness among total.

From the above table, it has been found (on the basis of 50 selected sample segment) that rural girls students have shown more average response in favour of the measured variable; in this case data reflection is better due to the minimum value of SEM. Higher mean has found in the case of rural students than urban students; in male students than female students also. Value of SEM is very low in every cases related to the measurement of mean. Value of Sk, Sk<sub>E</sub>, Ku, and Ku<sub>E</sub> is very low which has specifies the actual reflection or normality of the facts. Distance between P<sub>25</sub> and P<sub>50</sub>, between P<sub>50</sub> and P<sub>75</sub> is very low which specifies the lower level of quartile deviation of corresponding data. Value of SD is not higher which specifies the lower level deviation of the response regarding the matter of students' role to make teaching effectiveness.

To test the Hypothesis -1, the following assessment has been done properly. To find out the response variation in respect to the developed scale, percentage wise response in terms of three fundamental points of the scale has been done properly which has been presented below with the corresponding hypothesis.

- **H<sub>0.1</sub>:** There exists no significant response variation in respect to the role in respect to the teaching effectiveness.

Table – 2 Strata based Item Analysis in Higher Point of Measuring Scale regarding SMTE

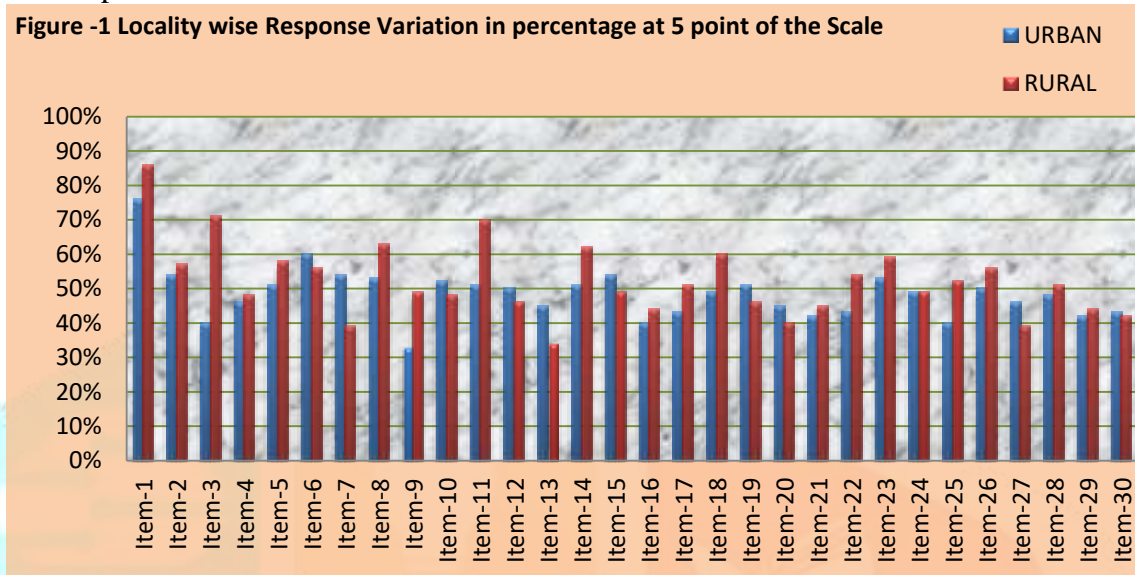
Result has been found in 5 points within the measuring scale i.e. ultimate point

Item No	Item of the Questionnaire	E	F	G	H	I
1.	I think that students can help a teacher to make an effective teaching in classroom.	76%	86%	81%	81%	81%
2.	I think that I help to my teachers to make them organize in academic task.	54%	57%	53%	58%	56%
3.	I think that through effective questioning in my classroom will	40%	71%	54%	57%	56%

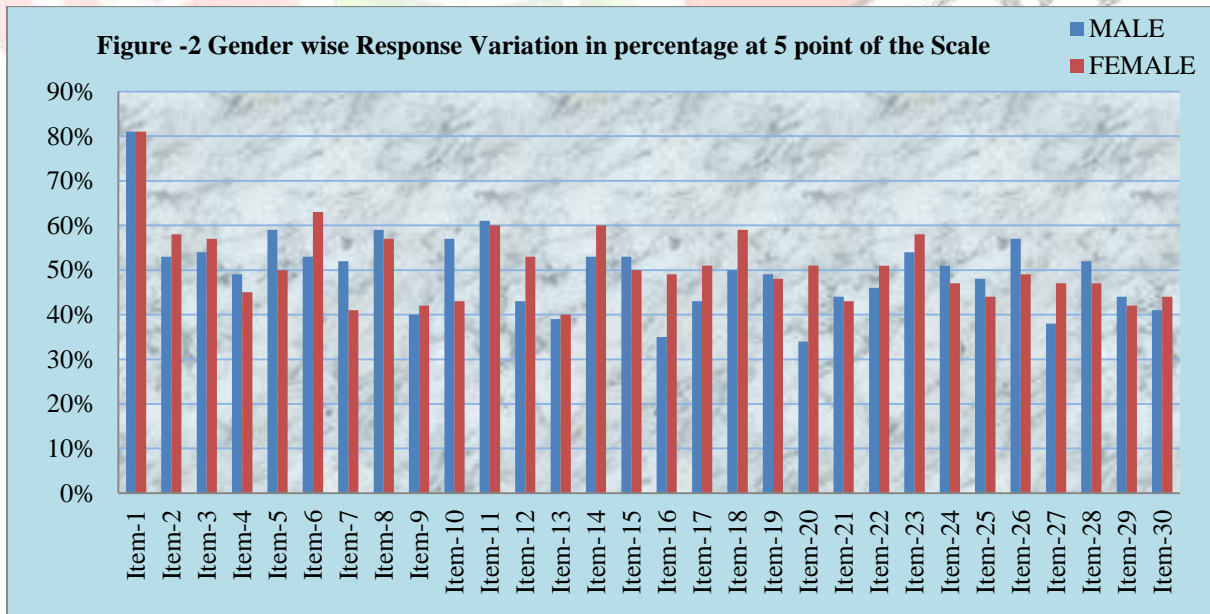
	help a teacher to prepare for next class.					
4.	I can support to be an ideal teacher by cooperate him/ her by responding properly to teaching objectives.	46%	48%	49%	45%	47%
5.	Effective interaction makes an effective teaching, I think so; therefore, I play an important role in classroom.	51%	58%	59%	50%	55%
6.	I make a teaching fruitful by performing better in presented task of a teacher.	60%	56%	53%	63%	58%
7.	When a teacher intends to stimulate me for expressing the innovative idea; I cooperate with that teacher.	54%	39%	52%	41%	47%
8.	I help to teach by a teacher by positive behaving against an effort to regulate my motivation.	53%	63%	59%	57%	58%
9.	I cooperate to my teacher when he/she intends to stimulate my attentive behaviour in classroom.	33%	49%	40%	42%	41%
10.	I help to a teacher by expressing my interest on the teachable content.	52%	48%	57%	43%	50%
11.	When a teacher arrange to make my knowledge complete, I help to do that task.	51%	70%	61%	60%	61%
12.	I prioritize time in task to make a teacher punctual to conduct own duty in time.	50%	46%	43%	53%	48%
13.	I can stimulate my teacher to be disciplined in classroom.	45%	34%	39%	40%	40%
14.	I play a vital role to convert teacher's negative attitude into positive one.	51%	62%	53%	60%	57%
15.	I help a teacher to be impersonal in task.	54%	49%	53%	50%	52%
16.	When a teacher intends to do anything new; I help him/her to do the same.	40%	44%	35%	49%	42%
17.	I can produce example to make a teaching interesting when a teacher expect it in the classroom.	43%	51%	43%	51%	47%
18.	By asking different questions, I can make a teacher active in class.	49%	60%	50%	59%	55%
19.	I can ready myself for meaningful conversation in the classroom.	51%	46%	49%	48%	49%
20.	I ask a teacher to provide some new idea to construct something new.	45%	40%	34%	51%	43%
21.	I help a teacher to comprehend the requirements of students in the classroom.	42%	45%	44%	43%	44%
22.	I provide some new ideas on behalf of students to teachers to make interest in class.	43%	54%	46%	51%	49%
23.	I help to teacher make me interactive in class by producing some special behaviour.	53%	59%	54%	58%	56%
24.	I help a teacher to provide effective teaching by performing in academic task in time.	49%	49%	51%	47%	49%
25.	When a teacher intends to organize group behaviour, I take initiation to do this.	40%	52%	48%	44%	46%
26.	By producing effective interest in academic content, I help a teacher to enhance skills.	50%	56%	57%	49%	53%
27.	By producing positive attitude, I help to enhance confidence level of a teacher.	46%	39%	38%	47%	43%
28.	By expressing different type of behaviour, I try to be impartial teaching personnel.	48%	51%	52%	47%	50%
29.	By asking new types of question regarding the content, I help to develop skills of a teacher.	42%	44%	44%	42%	43%
30.	I help a teacher by producing some special behaviour.	43%	42%	41%	44%	43%

\*E-SMTEURBAN, F- SMTERURAL, G-SMTEMALE, H-SMTEFEMALE, I-SMTETOTAL

From the above table, it has been observed the response variation in respect to the highest points of measurement. From 33% to 76 % item wise response found against the urban students; from 34% to 86 % item wise response found against the rural students, from 34% to 81 % item wise response found against the male students, and from 40% to 81 % item wise response found against the female students in respect to the favourability against the teaching effectiveness. This response has been identified at 5 point of the scale that is the ultimate point of said measurement scale. A scenario against the response variation on the basis of locality and gender has been presented in the figure 1 and 2 to specifies the corresponding variations against the variable which are presented below.



From the above figure, it has been observed that response variation has been found in highest percentage of measurement. Variation has been specified as per locality wise response of the corresponding sample of the study. Rural is higher performer group than urban. This result has found at the 5 point of measurement scale.



Variation has been specified as per gender wise response of the corresponding sample of the study. Female is higher performer group than male. This result has found at the 5 point of measurement scale.

Table – 3 Strata based Item Analysis in 3 Point of Measuring Scale regarding SMTE

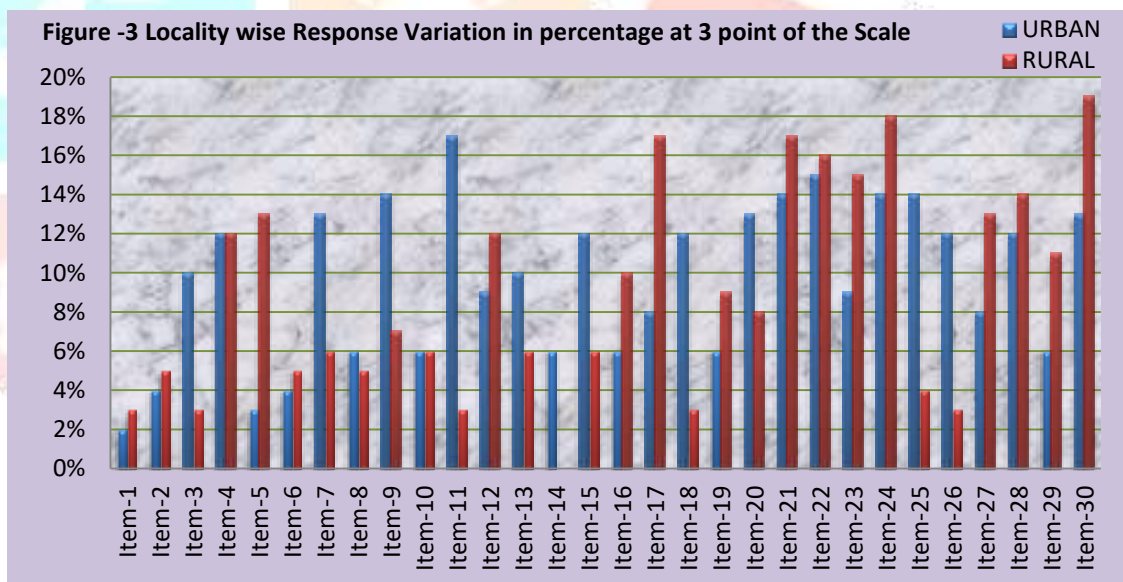
*Result has been found in 3 points within the measuring scale*

Item No	Item of the Questionnaire	E	F	G	H	I
1.	I think that students can help a teacher to make an effective teaching in classroom.	2%	3%	3%	2%	3%
2.	I think that I help to my teachers to make them organize in academic task.	4%	5%	1%	8%	5%
3.	I think that through effective questioning in my classroom will help a teacher to prepare for next class.	10%	3%	8%	5%	7%
4.	I can support to be an ideal teacher by cooperate him/ her by responding properly to teaching objectives.	12%	12%	16%	8%	12%
5.	Effective interaction makes an effective teaching, I think so; therefore, I play an important role in classroom.	3%	13%	8%	8%	8%
6.	I make a teaching fruitful by performing better in presented task of a teacher.	4%	5%	5%	4%	5%
7.	When a teacher intends to stimulate me for expressing the innovative idea; I cooperate with that teacher.	13%	6%	11%	8%	10%
8.	I help to teach by a teacher by positive behaving against an effort to regulate my motivation.	6%	5%	4%	7%	6%
9.	I cooperate to my teacher when he/she intends to stimulate my attentive behaviour in classroom.	14%	7%	10%	11%	11%
10.	I help to a teacher by expressing my interest on the teachable content.	6%	6%	8%	4%	6%
11.	When a teacher arrange to make my knowledge complete, I help to do that task.	17%	3%	13%	7%	10%
12.	I prioritize time in task to make a teacher punctual to conduct own duty in time.	9%	12%	13%	8%	11%
13.	I can stimulate my teacher to be disciplined in classroom.	10%	6%	8%	8%	8%
14.	I play a vital role to convert teacher's negative attitude into positive one.	6%	0%	4%	2%	3%
15.	I help a teacher to be impersonal in task.	12%	6%	12%	6%	9%
16.	When a teacher intends to do anything new; I help him/her to do the same.	6%	10%	9%	7%	8%
17.	I can produce example to make a teaching interesting when a teacher expect it in the classroom.	8%	17%	13%	12%	13%
18.	By asking different questions, I can make a teacher active in class.	12%	3%	11%	4%	8%
19.	I can ready myself for meaningful conversation in the classroom.	6%	9%	12%	3%	8%
20.	I ask a teacher to provide some new idea to construct something new.	13%	8%	9%	12%	11%
21.	I help a teacher to comprehend the requirements of students in the classroom.	14%	17%	16%	15%	16%
22.	I provide some new ideas on behalf of students to teachers to make interest in class.	15%	16%	8%	23%	16%
23.	I help to teacher make me interactive in class by producing some special behaviour.	9%	15%	15%	9%	12%
24.	I help a teacher to provide effective teaching by performing in academic task in time.	14%	18%	14%	18%	16%
25.	When a teacher intends to organize group behaviour, I take initiation to do this.	14%	4%	8%	10%	9%

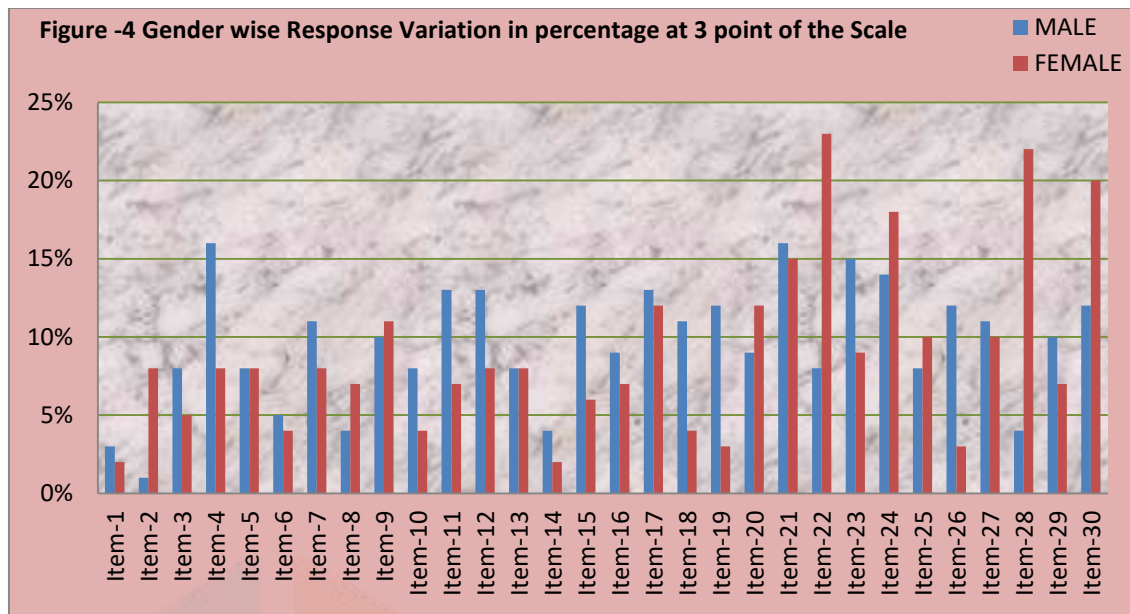
26.	By producing effective interest in academic content, I help a teacher to enhance skills.	12%	3%	12%	3%	8%
27.	By producing positive attitude, I help to enhance confidence level of a teacher.	8%	13%	11%	10%	11%
28.	By expressing different type of behaviour, I try to be impartial teaching personnel.	12%	14%	4%	22%	13%
29.	By asking new types of question regarding the content, I help to develop skills of a teacher.	6%	11%	10%	7%	9%
30.	I help a teacher by producing some special behaviour.	13%	19%	12%	20%	16%

*\*E-SMTEURBAN, F- SMTERURAL, G-SMTEMALE, H-SMTEFEMALE, I-SMTETOTAL*

From the above table, it has been observed the response variation in respect to the moderate points of measurement. From 2% to 17 % item wise response found against the urban students; from 0% to 19 % item wise response found against the rural students, from 1% to 16% item wise response found against the male students, and from 2% to 23% item wise response found against the female students in respect to the favourability against the teaching effectiveness. This response has been identified at 3 point of the scale that is the moderate point of said measurement scale. A scenario against the response variation on the basis of locality and gender has been presented in the figure 3 and 4 to specify the corresponding variations against the variable which are presented below.



Item wise response variation has been found from 0% to 19% in respect to locality indicator of measurement at moderate point of measurement. In this case, rural response has been found higher than urban response against the items of the test.



In the case of gender wise response variation has been observed in respect to moderate level of measurement in terms of SMTE. Female students have shown higher level of response against the items of the test.

**Table – 4 Strata based Item Analysis in 1 Point of Measuring Scale regarding SMTE**

*Result has been found in 1 point within the measuring scale*

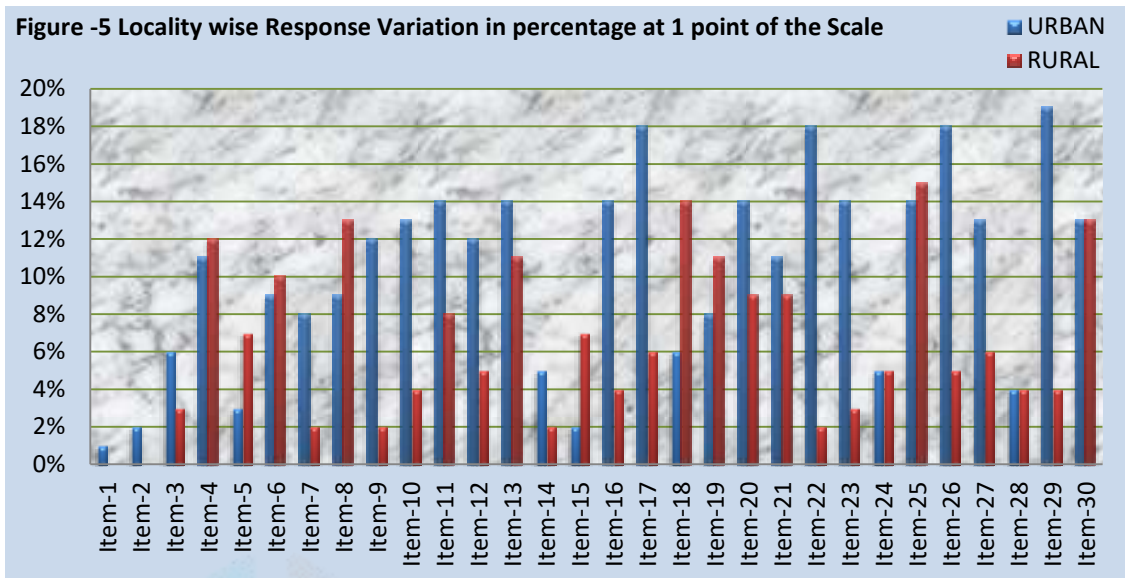
Item No	Item of the Questionnaire	E	F	G	H	I
1.	I think that students can help a teacher to make an effective teaching in classroom.	1%	0%	0%	1%	1%
2.	I think that I help to my teachers to make them organize in academic task.	2%	0%	2%	0%	1%
3.	I think that through effective questioning in my classroom will help a teacher to prepare for next class.	6%	3%	6%	3%	5%
4.	I can support to be an ideal teacher by cooperate him/ her by responding properly to teaching objectives.	11%	12%	11%	12%	12%
5.	Effective interaction makes an effective teaching, I think so; therefore, I play an important role in classroom.	3%	7%	3%	7%	5%
6.	I make a teaching fruitful by performing better in presented task of a teacher.	9%	10%	14%	5%	10%
7.	When a teacher intends to stimulate me for expressing the innovative idea; I cooperate with that teacher.	8%	2%	1%	9%	5%
8.	I help to teach by a teacher by positive behaving against an effort to regulate my motivation.	9%	13%	14%	8%	11%
9.	I cooperate to my teacher when he/she intends to stimulate my attentive behaviour in classroom.	12%	2%	12%	2%	7%
10.	I help to a teacher by expressing my interest on the teachable content.	13%	4%	4%	13%	9%
11.	When a teacher arrange to make my knowledge complete, I help to do that task.	14%	8%	9%	13%	11%
12.	I prioritize time in task to make a teacher punctual to conduct own duty in time.	12%	5%	15%	2%	9%
13.	I can stimulate my teacher to be disciplined in classroom.	14%	11%	15%	10%	13%



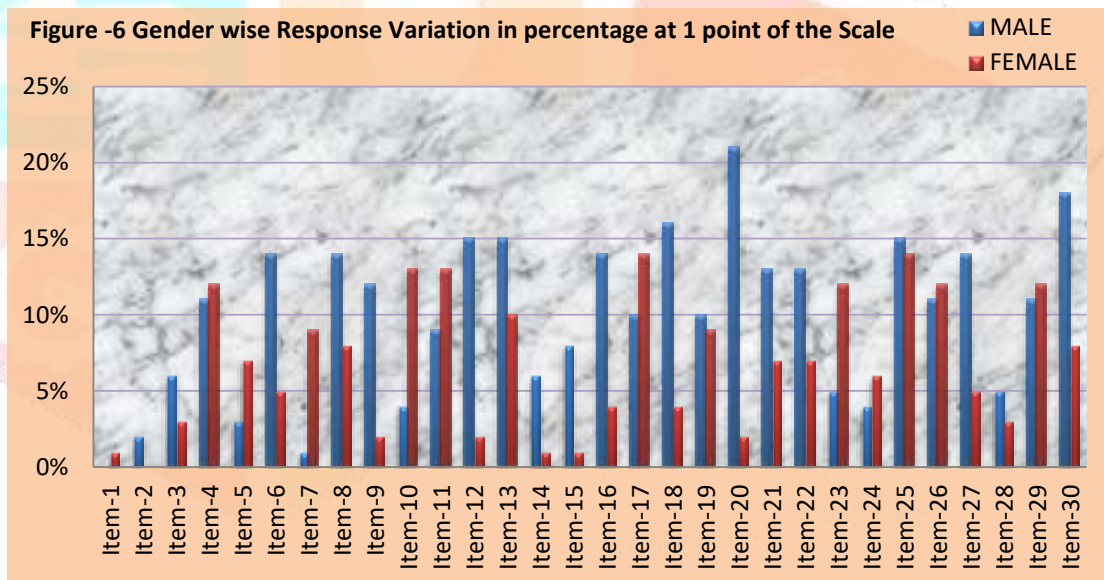
14.	I play a vital role to convert teacher's negative attitude into positive one.	5%	2%	6%	1%	4%
15.	I help a teacher to be impersonal in task.	2%	7%	8%	1%	5%
16.	When a teacher intends to do anything new; I help him/her to do the same.	14%	4%	14%	4%	9%
17.	I can produce example to make a teaching interesting when a teacher expect it in the classroom.	18%	6%	10%	14%	12%
18.	By asking different questions, I can make a teacher active in class.	6%	14%	16%	4%	10%
19.	I can ready myself for meaningful conversation in the classroom.	8%	11%	10%	9%	10%
20.	I ask a teacher to provide some new idea to construct something new.	14%	9%	21%	2%	12%
21.	I help a teacher to comprehend the requirements of students in the classroom.	11%	9%	13%	7%	10%
22.	I provide some new ideas on behalf of students to teachers to make interest in class.	18%	2%	13%	7%	10%
23.	I help to teacher make me interactive in class by producing some special behaviour.	14%	3%	5%	12%	9%
24.	I help a teacher to provide effective teaching by performing in academic task in time.	5%	5%	4%	6%	5%
25.	When a teacher intends to organize group behaviour, I take initiation to do this.	14%	15%	15%	14%	15%
26.	By producing effective interest in academic content, I help a teacher to enhance skills.	18%	5%	11%	12%	12%
27.	By producing positive attitude, I help to enhance confidence level of a teacher.	13%	6%	14%	5%	10%
28.	By expressing different type of behaviour, I try to be impartial teaching personnel.	4%	4%	5%	3%	4%
29.	By asking new types of question regarding the content, I help to develop skills of a teacher.	19%	4%	11%	12%	12%
30.	I help a teacher by producing some special behaviour.	13%	13%	18%	8%	13%

*\*E-SMTEURBAN, F- SMTERURAL, G-SMTEMALE, H-SMTEFEMALE, I-SMTETOTAL*

From the table -4, it has been observed the response variation in respect to the lower points of measurement. From 1% to 19 % item wise response found against the urban students; from 0% to 15 % item wise response found against the rural students, from 0% to 21% item wise response found against the male students, and from 0% to 14% item wise response found against the female students in respect to the favourability against the teaching effectiveness. This response has been identified at 1 point of the scale that is the lower point of said measurement scale. A scenario against the response variation on the basis of locality and gender has been presented in the figure 5 and 6 to specify the corresponding variations against the variable which are presented below.



Response at lower level has been found in respect to SMTE. Response variation has been identified as per the locality index. Urban students are higher performer group as well as rural students are lower performer group as per the lower level response.



Performance, in respect to gender, has been assessed from which the variation has specifically cleared. Low performance has been found among female students.

From the analysis of items of the test, (as per the three fundamental points of measurement), it has been specified that role of rural students as well as female students play a vital role to regulate the effectiveness of teaching in the existing systems of education. On the basis of this result, it has been cleared that the corresponding null hypothesis has been rejected.

**5.2. Inferential Analysis of Assumption:**

To test the hypothesis in respect to strata of the study, the corresponding analysis of mean difference has been done below. Strata wise mean difference in terms of SMTE has been identified; corresponding result has been illustrated below.

- **H<sub>0.2</sub>:** There exist no significant strata wise mean differences regarding the measurable variable.

**Table- 5 Strata wise Mean Difference of SMTE**

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
SMTEUB - SMTEUG	-6.38	18.62508	2.63398	-2.422	49	0.019

To find out the actual position of the mean difference of the selected group on the basis of SMTE, the significant result has been found. Therefore, corresponding null hypothesis has been rejected in respect to UB and UG students.

**Table- 6 Strata wise Mean Difference of SMTE**

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
SMTERB - SMTERG	-3.68	13.68366	1.93516	-1.902	49	0.063

To find out the actual position of the mean difference of the selected group on the basis of SMTE, the insignificant result has been found. Therefore, corresponding null hypothesis has been accepted in respect to RB and RG students.

**Table- 7 Strata wise Mean Difference of SMTE**

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
SMTEURBAN - SMTERURAL	0.19	19.32377	1.93238	0.098	99	0.922

To find out the mean difference of the selected group on the basis of SMTE, the insignificant result has been found. Therefore, corresponding null hypothesis has been accepted in respect to URBAN and RURAL students.

**Table- 8 Strata wise Mean Difference of SMTE**

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
SMTEMALE - SMTEFEMALE	-5.03	16.31598	1.6316	-3.083	99	0.003

To find out the actual position of the mean difference of the selected group on the basis of SMTE, the significant result has been found. Therefore, corresponding null hypothesis has been accepted in respect to MALE and FEMALE students.

From the above analysis it has been specified that corresponding null hypothesis will be accepted in terms of locality wise analysis of the fact; similarly, gender wise difference has been accepted and corresponding null hypothesis has been rejected.

#### 6.0. Conclusion:

At the end of the study, it has been concluded that students' have the moderate level of influence to regulate the effectiveness of teaching process or corresponding teaching activeness of a teacher. Through the perfect participation of students of a class, effectiveness will be developed properly. Students' participation as well as their effective urges to share own views regarding the subject matter or corresponding teaching learning activities, will regulate the effectiveness of a teacher.

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