



# TEACHING EFFECTIVENESS OF SCHOOL TEACHERS: A THEORETICAL PERSPECTIVE

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## Abstract

Teaching effectiveness majorly concerns with the relationship between the dispositions of teachers, teaching acts, classroom environment, and their effect on the learning of students. It depends on the emotional (kind, warm, compassionate), cognitive (using innovative teaching techniques, mastery of subject), and behavioural competence (patience, punctual, attentive) of a teacher. A teacher with such qualities is termed as an effective teacher. An effective teacher is the link between the educational institution and the student. He/she is able to use the teaching skills to bring out the best in a student thus increasing the school's effectiveness. Furthermore, measuring the teaching effectiveness of a teacher is also very necessary as it helps in improving the quality of teaching. The periodic feedback also helps in recognizing the gaps in teaching and in formulation of remedial plans. There are several internal and external factors that determines the effectiveness of teaching. To summarize, it may be said that teaching effectiveness is an area of research that deals with the professional and personal competence of a teacher. This paper also elaborates the factors affecting and models to measure the teaching effectiveness. Additionally, suggestions to improve the teaching effectiveness is also provided in the paper.

**Keywords:** *Teaching Effectiveness, Effective Teacher, Student, Teaching.*

## INTRODUCTION

Teaching effectiveness is an area of research which is concerned with the attributes of teachers, classroom environment, teaching acts, and their effects on the students. One can say that teaching effectiveness is the capability of teachers to teach in such a manner that he/she gets success to bring the desirable change in the students' behaviour. It can be further explained as a product of teachers' dispositions which determines the quality of a teacher's performance. Teaching effectiveness may also be defined as a combination of cognitive and non-cognitive attributes such as academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience, and socio-personal interaction (Kumari and Padhi, 2014)<sup>[7]</sup>. Furthermore, teaching effectiveness is the perfection of work, level of efficiency, and

productivity on the part of the teacher. It allows a teacher to mature with experience and knowledge. Dash and Barman (2016)<sup>[3]</sup> reported that the effectiveness of teaching makes learning more meaningful, fruitful, and understandable. It is the measure of success of a teacher in carrying out institutional and other specified duties demanded by the nature of his/her position (Habib, 2017)<sup>[6]</sup>. To conclude, teaching effectiveness covers that behavioural, affective, and cognitive attributes a teacher (Cheng and Tsui, 1999)<sup>[2]</sup>.

Teaching effectiveness directly depends on whether a teacher is effective in their teaching or not. Teachers are essential for developing the future of students and teaching effectiveness is the capability of teachers to teach in such a manner that he/she succeeds into bringing out the desirable changes in students' behaviour. It is assessed not only by the academic achievements of students but also from the sum total influence of an effective teacher. The effectiveness of a teacher lies not only in the presentation of his subject matter in an effective way but to make the whole environment of the classroom conducive for learning ensuring the complete development of a child (Toor, 2014)<sup>[12]</sup>. Additionally, a teacher's morale also affects their teaching effectiveness (Devamma, 2018)<sup>[4]</sup>. It is well known that effective teaching results into positive outcomes. Hence, it is essential for a teacher possess all the qualities to demonstrate effective teaching. To summarize, it may be stated that teaching effectiveness depends on the characteristics, qualification, and instructional practices of an effective teacher.

An effective teacher is not only someone who explores the possibilities for bringing the best out of their subjects but also holds academic orientation and achieves their classroom goals by emphasizing academic instructions. These teachers demonstrate their effectiveness by firstly actively involving pupils in classroom discussions by asking questions and providing feedback on student's progress. Secondly, they use a varied teaching approach to teach a variety of content so that the students stay engaged. Thirdly, an effective teacher places faith in their pupils and leads them with high expectations. Moreover, they encourage the students to work independently and fosters self-regulation. It is also noted that they are the active contributor in the education process by performing a wide range of responsibilities such as managing curriculum, maintaining relationship with parents and colleagues. Therefore, an effective teacher holds the most prominent and highest place in an education system and the effectiveness of instruction depends on the quality of dispositions he/she possess.

As mentioned above, an effective teacher possesses well balanced personalities, good character, and positive attitudes towards the profession and also displays maturity, satisfaction in life, higher level of intelligence and creativity as compared to their counterparts. He/she strives to learn continuously to improve their teaching technique and knowledge. An effective teacher not only fulfils the educational needs but also considers the emotional and mental needs of students. They continuously motivate, develop confidence, and prioritise the needs of students. They also provide regular feedback to enhance the academic achievement of students. Hence, it may be said that an effective teacher brings out the all-round development of students. In addition to these qualities, an effective teacher also helps in the development of education institution by having commitment for the teaching profession. These teachers also work towards the betterment of society, by upholding their moral conduct, participating in seminars, conferences, and social gatherings. To conclude, the effective and fruitful teaching depends on the effectiveness of school teachers.

## Assessment of Teaching Effectiveness

According to Berk (2005)<sup>[1]</sup>, various strategies are needed to measure the teaching effectiveness of teachers. Ratings from peers, supervisor, students, and self-evaluation are some strategies to measure the teaching effectiveness of a teacher. Stringer and Irwing (1998)<sup>[11]</sup> found that the teaching effectiveness can be measured by measuring the changes in students' knowledge, level of motivation, adjustment capacity, and ability to manage stress. Periodical evaluation of teaching effectiveness is required to design the intervention programs that may help in improving the teaching effectiveness. As Pagani and Seghieri (2002)<sup>[9]</sup> suggested that these measures are also helpful in identifying the particular strengths and behaviours upon which individual teachers can improve.

The assessors (students, supervisors, school managers, and researchers) must have the knowledge of subject matter and teacher training to recognize the qualities of an effective teacher. These assessors should be unbiased, objective, and must have well defined assessment structure. However, considering the variety of roles a teacher play, it is not fair to assess their teaching effectiveness only on the basis of their teaching. For example, a less motivated and uninterested student may evaluate on the basis of the teacher's outer appearance, communication skill, and behaviour rather than their pedagogical knowledge. Therefore, instead of using the traditional method of evaluation new methods of evaluation should be used. Cheng and Tsui (1999)<sup>[2]</sup> has proposed models to investigate the teaching effectiveness of school teachers.

- 1) The Goal and Task Model:** This model proposed that the evaluation of teaching effectiveness is possible by checking the goals and tasks achieved by the teacher. Also, the availability of resources and energy also determines the teaching effectiveness. This model is helpful for the supervisors to measure the performance of a teacher.
- 2) The Resource Utilization Model:** This model states that teaching effectiveness can be determined by checking if a teacher utilizes the school resources in a sustainable manner. The efficient use of resources leads to the achievement of stated goals. It also encourages the teacher to think out of the box and use supplies out of the classroom in the case of scarcity of school resources. Therefore, a teacher is deemed effective if he/she can maximize the use of resource, overcome difficulties, and achieve goals.



**Fig 1.1: The Models for Assessing Teaching Effectiveness**

- 3) **The Working Process Model:** By checking the behaviour and characteristics of a teacher the teaching effectiveness can be measured. The model suggested that the areas of working process such as teaching style, attitude, inter-personal relationships, management, and lesson planning should be checked regularly to maintain the quality of teaching.
- 4) **The Accountability Model:** In the open and democratic education system, the teachers hold accountability towards their performance. They are expected to provide information regarding their teaching style, work progress, teaching resources, and failures to the school administration. This model states that a teacher's effectiveness can be evaluated by assessing his/her actions, competence, responsibilities, skills, reputation, and other areas of accountability.
- 5) **Absence of Problem Model:** This model proposes that if a teacher achieves the instructional objectives by displaying minimum level of weakness, failure, problems, and misbehaviours than that teacher should be termed effective. In short, the teaching effectiveness can be measure by checking the least number of shortcomings in a teaching process.
- 6) **Continuous Learning Model:** Teaching is a process that requires continuous learning on the part of a teacher also. The teacher should be ready to learn new ways to improve the teaching process, cop with difficult situations, come up with new ideas, address the diverse expectations, able to adapt, and should develop themselves with continuous learning. According to this model, nothing remains same and environmental changes are inevitable. Therefore, an effective teacher is someone who can adjust with the changes. Hence, the teaching effectiveness can be evaluated by checking the adjustment level of teachers, teacher reflection, and by monitoring working process.

## General Factors Affecting Teaching Effectiveness

In a classroom setting, a teacher's responsibilities have drastically changed from being a guide to a facilitator. At present, a teacher is expected to be in the possession of a detailed set of professional and personal skills such as being a curriculum developer, team leader, working well with colleagues & parents, understanding the individuals, and knowledge of innovative teaching methods. These dispositions of a teacher largely help him/her to react differently in various situations of workplace. Hence, the quality of teaching effectiveness depends upon the academic achievement and psychological abilities of teacher. In support of this, Walker (2008)<sup>[13]</sup> identified two crucial factors- (a) success in enhancing the learning of students (b) certain characteristics of teachers that is positively related to the effectiveness of teachers. Some factors are described below which affects the teaching effectiveness of school teachers:

- 1) **In-Service Training:** Along with the dispositions of a teacher, Yin-Cheong et al., (2002)<sup>[15]</sup> suggested that missing links should be identified in the teacher education program so that they can be redesigned to improve teaching effectiveness of school teachers. Hence, the teaching effectiveness is positively affected by the teacher training programs. In order to maximize teacher effectiveness, in-service teacher education should be provided by the institution. These programs cover the affective, behavioural, and cognitive domains and helps in enhancing the teaching effectiveness.
- 2) **Teaching Experience:** The teaching experience is positively associated with the performance of students; as a teacher gains experience, their students are also likely to perform better. A teacher shows high teaching effectiveness with experience of teaching the same grade for a long time (Podolsky, et al., 2019)<sup>[10]</sup>.



Fig. 1.2: Factors Influencing the Teaching Effectiveness

- 3) **Work Environment:** A relaxed and supportive work environment positively enhances the effectiveness of teachers. In support of This, Podolsky et al., (2019)<sup>[10]</sup> found that teaching effectiveness increases when a teacher teaches in supportive and collegial environment. Moreover, the proper use of resources leads to

a successful teaching and learning environment. Omodan et al., (2016)<sup>[8]</sup> reported that leadership style, school climate, physical facilities, and adequate classrooms has significant relationship with the increased teaching effectiveness of teachers. Additionally Gupta and Goel (2016)<sup>[5]</sup> found that high level of instructional management result into high teaching effectiveness of school teachers.

- 4) **Adjustment of Teacher:** The adjustment of a teacher in his/her workplace is also very essential as it determines their teaching effectiveness. Maladjusted teachers tend to produce maladjusted and under-performing pupils. In addition to this, effective teaching also depends on the selected instructional material.
- 5) **Inter-Personal Relationships:** It is important to establish healthy inter-personal relationships with other teachers, parents, students, and school administrator because these factors are known to influence the effective teaching of school teachers. Toor (2014)<sup>[12]</sup> also found that changes should be made in managerial ideology, personal and professional relationships and, school environment.
- 6) **Intrinsic and Extrinsic Rewards:** The feedback, appreciation, and acknowledgment from supervisors also influences the teacher's motivation to work and also influences their teaching effectiveness. Therefore, provision of intrinsic and extrinsic rewards should be made by the administrators. In addition to this, regular organization of seminar, conferences, and workshops also helps in improving the effective teaching.
- 7) **Students:** Teaching effectiveness is also impacted by the achievement, motivation, interest, attitude, and engagement of students.

### Suggestions to Improve Teaching Effectiveness among Teachers

The review of studies has revealed that there are certain factors that affects the teaching effectiveness of school teachers. On the basis of these factors, some suggestions are provided here to improve the effectiveness of teachers:

- 1) Superiors must take actions to maintain the social status of a teacher by providing praise, promotion, and incentives. These affirmation and encouragements positively motivate the teachers to work harder efficiently thus leading to high teaching effectiveness. Also, the teaches should be protected and warned beforehand regarding any job cuts. The security of job is a strong motivator to work effectively. Additionally, it is the duty of principal to manage vocal parents in order to maintain high teaching effectiveness (Wani, 2017)<sup>[14]</sup>.
- 2) Friendly and healthy relationship with students, parents, colleagues, and supervisors should help in maintaining the effective teachers. Therefore, occasional get together should be organised to establish healthy relations. Apart from this, responsibilities should be shared among teachers so that they do not feel burdened.
- 3) Commitment to the profession is an essential competent that affects the teaching effectiveness. Group activities and team building exercises are excellent activities to make the teachers stay committed. Therefore, work conditions should be good so that the teacher stay committed to the students, educational institution, and the profession.

- 4) In-service training program should be introduced to enhance the knowledge and teaching skills of teachers. Also, simulated social skill training should be introduced so that teachers could learn how to control the teaching variables. This will definitely help the teachers in improving their teaching (Habib, 2017)<sup>[6]</sup>.
- 5) Habib (2017)<sup>[6]</sup> suggested that various teaching strategies such as micro-teaching should be adopted by the teachers to identify the gaps in their teaching. This teaching technique will help them by getting regular feedback on their performance.

## Conclusion

Teaching is a noble profession and it is a teacher's responsibility to create responsible citizens. Their roles have extended past to the transferring of skills and knowledge. In the present scenario, a teacher is expected to understand and complete the individual needs of students. This can only be done if a teacher possesses a certain set of abilities or qualities. These qualities such as warm nature, sense of humour, patience, punctuality, perfection, and mastery of subject helps a teacher to be effective in their teaching. The effective teacher takes responsibility of students and provides them opportunity to discuss and explore. An effective teacher also uses a variety of teaching techniques to match the pace of students. These are the qualities that affects and determines the teaching effectiveness of a teacher. A teacher with high teaching effectiveness certainly carries out his/her duties with high level of efficiency.

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