



## A Conceptual Study on Teaching Effectiveness at School Level

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**Abstract:** Teaching effectiveness is a major influence on students' academic achievement. It is correlated with students' academic as well as overall achievements. Teaching effectiveness is central to school efforts to improve the students' outcome. An effective teacher also is flexible and able to adapt to changes. It is a person that relates personally with the students and is respected and behaves professionally. Today's teachers are called upon to work with colleagues to design learning environments that promote deeper engagement in learning as a reciprocal process. Learning can no longer be understood as a one-way exchange where we teach, they learn. The present study discusses the effectiveness of approaches to teaching and the theoretical perspectives of the teaching effectiveness. As it is a conceptual study the researcher has followed different journals and books to collect required information. The study concludes that teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance, it is the heartfelt effort of the teachers.

**Introduction:** Teaching is meant to be a very enjoyable and rewarding career field. Its effectiveness in classroom process tries to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are intended to do poorly. Teaching effectiveness is a set of behaviours that effective teachers incorporate into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development. Evaluating the performance and impact of teachers is an integral part of ensuring the quality and effectiveness of teaching. Any framework or model used to evaluate the qualities of teachers and teaching must prioritise the consequential impact on students. As such, teacher quality and effectiveness have become critical components of educational improvement. As the time changes and the expectations of education shift to meet these changes, the nature of teaching and of its effectiveness must follow suit. These shifts are not a problem, but rather an indication of how education, as a living practice, is alert to issues of what is called for by this initiative at important periods of social, economic and technological change. In the moments when a shift is called for education, it is common ideas to retain suggestions of earlier times. Teaching effectiveness is one such idea. What it means to be an effective teacher still is strongly connected to educational

activities and cultural ideas that emerged in the early 21st century. Without an examination of these origins, efforts to create new images risk being fixed in outdated models of teaching effectiveness. (Kumarie, 2018)

An effective teacher is one who is able to teach the students what they need to know in order to move on in their education. He achieves learning from the students through multiple approaches that utilize the resources available and focus on the needs of the students. An effective teacher will not stop at anything to make sure a student learns. The effective teacher will install a great amount of information to the students in a variety of ways. The students are able to approach the teacher if they are having trouble or questions and the teacher can answer their questions or help them in any way possible to attain the answers. Being an effective teacher means to be able to create a positive atmosphere for students to grow both intellectually and socially. To be an effective teacher, one must be able to communicate positively with his/her students in a manner that the student will understand concepts efficiently. Teachers must be prepared and enthusiastic, and they must have a good knowledge of the subject. An effective teacher is one who is able to spark the students' interest in learning. They create students who want to learn, who are able to develop and express their own opinions, and who are able to succeed in his/her society. An effective teacher cares and respects every student and becomes a positive role model for help. (Toland, & Ayala, 2005)

**Rationale of the Study:** As the world changes and the expectations of education shift to meet these changes, the nature of teaching and its effectiveness must follow suit. Being an effective teacher means to reach every student that comes into your classroom. An effective teacher has the student's best interest in mind at all times. They know the content that they are teaching as well as a variety of ways in which they may teach it. They know their students well and can judge which method of teaching is most effective for each student. An effective teacher also is flexible and able to adapt to changes. It is a person that relates personally with the students and is respected and behaves professionally. Today's teachers are called upon to work with colleagues to design learning environments that promote deeper engagement in learning as a reciprocal process. Learning can no longer be understood as a one-way exchange where we teach, they learn. It is a process that requires teachers to help students learn with understanding, and not simply acquire disconnected sets of facts and skills. Effective teaching practices also recognize how important strong relationships are in educating students, building social cohesion, and producing minds that thirst for knowledge for a lifetime. They, along with administrators and other important adults, make school a socially, academically, and intellectually exciting and worthwhile place to be. Teaching effectiveness is more than just the successful transmission of knowledge and skill or application around a particular topic. It ensures that this superficial approach to learning is replaced by deeper, student-focused approaches to learning that analyze, develop, create and demonstrate understanding. In this regard, the present study will be very helpful for the teachers, parents, students and also to the stakeholders.

**Objectives:** The present study discusses the effectiveness of approaches to teaching and the theoretical perspectives of the teaching effectiveness.

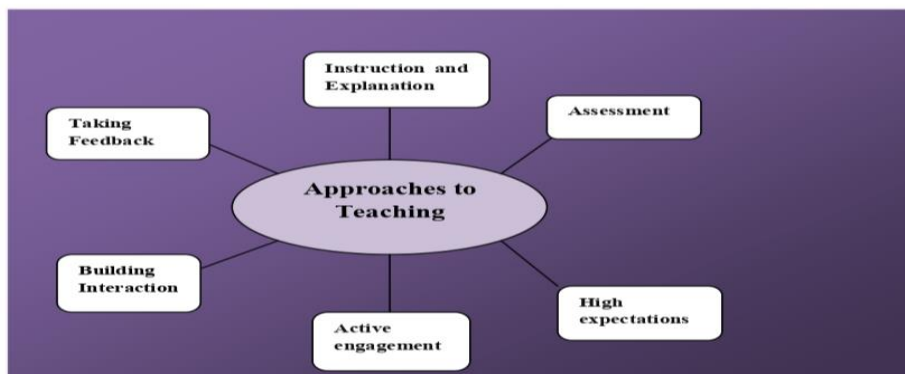
### **Effectiveness of approaches to Teaching**

Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance.

**1: Clarity of Instruction and Explanation:** “When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. We come to feel that we can in some way own it and use it to make sense of the world around us.” Coupled with the need to establish the relevance of content, instructors need to craft explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new. Instructional clarity has two components: cognitive clarity and oral clarity. A link between teacher clarity and student achievement and satisfaction was identified by Hines, Cruickshank and Kennedy (1985)

**2: Concern and Interest of students and student learning:** Rams den starts with the negative about which he is assertive and unequivocal. “Truly awful teaching in higher education is most often revealed by a sheer lack of interest in and compassion for students and student learning. It repeatedly displays the classic symptom of making a subject seem more demanding than it actually is. Some people may get pleasure from this kind of masquerade. They are teaching very badly if they do. Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly”.

**3: Appropriate Assessment:** This principle involves using a variety of assessment techniques and allowing students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn. Evaluations to improve teaching practice and design are referred to as formative evaluation, while evaluations used in making decisions are referred to as summative evaluations of teaching effectiveness.



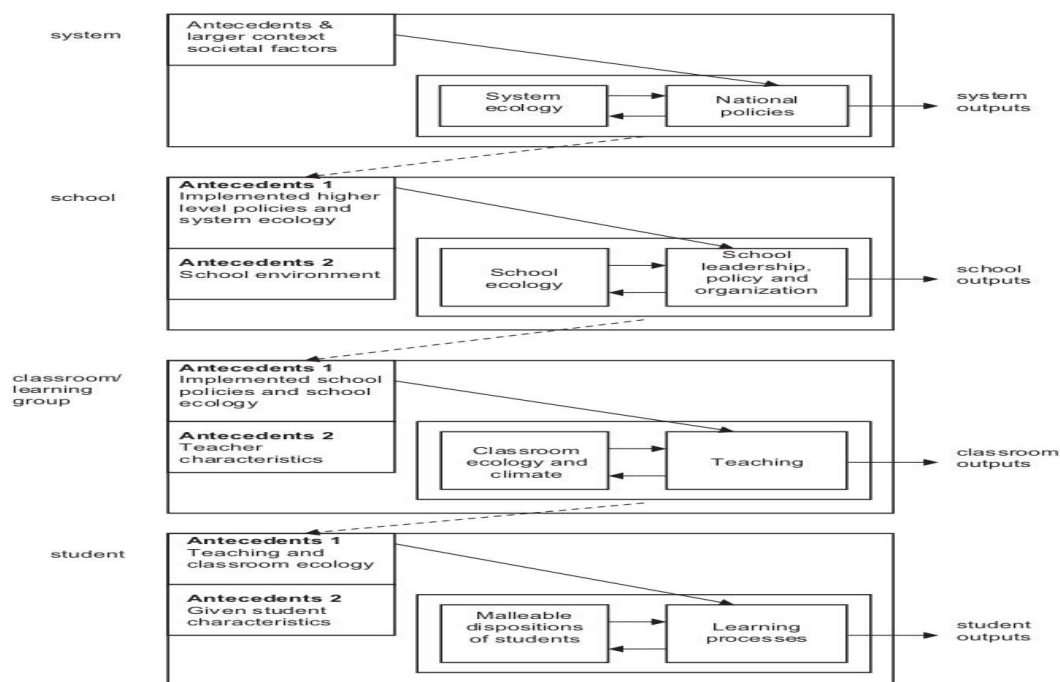
**4: High expectations:** Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know. The most effective teachers determine the appropriateness of objectives for students by some form of differentiation. At its lowest level, this means expecting different outcomes from pupils of varying ability. At a more sophisticated level teachers know and use an extensive repertoire of means of differentiation – so that they are able to cope with the needs of more and less able pupils. But within these parameters effective teachers are relentless in their pursuit of a standard of excellence to be achieved by all pupils, and in holding fast to this ambition.

**5: Control and Active engagement:** “Good teaching fosters sense of student control over learning and interest in the subject matter.” Good teachers create learning tasks appropriate to the student’s level of understanding. They also recognize the uniqueness of individual learners and avoid the

temptation to impose “mass production” standards that treat all learners as if they were exactly the same.

**6: Taking Feedback:** “Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected.”

### Theory on Teaching Effectiveness at Meta, General and Partial Level



[Fig. 4.2 Integrated multi-level model of education; solid arrows represent managed control actions, the dotted arrows from one system level to the next represent across level influences; feedback-loops (not shown in the diagram) are assumed to run from outcomes at each level to the box containing ecology and active policies at each object level and from lower to higher levels “control strategies” in students’ learning are effective (Artelt et al., 2003), structured teaching could be seen as a strategy that particularly supports weaker students.]

The degree of higher- level control versus lower-level autonomy is an issue of central importance at all levels. At system level it is about effective patterns of functional decentralization, which means that, perhaps dependent on the larger context, certain patterns of centralization in some functional domain (e.g., the curriculum) and decentralization in another domain (e.g., financial management) work best. At school level it is about the degree of participative decision making, or “distributed leadership”, and at classroom level it refers to the balance between strongly structured didactic approaches and more open teaching and learning situations that are expected to invite self-regulated learning. Structure versus independence is a red line that dominates policy and research agendas in education. Critics of educational effectiveness thinking sometimes have a tendency to depict it as a “closed” mechanistic perspective, neglecting, for example the professional autonomy of teachers. Here, on the contrary, autonomy is built into the system. Further elaboration of the framework is provided in Scheerens et.al.(2011,2016). Multi-disciplinary applications from economics, sociology

and psychology are discussed in Scheerens and Bosket (1997). The framework can be seen as a structure for multi-disciplinary educational research.

**The Effect of Teacher Experience Characteristics on Teaching Effectiveness:** The benefits of teaching experience will be best realized when teachers are carefully selected and well prepared at the point of entry into the teaching workforce, as well as intensively mentored and rigorously evaluated prior to receiving tenure. These efforts will ensure that those who enter the professional tier of teaching have met a competency standard from which they can continue to expand their expertise throughout their careers. Teaching experience is positively associated with the student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers. Murnane and Phillips (1981) identified that learning by doing, that is, by gaining experience through classroom teaching, expertise grows, suggesting that experience should have a positive effect on student academic performance. As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance. Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject, or district. More-experienced teachers support greater student learning for their colleagues and the school as a whole, as well as for their own students.

**Role of ICT in Teaching Effectiveness:** The role of ICT in the classroom teaching learning process is very important. It provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice. This multipurpose instrument has the capability not only of engaging students in instructional activities to increase their learning, but of helping them to solve complex problems to enhance their cognitive skills. ICT plays a pivotal role in transforming the conventional work environment in schools. Teachers are beginning to avail themselves of opportunities in networked professional learning communities to share resources and expertise, discuss pedagogical approaches, reflect on practice and provide support for their colleagues as part of the community experience. Using networked communities of inquiry as an integral component, teachers can work in a collaborative, mutual space to question and investigate ideas and engage in pedagogical conversation around their own work and practice. Within networked classrooms, where teachers and students alike have access to computers and the Internet, the classroom is no longer an isolated workplace (Clifford et al., 2004). The innovations that ICT has brought in teaching learning process include: E-learning, e-communication, M-learning, quick access to information, online assessment, online student registration, online advertisement, reduced burden of keeping hardcopy, networking with resourceful persons, etc. However, the presence of all these factors increased teaching effectiveness in classroom process.

**Conclusion:** Teaching effectiveness is a major influence on students' academic achievement. It is correlated with students' academic as well as overall achievements. Teaching effectiveness is central to school efforts to improve the students' outcome. A strong belief among policy makers and public as well as private funding agencies is that test scores are directly related to the quality of teaching effectiveness. Effective teaching practices also recognize how important strong relationships are in educating students, building social cohesion, and producing minds that thirst for

knowledge for a lifetime. They, along with administrators and other important adults, make school a socially, academically, and intellectually exciting and worthwhile place to be. Teaching effectiveness is more than just the successful transmission of knowledge and skill or application around a particular topic. It ensures that this superficial approach to learning is replaced by deeper, student focused approaches to learning that analyze, develop, create and demonstrate understanding.

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**Citation:** Bera.A. (2024) “A Conceptual Study on Teaching Effectiveness at School Level” *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-1, Feb-2024.

