



# A Theoretical Prospective on the Teaching Effectiveness of School Teachers

Sada Warsi\*

\*Research Scholar, Department of Education, Integral University Dashauli, Uttar Pradesh 226026, India

Email: warsisada@gmail.com

## Abstract

Teaching effectiveness primarily focuses on the correlation between a teacher's attitude, teaching methods, classroom atmosphere, and their impact on student learning. It relies on the emotional (Being kind, caring, and empathetic), cognitive (employing innovative teaching approaches, having a strong command of the subject matter), and behavioral competencies (Being patient, punctual, and attentive) of a teacher. A teacher possessing these qualities is referred to as an effective teacher. Effective teachers serve as the bridge between the educational institution and the student, utilizing their teaching abilities to bring out the student's full potential and enhance the school's overall effectiveness. Moreover, it is crucial to assess a teacher's effectiveness in improving the quality of education. Periodic feedback plays a significant role in identifying areas for improvement and creating strategies to address them. Both internal and external factors contribute to the effectiveness of teaching.

In conclusion, teaching effectiveness is a field of study that focuses on a teacher's professional and personal capabilities. This paper examines the various factors that impact teaching effectiveness and presents modes for measurement. Furthermore, it offers suggestions for improving teaching effectiveness.

**Keywords:** Teaching effectiveness, Effective teacher, Student, Teaching

## Introduction

Teaching effectiveness encompasses examining teachers' qualities, the classroom atmosphere, instructional approaches, and their influence on students. It pertains to a teacher's aptitude to foster positive transformations in student conduct. Teaching effectiveness is influenced by the attitudes and characteristics of teachers, which ultimately determine the quality of their performance. It encompasses cognitive and non-cognitive attributes such as educational background, communication clarity, teaching strategies, charisma, experience, and interpersonal skills. Additionally, teaching effectiveness is associated with proficiency, efficiency, and the overall quality of work in teaching (Kumari & Padhi, 2014) [7]. Productivity on the part of the teacher enables them to grow in experience and knowledge (Dash & Barman, 2016). According to Habib (2017), teaching effectiveness measures teachers' success in fulfilling their institutional and other duties. Cheng and Tsui (1999) state that teaching effectiveness encompasses a teacher's behavioral, affective, and

cognitive attributes – teaching effectiveness directly depends on a teacher’s ability to teach effectively. Teachers play a vital role in molding students’ futures, and their effectiveness in teaching lies in their ability to influence students’ behavior to achieve desired outcomes successfully. This effectiveness is evaluated not only based on academic achievements but also on the overall influence of an effective teacher (Toor, 2014). Presenting subject matter and creating a conducive learning environment are key factors in a teacher’s effectiveness.

Furthermore, a teacher’s morale also plays a significant role in determining their effectiveness in teaching (Devamma, 2018). In order to achieve positive outcomes, teachers must possess the essential qualities for effective teaching. These qualities include a teacher’s characteristics, qualifications, and instructional practices, significantly impacting teaching effectiveness.

An effective teacher is someone who not only explores ways to bring out the best in their students but also prioritizes academic instruction to achieve their classroom goals. These teachers demonstrate their effectiveness in several ways:

1. Teachers actively involve students in classroom discussions by posing thought-provoking questions and offering constructive feedback on their performance.
2. They employ various teaching methods to ensure students remain engaged with diverse subjects.
3. Effective teachers have faith in their students and set high expectations for them. They also encourage independent work and foster self-regulation skills.
4. They plan an active role in the education process through effective teachers who play a pivotal role in the education system. They manage the curriculum and foster positive relationships with parents and colleagues.

Consequently, their disposition dramatically influences the quality of their teaching.

As stated earlier, a prosperous teacher possesses a sense of well-being, exhibits good character, and maintains a positive attitude towards their profession. They also display maturity, contentment in life, a heightened level of intelligence, and creativity compared to their peers. They constantly seek to learn and enhance their teaching methods and knowledge. An impactful teacher not only caters to their students’ educational requirements but also considers their emotional and mental well-being. They constantly motivate their students, help them build confidence, and prioritize their needs. Regular feedback is provided to enhance students’ academic achievements. Therefore, an effective teacher fosters the all-around development of their students.

Additionally, an effective teacher contributes to the development of the educational institution by being committed to their profession. In addition, these teachers dedicate

themselves to improving society through upholding moral values and actively engaging in seminars, conferences, and social gatherings. In summary, the effectiveness and triumph of education hinge upon the proficiency and dedication of school teachers.

### **Assessment of Teaching Effectiveness**

Berk (2005) states that several strategies can be employed to assess the effectiveness of teachers in their teaching. These strategies include obtaining ratings from peers, supervisors, and students and through self-evaluation. Stringer and Lwing (1998) discovered that measuring teaching effectiveness involves assessing the changes in students' knowledge, motivation, adaptability, and stress management abilities. Regular evaluation of teaching effectiveness is necessary to develop intervention programs to enhance teaching effectiveness. Additionally, according to Pagani and Seghieri (2002), these measures can also be valuable in pointing out particular strengths and behaviors that teachers can focus on enhancing.

In order to accurately evaluate the qualities of an effective teacher, the assessors need to have a combination of subject matter knowledge and teacher training. These assessors can include students, supervisors, school managers, and researchers. They should approach the assessment process impartially, objectively, and with a clear assessment structure. However, judging a teacher's effectiveness solely based on their instructional methods is unfair, considering their various roles. For instance, a disengaged and unmotivated student may assess the teachers' effectiveness based on their appearances, communication skills, and behavior rather than their pedagogical expertise. Therefore, instead of relying on traditional evaluation methods, it is recommended that new evaluation methods be employed. Cheng and Tsui (1999) have suggested various models that can be employed to evaluate the efficacy of school teachers in their teaching practices.

1. **Aim and duty model:** To evaluate how effective a teacher is, we can look at the goals they set and the tasks they completed. Additionally, the availability of resources and energy plays a role in determining teaching effectiveness. Supervisors can utilize this model to assess a teacher's performance.
2. **Resource utilization model:** The resource utilization model proposes evaluating teaching effectiveness by considering whether a teacher sustainably utilizes school resources. By efficiently using resources, the desired goals can be achieved. Additionally, this model encourages teachers to think innovatively and utilize supplies from outside the classroom when school resources are limited. Therefore, teachers are considered adequate if they can maximize resource usage, overcome challenges, and achieve their goals.
3. **Working process model:** Examining the behavior and characteristics of a teacher allows for the measurement of teaching effectiveness within the working process

model. Regular assessment is essential to uphold the quality of teaching across various areas, including teaching style, attitude, interpersonal relationships, management, and lesson planning.

4. **Accountability Model:** The accountability model emphasizes that teachers bear responsibility for their performance within an open and democratic education system. They must share details about their teaching approach, progress in their work, teaching materials, and any instances of failure with the school administration. Evaluating a teacher's effectiveness entails evaluating their actions, competence, duties, skills, reputation, and other aspects of accountability.
5. **Absence of problem model:** The absence of a problem model suggests that an effective teacher can be determined. Suppose they achieve instructional objectives with minimal weaknesses, failures, problems, and misbehaviors. In other words, teaching effectiveness can be measured by the fewest shortcomings in the teaching process.
6. **Continuous learning model:** The continuous learning model highlights the importance of teachers engaging in continuous learning. It emphasizes that teachers should be willing to learn and explore new approaches to enhance the teaching process and effectively manage challenging situations, generate new ideas, meet diverse expectations, adapt, and continually develop themselves. According to this model, change is inevitable, and evaluating teaching effectiveness necessitates considering an educator's capacity to adapt, introspect, and oversee their instructional approach. Consequently, an effective teacher can successfully respond to these evolving circumstances.

### **Factors Affecting Teaching Effectiveness**

Teaching in a classroom setting has evolved from being a facilitator guide. Today, teachers are expected to possess comprehensive professional and personal skills. These skills include curriculum development, teamwork, practical communication skills with colleagues and parents, the ability to understand the unique needs of individuals, and knowledge of innovative teaching methods. These qualities enable teachers to respond effectively to different situations in the workplace. Therefore, the effectiveness of teaching depends on both the academic achievements and psychological abilities of the teacher. Walker (2008) identified two crucial factors contributing to teaching effectiveness: success in enhancing student learning and specific characteristics of teachers that positively impact their effectiveness. Various factors can influence the teaching effectiveness of school teachers:

1. **In-Service Training:** Yin-Cheong et al. (2002) suggested that teacher education

programs should identify gaps and make necessary improvements to enhance teaching effectiveness. In-service teacher training programs can significantly contribute to improving teaching effectiveness. These programs should cover various domains, such as practical, behavioral, and cognitive, to maximize teacher effectiveness.

2. **Teaching Experience:** Teaching experience has a positive association with student performance. As teachers gain experience, their students are more likely to perform better. Teachers who have taught the same grade for a long time exhibit high teaching effectiveness (Podolsky et al., 2019).
3. **Work Environment:** A supportive and relaxed work environment positively impacts teaching effectiveness. The study by Podolsky et al. (2019) revealed that teaching effectiveness is enhanced when teachers collaborate and receive support within a collegial environment. Additionally, the proper utilization of resources also contributes to teaching effectiveness. Overall, these factors, including in-service training, teaching experience, and work environment, significantly determine teaching effectiveness.
4. **Teacher's Adjustment:** The ability of a teacher to adapt to their work environment plays a vital role in shaping their teaching effectiveness. Maladjusted teachers tend to produce underperforming and maladjusted students. Additionally, the selection of instructional materials also affects effective teaching.
5. **Interpersonal Relationship:** Establishing healthy interpersonal relationships with other teachers, parents, students, and school administrators is important; these factors influence the effective teaching of school teachers. Toor's research has revealed that various factors significantly impact school teachers' effectiveness. Additionally, Toor found that a shift in managerial ideology, improvement in personal and professional relationships, and the creation of a conducive school environment are vital components for achieving this.

Supervisors' feedback, appreciation, and acknowledgment significantly impact a teacher's motivation and teaching effectiveness. Therefore, administrators should provide both intrinsic and extrinsic rewards. Furthermore, regular seminars, conferences, and workshops can also improve effective teaching.

Students' achievement, motivation, interest, attitudes, and engagement also influence teaching effectiveness.

### **Suggestions for improving Teaching Effectiveness among Teachers**

Research studies have identified several factors that impact the effectiveness of school teachers. Based on these factors, the following suggestions are provided to enhance

teaching effectiveness.

1. In order to uphold the social standing of teachers, administrations should adopt proactive strategies such as providing praise, promotions, and incentives. These affirmations and encouragements act as constructive motivators, ultimately enhancing teacher productivity and effectiveness. Furthermore, teachers should be provided with job security through advance warnings and protection against potential layoffs. A secure job is a strong motivator for working effectively. Additionally, principals should effectively manage vocal parents to ensure a conducive teaching environment (Wani 2017).
2. Building positive and nurturing connections with students, parents, colleagues, and supervisors is essential for maintaining an effective teaching environment. Arranging occasional gathering can play a significant role in establishing and reinforcing these relationships. Moreover, responsibilities should be shared among teachers to prevent them from feeling overwhelmed and burdened.
3. Demonstrating commitment to the teaching profession is a vital aspect influencing teaching effectiveness. Group activities and team-building exercise can effectively foster a sense of commitment among teachers. Therefore, it is essential to provide favourable working conditions that encourage teachers to remain dedicated to their students, educational institution, and teaching profession.
4. To order to improve the knowledge and teaching abilities of teacher's it is advisable to introduce an in-service training program. Moreover, the implementation of simulated social skill training is recommended to assist teachers in acquiring the necessary skills to effectively manage teaching variables.
5. According to Habib (2017), it is recommended for teachers to utilize different teaching strategies, including micro-teaching, in order to assess their teaching effectiveness. This approach enables them to receive consistent feedback on their instructional performance.

## Discussion

From a theoretical standpoint, the effectiveness of teaching in schools can be examined from different angles. One method is the Teacher Effectiveness Framework, which proposes that successful teachers have specific traits, including deep knowledge of their subjects, teaching abilities, and the skill to foster a positive learning atmosphere. Another viewpoint is the Social Cognitive Theory, which focuses on how a teacher's confidence and drive can affect student results. Moreover, the Contextual Leadership Theory points out the significance of a teacher's capacity to adjust to various classroom settings and guide students toward educational success. Additionally, the importance of teacher-student connections, professionalism, and continuous professional growth are key elements of teaching effectiveness. Successful teachers balance these elements, creating an ideal learning setting that encourages student involvement, motivation, and academic

achievement. By grasping these theoretical insights, teachers and policymakers can strive to cultivate and sustain effective teachers who can positively influence student learning achievements.

## Conclusion

In conclusion, teaching is a highly esteemed profession beyond merely imparting skills and knowledge. In the present context, teachers are required to comprehend and meet the unique needs of their students. To accomplish this, teachers must possess specific qualities and abilities such as warmth, a sense of humor, patience, punctuality, perfectionism, and expertise in their subject matter. These attributes collectively contribute to their effectiveness in teaching. A responsible teacher assumes responsibility for their students and offers them ample discussion and clarification opportunities.

Additionally, they utilize diverse teaching approaches to adapt to the learning pace of their students. These qualities significantly influence and establish the effectiveness of a teacher's instruction. A highly effective teacher carries out their responsibilities with excellent efficiency.

## References

- Aina, J. K., Olanipekun, S. S., & Garuba, I. A. (2015). Teacher's Effectiveness and its Influence on Student's Learning. *Advances in Social Sciences Research Journal*, 2(4), 88-95.
- Adeyemi, B. A. (2020). Teachers' effectiveness and students' academic achievement in senior secondary school civic, Osun state Nigeria. *Asian Journal of Social Sciences and Management Studies*, 7(2), 99-103.
- Buela, S., & Joseph, M. C. (2015). Relationship between personality and teacher effectiveness of high school teachers. *The International Journal of Indian Psychology*, 3(1), 57-70.
- Borkar, U. (2013). A study of teacher effectiveness of secondary school teachers in relation to teacher stress. *International Journal of Humanities and Social Science Invention*, 2(12), 13-16.
- Bedir, G. (2015). Perception of Teaching Efficacy by Primary and Secondary School Teachers. *International Electronic Journal of Elementary Education*, 8(1), 41-54.
- Dash, U., & Barman, P. (2016). Teaching effectiveness of secondary school teachers in the district of Purba Medinipur, West Bengal. *IOSR Journal of Humanities and Social Science*, 21(7), 50-63.
- Mart, C. T. (2017). Student evaluations of teaching effectiveness in higher education. *International Journal of Academic Research in Business and Social*

*Sciences*, 7(10), 57-61.

Marsh, H. W., & Roche, L. A. (1997). Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility. *American psychologist*, 52(11), 1187.

Onyekuru, B. U., & Ibegbunam, J. O. (2013). Teaching effectiveness of secondary school teachers in Emohua local government area of Rivers State, Nigeria. *European Scientific Journal*, 9(28).

Shazadi, T., Khatoon, S., Aziz, S., & Hassan, H. (2011). Determining Factors Affecting Teachers' Self-Efficacy at Secondary School Level. *Language in India*, 11(10).