

Components of Effective Teaching at Secondary Level Schools in Purba Bardhaman, West Bengal.

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Date of Submission: 15-12-2021

Revised: 27-12-2021

Date of Acceptance: 30-12-2021

ABSTRACT:

Effective Teaching is not a new concept to us. We have been listening that some teachers are the most effective ones. This means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics. To make learning more meaningful, understandable and fruitful to a learner, effectiveness of teaching delivered by a teacher is very essential condition. Through the present study an attempt has been made by the investigators to study the level of Effective Teaching of Secondary School Teachers in the district of PurbaBardhaman, West Bengal. The investigators have used Descriptive Survey method for the present study. In this study, Teaching Effectiveness of Teachers has been evaluated by their concerned students. The sample consists of 60 Teachers who were working in different Secondary Schools in the district of PurbaBardhaman. The Purposive sampling technique has been used for the selection of sample. The investigators have adapted a Scale by themselves to measure the level of Effective Teaching of secondary schools Teachers. For the analysis of data Mean, S.D., t-Test, and Graph have been used by the investigators in the present study. The results of the study explore that the Overall level of Effective Teaching of Secondary School Teachers is good in the district of PurbaBardhaman. It is also revealed that though there is no significant difference among the Secondary School Teachers regarding their level of Effective Teaching on the basis of Gender, and Locality.

Keywords: Effective Teaching, Secondary Schools, Dimensions of Effective Teaching.

I. INTRODUCTION:

Effective Teaching has the impact in the classroom factors, such as teaching methods, Teaching expectations, classroom organization and the use of classroom resources have on student's performance. Teachers play a predominant role in the educational frame work of the society. Student's upliftment in the educational settings can be achieved by the teacher. To meet the existing competitive world, the students should not only be academically vibrant, but also be skilled and intellectually enlightened. This can be achieved only through the effectiveness of teacher. Effective Teaching in all aspects is very essential to meet the growing demands of learning community.

According to Ryans (1950) "Teaching is effective to the extent that teacher acts in ways that are favourable to the development of basic skill, understanding work habits, desirable attitudes, value judgements and adequate personal adjustment of the pupil".

According to Deckson (1980) "Teaching effectiveness is a demonstrated repertoire of competencies involved with teaching plans and materials, classroom procedures, interpersonal skills. Learners point out that effective teaching depends upon the personality characteristics of a teacher, teaching acts and their effects on the educational outcomes, reinforcement involvement reflected in teacher behaviour."

Willian comments, " Teaching is an art, an art so great' and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal".

Thus," Teaching is effective to the extent that the teacher acts in ways that are favourable to the developments of basic skills, understanding, word, habits, desirable attitude, value judgments and adequate personal adjustment of pupils".

The **specific characteristics of Effective Teaching** are as follows:

- The teaching is done effectively for the students.
- In the process of effective teaching, a teacher keeps in mind the interest and aptitude of the students.
- Due to effective teaching desired modifications in behaviour of students takes place.
- Teaching Effectiveness depends upon the knowledge and experience of a teacher.
- It is a process used according to educational status of a student.
- During effective teaching, attractive questions are asked.
- It also includes the presentation of teaching materials by keeping in mind various teaching methods or strategy.
- In Teaching Effectiveness there is an important contribution of the various Teaching Skills, Teaching Principles and Models Of Teaching.

Some variables were found to affect Teaching Effectiveness these, could be detailed as under:

Variables affecting Effective Teaching

Variables affecting teaching effectiveness can be categorized as:

- ✓ **Presage variables** are also called as independent variables. These variables have an effect on other variables. So these are also called as effective variables. In these we include Intelligence, skill, sincerity, honesty, aptitude etc. of a teacher.
- ✓ **Process variables** are those which are related to class size, physical and social environment, Teaching Strategy and design, types of learning and its objects, objectives of Teaching etc.
- ✓ **Intervening variables** e.g. Psycho - physical strategy of students, their mental abilities, interest, expectation, family status etc.
- ✓ **Product variables** are those variables which are found as a result of teaching process i.e. the modification in the behaviour of students (terminal behaviour) thinking, work system, improvement in social environment etc.

Dimensions of Effective Teaching

The dimensions of Teaching Effectiveness are as follows –

(a) **Organisation of Content:** Any information related to a subject which is presented in written form and is systematic and sequential in nature, is termed as Content. Some of the behaviours shown by the teacher while teaching of a particular content are as below:

• **Logical organization and sequence of the content:** A teacher is effective when he/she arranges the sub-topics or matter systematically or in an order which is capable of clear reasoning.

• **Use of appropriate vocabulary:** For the content to be explained, if a teacher is using number of words or phrases to express own self, Synonyms i.e. similar words can also be used whenever required is considered as effective teaching .

• **Explanation of technical terms:** An effective teacher can explain and define difficult words or terminologies of the content in a simple way.

• **Processing of information:** An effective teacher always structures information to increase the thinking capacity of the student, collect organize and manipulate the data according to requirement of students. This is the basic approach which helps the teacher in clarifying an idea principle or fact.

• **Selection of approach:** An effective teacher is able to select the approach as Use of Deductive approach is done to explain a theory or a principle while, use of inductive approach is taken where, with the help of examples, one forms the rules or principles or develops a theory.

• **Preparation of unit plan or lesson plan:** According to the content, an effective teacher can plan the units and further does lesson planning for a topic to be taken in the classroom.

(b) **Psychological basis of implementing instructions in classrooms:** There are certain rules or guidelines which are to be followed by a teacher during effective teaching:

• **Known to unknown:** In effective teaching a teacher should always start the lecture from previous knowledge and then relate it to the new one.

• **Simple to complex:** In effective teaching, the content should always be taken as first simple and then gradually towards the difficult one.

• **First whole and later on parts:** In effective teaching, before imparting information about the sub- topics of a lesson, the lesson should be discussed as a whole.

• **Concrete to abstract:** - In effective teaching, examples related to the student's daily life should be given and later on students should be asked to imagine.

• **Particular leads to general:** In effective teaching a teacher should first talk about a specific thing and then later on generalize it.

• **First analysis later synthesis:** In effective teaching a teacher must first show how to perform an experiment and then, the student should be asked to do it.

• **Empirical to rational:** In effective teaching a teacher should make a child learn to observe or experience from the very beginning but, later on can discuss on their results.

• **From Actual to Representative:** In effective teaching a teacher should show the actual / real objects in the class and then, later on take help of a chart, model etc.

(c) **Appropriate use of teaching skills:** It is a set of related teaching activities or behaviour performed with intention to facilitate students learning, Number of skills comes under this i.e.

• **Motivational skills:** There are some behaviours of teacher which motivate, encourage or induce thinking in students. Mainly Reinforcement Skill, Probing Questioning and Stimulus Variation Skill can be involved in this.

• **Objective designing:** A teacher has to plan a lesson before taking it in the class. This involves major step i.e. objective writing according to a particular topic in behavioural terms.

• **Presentation skills:** For undergoing teaching – learning process, a teacher has to do formal introduction of the topic. These involve different Micro Teaching Skills mainly, Explanation skill, Black Board Writing Skill, Stimulus Variation, Integration Skill, Illustration with examples etc.

• **Evaluation skills:** Evaluation is a process of assigning measures / numbers and judgment for student's work. It is an important part of teaching-learning process. It involves mainly the skill of Questioning.

(d) **Use of different techniques:** while teaching, a teacher uses some of the behaviour related to a particular skill to produce a desired behaviour in the students. These involve planning of the lesson, use of various teaching methods according to the topic, use of multimedia in support of teaching and communication and interaction done in the class while teaching.

(e) **Classroom management:** some of the behaviours have to be done by the teacher so as to have their class in control to direct or conduct the affairs. These mainly involve students' participation, do activation and achievements of objectives in time.

(f) **Personality related aspects of teacher:** personality may be defined as the most characteristic integration of individual structures, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes.

Significance of the Study:

A holistic approach has been suggested for explaining the Effective Teaching System. Mostly we are talking about the effective teaching or

sometimes effective school or effective management or administration etc. but what is our observation is that one variable is highly related to another or summation of all the variables makes the system. Therefore we are finding out the Teaching system as a Unified and try to prescribe and improving for better school.

Objectives of the Study:

1. To Study the Effective Teaching in some selected Secondary level schools in PurbaBardhaman, West Bengal.
2. To construct a standardized questionnaire regarding Effective Teaching.
3. To find out significant factors for Effective Teaching

Hypothesis of the study

H₀₁: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Rural Male Teachers of Secondary Schools in West Bengal.

H₀₂: There will be significant mean difference of Effective Teaching between the Urban Female Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H₀₃: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Urban Female Teachers of Secondary Schools in West Bengal.

H₀₄: There will be significant mean difference of Effective Teaching between the Rural Male Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H₀₅: There will be significant mean difference of Effective Teaching between the Urban Teachers and Rural Teachers of Secondary Schools in West Bengal.

H₀₆: There will be significant mean difference of Effective Teaching between the Male Teachers and Female Teachers of Secondary Schools in West Bengal.

Methodology:

The study is survey type descriptive research. For finding out the components of the Teaching statistically analysis has been conducted with other descriptive statistics.

Tools:

A Standardized Questionnaire regarding Effective Teaching has been used for conducting the Study.

Population & Sample:

Eleventh grade students of PurbaBardhaman, west Bengal has been considered as population and some selected schools are used as sample for conducting the study. Sampling technique is Purposive in nature. Total sample size is 60 taken

from 4 schools representing different part of PurbaBardhaman Districts in West Bengal.

Analysis and interpretation:

Measures	N	Mean	SD	SE _D	MD	df	t
Urban Male Teachers	15	19.73	4.85	0.61	0.38	28	0.62
Rural Male Teachers	15	20.11	4.86				

‘t’ at 0.05 Level table value is 2.04 ‘t’ at 0.01 Level table value is 2.76

* Not significant at 0.05 Level

Analysis:The obtained t value is 0.62 and the degree of freedom for use is 28. This is a two tailed test. For 28 df, the critical value of t’ at 0.01 level is 2.76 and 0.05 level is 2.04. Hence the obtained t-value cannot be taken as significant at 0.01 & 0.05 level. So, the null hypothesis cannot be rejected.

H₀₁: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Rural Male Teachers of Secondary Schools in West Bengal.

Interpretation: It was not significant and the corresponding hypothesis (H₀₁) was accepted. So, it can be interpreted that there is insignificant mean difference between the Urban Male Teachers and Rural Male Teachers of Secondary Schools in West Bengal.

H₀₂: There will be significant mean difference of Effective Teaching between the Urban Female Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE _D	MD	df	t
Urban Female Teachers	15	19.65	4.56	0.59	2.85	28	4.81
Rural Female Teachers	15	22.50	4.81				

‘t’ at 0.05 Level table value is 2.04 ‘t’ at 0.01 Level table value is 2.76

* Significant at 0.01 Level.

Analysis:The obtained t value is 4.81 and the degree of freedom for use is 28. This is a two tailed test. For 28 df, the t critical value at 0.01 level is 2.76 and the t critical value at 0.05 level is 2.04. Hence the obtained t-value may be taken as Significant at 0.01 levels. Consequently, the null hypothesis is rejected at 1% level of confidence.

Interpretation:It was significant and the corresponding hypothesis (H₀₂) was rejected. So, it can be interpreted that there is significant mean difference Effective Teaching between the Urban Female Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H₀₃: There will be significant mean difference of Effective Teaching between the Urban Male Teachers and Urban Female Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE _D	MD	df	t
Urban Male Teachers	15	19.73	4.85	0.60	0.08	28	0.13
Urban Female Teachers	15	19.65	4.56				

‘t’ at 0.05 Level table value is 2.04 ‘t’ at 0.01 Level table value is 2.76

* Not significant at 0.05 & 0.01 Level

Analysis:Therefore, the obtained t value is 0.13 and the degree of freedom for use 28. This is a two tailed test. For 28 df, the t critical value at 0.01 level is 2.76 and the t critical value at 0.05 level is 2.04. Hence the obtained t-value cannot be taken as significant at 0.01 & 0.05 level. Consequently, the null hypothesis cannot be rejected.

Interpretation:It was not significant and the corresponding hypothesis (H₀₃) was accepted. So, it can be interpreted that there is insignificant mean difference Effective Teaching between the Urban Male Teachers and Urban Female Teachers of Secondary Schools in West Bengal.

H₀₄: There will be significant mean difference of Effective Teaching between the Rural Male Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

Measures	N	Mean	SD	SE _D	MD	df	t
Rural Male Teachers	15	20.11	4.86	0.61	2.38	28	3.90
Rural Female Teachers	15	22.50	4.81				

't' at 0.05 Level table value is 2.04 't' at 0.01 Level table value is 2.76

* Significant at 0.01 Level.

Analysis:Therefore, the obtained t value is 3.90 and the degree of freedom for use is 28. This is a two tailed test. For 28 df, the t critical value at 0.01 level is 2.76 and the t critical value at 0.05 level is 2.04. Hence the obtained t-value may be taken as Significant at 0.01 levels. Consequently, the null hypothesis is rejected at 1% level of confidence.

Measures	N	Mean	SD	SE _D	MD	Df	t
Urban Teachers	30	19.69	4.70	0.43	1.62	58	3.74
Rural Teachers	30	21.30	4.97				

't' at 0.05 Level table value is 2.00 't' at 0.01 Level table value is 2.66

* Significant at 0.01 Level.

Analysis:Therefore, the obtained t value is 3.74 and the degree of freedom for use is 58. This is a two tailed test. For 58 df, the t critical value at 0.01 level is 2.66 and the t critical value at 0.05 level is 2.00. Hence the obtained t-value may be taken as Significant at 0.01 levels. Consequently, the null hypothesis is rejected at 1% level of confidence.

Measures	N	Mean	SD	SE _D	MD	Df	t
Male Teachers	30	19.92	4.85	0.44	1.15	58	2.64
Female Teachers	30	21.07	4.89				

't' at 0.05 Level table value is 2.00 't' at 0.01 Level table value is 2.66

* Significant at 0.05 Level.

Analysis:Therefore, the obtained t value is 2.64 and the degree of freedom for use is 58. This is a two tailed test. For 58 df, the t critical value at 0.01 level is 2.66 and the t critical value at 0.05 level is 2.00. Hence the obtained t-value may be taken as Significant at 0.05 levels. Consequently, the null hypothesis is rejected at 5% level of confidence.

Interpretation:It was significant and the corresponding hypothesis (H₀₆) was rejected. So, it can be interpreted that there is significant mean difference Effective Teaching between the Male Teachers and Female Teachers of Secondary Schools in West Bengal.

II. CONCLUSION:

The all-round development of the budding citizens of the society forms the basics of all type of education. Teachers have the great responsibilities of enabling their students to successfully fit into socio-cultural milieu and make them responsible, better citizens so that a new generation who sustains the everlasting human values truth, love, universal brother hood, care and

Interpretation:It was significant and the corresponding hypothesis (H₀₄) was rejected. So, it can be interpreted that there is significant mean difference Effective Teaching between the Rural Male Teachers and Rural Female Teachers of Secondary Schools in West Bengal.

H₀₅: There will be significant mean difference of Effective Teaching between the Urban Teachers and Rural Teachers of Secondary Schools in West Bengal.

Interpretation:It was significant and the corresponding hypothesis (H₀₅) was rejected. So, it can be interpreted that there is significant mean Effective Teaching between the Urban Teachers and Rural Teachers of Secondary Schools in West Bengal.

H₀₆: There will be significant mean difference of Effective Teaching between the Male Teachers and Female Teachers of Secondary Schools in West Bengal.

concern for elders, brave enough to face and handle the problems and challenge that may come across their life with courage and confidence.

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