

A Study of Teaching Effectiveness among Secondary School Teachers

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Abstract:

The purpose of this study is to investigate the connection between the occupational self-efficacy of secondary school teachers and the factors that impact their effectiveness in the classroom, specifically with regard to lesson preparation. Lesson preparation is a key component of effective teaching because it provides instructors with a plan for how to deliver content, how to conduct activities in the classroom, and how to assess the development of their students. The purpose of this research is to investigate the ways in which well-planned classes influence the self-efficacy of teachers, as well as their ability to manage classrooms and their confidence in their own abilities. The purpose of this study is to investigate, via the lens of occupational self-efficacy, the ways in which well-planned classes have the potential to increase educators' confidence in their own pedagogical abilities. The findings suggest that when teachers plan their lectures in a way that is both comprehensive and deliberate, there is a positive correlation between their self-efficacy and their performance in the classroom where they are teaching. In addition, the study illustrates how lesson preparation may lead to increased student performance, improved teaching approaches, and more trust in the instructor. According to the results, teachers had the potential to increase their own professional growth as well as their performance in the classroom if they were provided with appropriate resources and guidance to construct and carry out high-quality lesson plans. The results indicate significant correlations between teacher effectiveness and student academic achievement, motivation, and engagement. Teacher subject matter expertise, classroom management skills, and student-teacher relationships emerged as critical factors influencing teaching effectiveness. The study's findings have implications for teacher training programs, school policies, and educational reforms aimed at improving teaching effectiveness and student learning outcomes in Indian secondary schools.

Keywords: lesson planning, teacher, effectiveness, occupational, self-efficacy, secondary school.

INTRODUCTION

The act of passing on one's knowledge or abilities from one person to another is referred to as teaching, and it is often used to characterize the act. However, not all approaches to the transmission of information or abilities are considered to be teaching, and not all curricular elements, infrastructure, technological advancements, and so on have an effect on the learning process. It is very necessary to possess comprehensive subject matter knowledge as well as competence in age-specific education in order to succeed in this demanding career position. There is a vast variety of skills that are required for this, including leadership, inventiveness, organisation, patience,

administration, and counselling, to name a few. "You do not change the structure to improve student learning," Elmore further points out. You bring about changes in the methods that teachers use to deliver lessons. It is often more successful for educational institutions to have a distinct vision for the kind of education they want to cultivate and then to construct its infrastructure in accordance with that vision. It was from an ancient Latin phrase that meant "creative" or "productive" that the English word "effective" originated. Effectiveness, as opposed to efficiency, is characterised by the act of appropriately carrying out one's duties. The ability to accomplish a certain goal or objective. A thing is considered successful if and only if it accomplishes the outcome that was expected or anticipated, or if it leaves an influence that is both significant and long-lasting. The capacity to accomplish the socially valued objectives that have been agreed upon for the work of instructors, in particular (but not limited to) that which is focused on aiding the learning of pupils, is what we mean when we speak about the efficacy of teaching. According to an ancient proverb, the quality of a school's teachers is a significant factor in determining the effectiveness of the educational system that the school provides. The process of facilitating student learning, stimulating engagement and conversation, demonstrating care and respect for students, and optimising student academic accomplishment is what is meant by the term "effective teaching." To a large extent, it is a connection between the instructors, the students, and any other persons who are participating in the educational effort. All of these individuals are influenced by the possibilities and constraints that are present in the current environment. "the degree to which the teaching activity fulfils its intended purpose, function, and goals." teaching effectiveness like thus. According to the findings of this research, effective teaching is described as the following: understanding of the subject matter, characteristics of the instructor, management of the classroom, psychological basis of executing classroom instructions, preparation and planning provided by the teacher, and the proper utilisation of teaching talents. The information shown in Figure 1 is a concise summary of some of the most important aspects that influence the effectiveness of education.

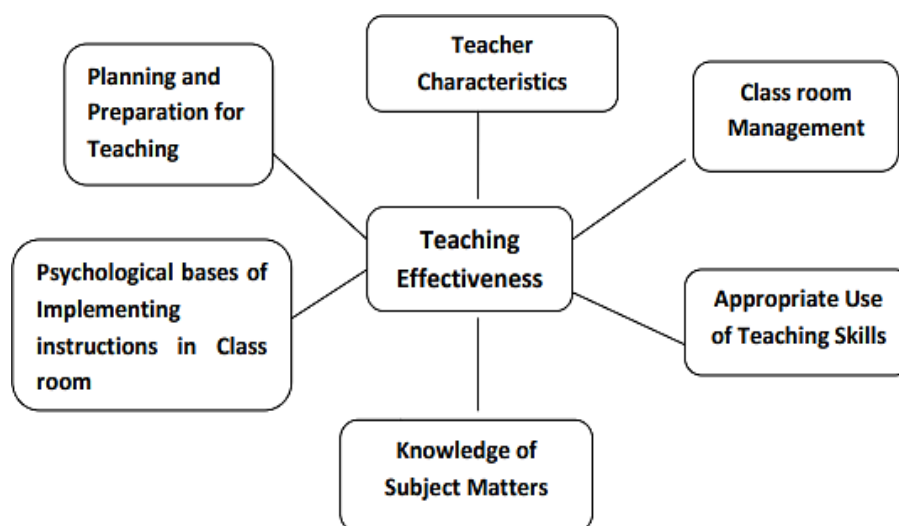


Fig.1. Dimensions affecting teaching effectiveness

This article focusses on two distinct but related topics: what is known about effective teaching strategies and how to determine teacher effectiveness. Both of these topics are discussed extensively

throughout the article. The second objective is to determine what this implies for those who make decisions about educational policy and how they may improve the quality of instruction in their classrooms. an investigation that was carried out under the project title "Incorporating audiovisual tools into the biology curriculum of secondary schools for the purpose of enhancing learning." At the secondary school level, the purpose of the study was to investigate and evaluate the similarities and differences between public and private biology curricula. Based on the findings of the study, it was discovered that the availability of audiovisual aids had a favourable correlation with the attitudes of instructors. The research project is entitled "Plans for successful instruction in the modern era." The specific difficulties that are encountered by teachers of special education are the focus of this study, which provides potential answers and practical instruments for professional development.

In order to have a comprehensive education, you will need to have a teacher. This individual is responsible for the whole of the educational system. One of the most important aspects of our educational system is the teacher. The quality of a nation's educational system is one of the factors that may be used to evaluate its worth and potential. The teacher is an essential component of each and every educational activity involved. Indeed, the most highly regarded academic and professional professionals in the educational pyramid—the teacher—are the ones who are entrusted with the responsibility of determining the destinies of our children. An essential job of the educator is to establish a connection between education and the development of the country as well as social concerns.

According to the common belief, the duty of a teacher is comparable to that of a torchbearer. It is the responsibility of teachers to guide, inspire, and inculcate principles in our huge people in a manner that is consistent with our traditions and the objectives of our society. When it comes to the overall effectiveness of any school, the most essential criteria are really the character and skill of the teachers. In this particular environment, it would seem that teachers have a more significant role to play in moulding the personalities of the students under their tutelage. According to the researchers, "if a teacher runs, students will walk; if a teacher walks, students will sit; and if a teacher sits, students will sleep." Very much so. The quality of teacher education is a significant factor in determining how well it may be improved. Keeping up with both professional and personal advancements is the only way for a teacher to fulfil all of the various responsibilities that are assigned to them. There is no longer a time when education is considered to be an art form. According to National Policy on Education (1986), which also lays an emphasis on the qualities of teachers, there is no educational system that can be superior than its instructors. Teachers are the central component of every educational effort. The function of the educator is of the utmost importance. It is possible for learning to take place whenever a teacher and a student have a discussion. By assisting a student in the development of new values, perspectives, and ways of thinking, a teacher has the ability to have a significant influence on the character of the student.

The belief system that an individual has on their own occupational competence is defined. To be competent is to be able to carry out one's work in a manner that not only ensures that the task is completed successfully but also assists one in achieving their professional goals. Teachers are able to utilise their job as professionals to affect the behaviour of their pupils for the better when they have a high level of occupational self-efficacy. The concept of occupational effectiveness ensures that a

professional must get pleasure from his work, regardless of the vocation that he chooses to follow. This is done to ensure that a professional is able to contribute to his profession to the greatest degree feasible. It is a factor that contributes to the preservation of an individual's psychological mechanism, which in turn fundamentally supports the individual's academic optimism for the purpose of performing a successful teaching and learning process in education. Therefore, occupational self-efficacy is a factor that contributes to the maintenance of an individual's psychological mechanism.

OBJECTIVE

1. To study and compare occupational efficacy of Government and private higher secondary school teachers on below mentioned dimensions of occupational efficacy:
 - a) Confidence b) Command c) Adaptability d) Personal effectiveness e) Positive attitude f) Individuality.
2. To study the teaching effectiveness of male and female teachers working in secondary schools.

METHODOLOGY

While taking into consideration the evidences and aims of the study, the researcher determined that it was appropriate to use the descriptive survey technique, which was the means by which the data was acquired. 148 instructors were chosen at random by the investigator from ten secondary schools in the district of Bareilly, which is situated in the state of Uttar Pradesh. There were 71 instructors from the UP Board and 77 teachers from the CBSE Board in the sample. Of the UP-Board teachers, there were 43 male teachers and 28 female teachers combined. In order to acquire the data, a survey approach was used. With the use of a Teaching Effectiveness Scale that was designed by the researcher, data was collected from a sample of teachers working in secondary schools in Bareilly. There are 38 questions included in the questionnaire. Numerous statistical methods, including the mean, the standard deviation, and the t-ratio, were used in the analysis of the data.

The table that follows presents descriptive statistics as well as a t-ratio that represents a comparison of the mean score of male and female secondary school instructors about their teaching effectiveness.

Table -1 The efficacy of male and female educators in the classroom

Categories	N	mean	SD	t-value	remarks
Male	65	163.70	17.50	-3.4	significant (0.01)
Female	83	172.12	12.43		

Table 1 makes it abundantly evident that the mean score of female instructors is elevated in comparison to that of male teachers, and the t-value that was produced is statistically significant at the level of significance of 0.01. As a result, the null hypothesis, which states that there is no substantial difference in the teaching efficacy of male teachers and female teachers working in secondary schools, is rejected. The results show that female instructors are more effective than male teachers. Maybe it's because Indian women are naturally excellent managers. As a result, they are able to organise and direct their classroom instruction with precision. When it comes to focused

tasks, women are more reliable and seldom stray from their responsibilities. There is a possibility that the female instructor is more successful than the male teacher for the following reason: they are well dressed in the classroom, and children pay more attention when they are in a setting that is fearless.

Table 2: The efficiency of instruction by male and female CBSE Board instructors.

Categories	N	MEAN	SD	t-value	remarks
CBSE board male teachers	22	159.68	22.42	2.89	Significant at 0.01 leve
CBSE board female teachers	55	171.21	22.42		

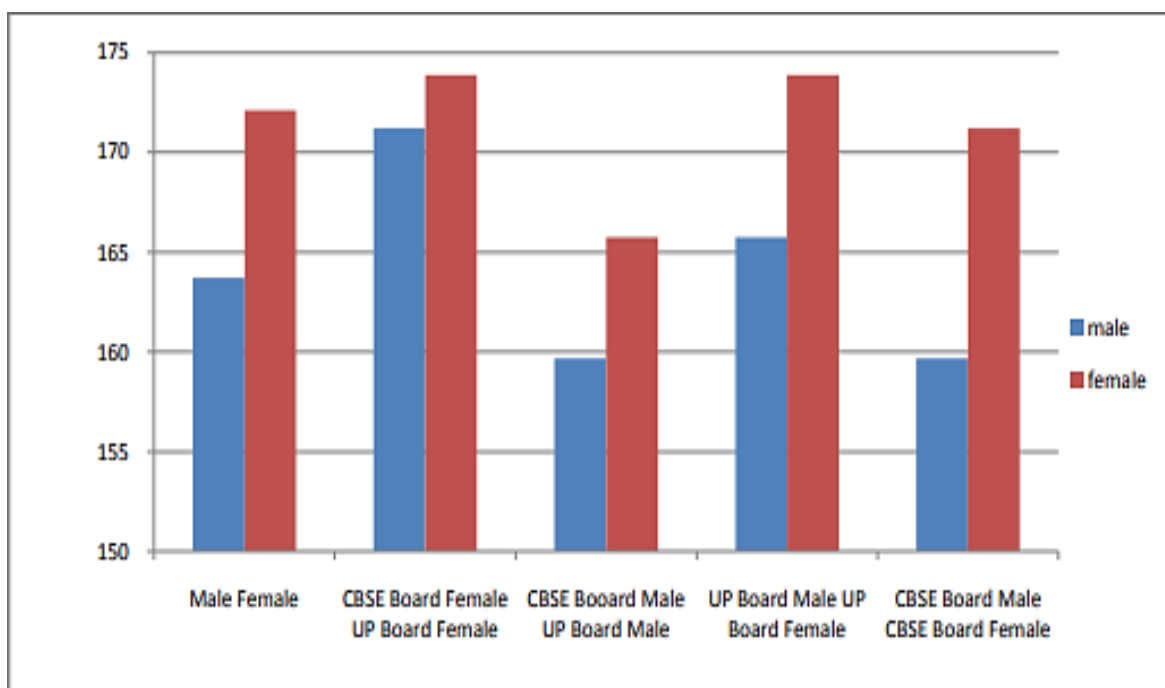


figure: 2. bar diagram shows mean score of teaching effectiveness among secondary school teachers

The data shown in Table 2 makes it abundantly evident that female teachers on the CBSE Board received a higher mean score than their male counterparts on the CBSE Board. In terms of significance, the t-value that was achieved is fairly high. The null hypothesis that secondary school teachers hired by the CBSE Board are equally excellent educators, regardless of whether they are male or female, is thus rejected by our organisation. In contrast to their male colleagues, who often experience depression and are unable to give their classes their full attention, female CBSE board instructors are able to dedicate more of their energy to teaching since they are less obsessed with their jobs. This allows them to concentrate more of their energy to teaching.

Table 3: Demonstrating the Importance of the Disparity in Government and Private School Teachers' Mean Scores on a Range of Occupational Efficacy Dimensions (N=400 each)

Dimensions of Occupational Efficacy		PST		GST		t-value
		Mean	S. D	Mean	S. D	
		n		n		
I	Confidence	12.83	1.95	8.22	3.38	23.57**
II	Command	11.09	1.87	8.02	3.24	16.36**
III	Adaptability	11.73	1.40	11.24	2.49	3.40**
IV	Personal effectiveness	11.98	1.60	11.10	4.36	3.80**
V	Positive attitude	11.31	1.74	8.63	5.20	9.74**
VI	Individuality	7.26	1.90	3.13	1.69	32.28**
VII	Composite Score	61.45	11.72	55.11	13.92	6.97**

In Table 3, we can see how public and private school teachers fared on average when comparing different measures of occupational effectiveness. Teachers working in public schools had a mean score of 8.22 on the occupational efficacy scale, whereas those at private schools had a higher score of 12.83. At the 0.01 confidence level, the computed t-value ($t = 23.57$) is said to be statistically significant. So, it's safe to say that private instructors have a better system in place to boost students' self-esteem than their public sector counterparts. In regards to the second aspect of occupational self-efficacy, which is command, it has been shown that private teachers tend to have a higher mean score ($M = 11.09$) compared to government teachers ($M = 8.02$). The calculated 't' value of 16.36 is statistically significant at the 0.01% confidence level. So, it's safe to say that private school educators feel more in charge than their counterparts in the public sector. Private school instructors had a higher mean score ($M = 11.73$) on the occupational efficacy scale's third component, adaptability, compared to public school teachers ($M = 11.24$). At the 0.01 confidence level, the computed 't' value ($t = 3.40$) successfully differentiates the two instructor groups. Private school educators likely work with their students to identify problematic patterns of behaviour and develop solutions that will help them succeed in the long run. Personal Effectiveness, the fourth factor of the occupational effectiveness scale, provides information about public and private school educators. The average score for private school instructors was 11.98, which is higher than the average score for public school teachers (11.10).

At the 0.01% confidence level, the computed t-value of 3.80 is statistically significant. Teachers at public schools tend to be less successful on a personal level than their private school counterparts. The mean comparison of private and public-school teachers is shown by the fifth component of occupational self-efficacy, which is the positive attitude. Teachers employed by private schools had a higher mean score ($M = 11.31$) than those employed by public schools ($M = 8.63$). A 't' value of 9.74 was determined, which is statistically significant at the 0.01 level. It is clear from these findings that public school educators and their private sector counterparts vary on this front. Teachers in the private sector tend to be more enthusiastic about their work than their public sector counterparts. Occupational self-efficacy's sixth component, "Individuality," is being compared between public and private school instructors. Compared to public school instructors, those working in private schools had a much higher mean score ($M = 7.26$). With a confidence level of just 0.01 the

computed 't' value was 32.28. So, it's safe to say that private school professors are more unique than their public-school counterparts.

Result

The data that are provided in this table provide information on the composite score on the Occupational Efficacy scale that is shared by teachers working in both public and private schools. It has been noticed that the mean score for teachers working in private schools was 61.45, which is higher than the mean value for instructors working in government schools, which was 55.11 ($M=$).

At the level of confidence of .01, the value of the operational 't' was found to be 6.97, which would be considered significant. Taking into consideration these findings, it is possible to draw the conclusion that private instructors possess higher levels of self-assurance, command, flexibility, personal effectiveness, positive attitude, and individuality in comparison to government teachers. Teachers in private schools were found to have a healthy sense of self-esteem and a high degree of confidence throughout their careers. Due to the fact that it has been shown that these two groups of educators have distinct levels of occupational self-efficacy in comparison to one another. There is a considerable influence that the kind of school has on the self-efficacy of classroom instructors. Teachers working in private schools with government assistance were shown to have higher levels of effectiveness views than those working in public schools.

It is common for teachers working at private schools to have much better levels of self-esteem compared to their peers working in public schools. In comparison to instructors working in public schools, those working in private schools reported having a greater level of self-esteem, according to the findings of the research. All aspects of self-image, such as social concept, teaching effectiveness, academic problem, and general self-esteem, are considerably different between college professors who get assistance from the government and those who do not receive assistance from the government. Teachers working in schools that get private funding reported having higher levels of self-concept as compared to their peers working in colleges that receive public funding. As a consequence of this, we conclude that the null hypothesis, which asserts that instructors at secondary schools who are authorised by the CBSE Board are equally successful in the classroom regardless of whether they are male or female, should be rejected. The performance of female educators on the CBSE board is superior than that of their male colleagues. In general, female educators are more at ease when it comes to addressing professional affairs on their own, which means that they are more likely to give their whole focus to the classroom. This is the reason why this is the case. On the other hand, male educators are more likely to experience sadness as a result of career settlement, which in turn causes them to be less engaged in the instructional job that they do in the classroom.

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