



Teaching Effectiveness of Secondary School Teachers of Madhya Pradesh

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Abstract

Teaching effectiveness is an important skill for educators and can be quite challenging. Teachers are crucial in helping students improve their learning experiences and understanding of subjects. This study specifically examines the teaching effectiveness of secondary school teachers in Madhya Pradesh, India. The researchers aimed to gather insights by focusing on a sample of 468 teachers from various secondary schools across the region. These teachers were chosen using simple random sampling, which helps ensure that the sample represents the larger group. The researchers used a survey method with the help of a research instrument by Dr Subhash Sarkar and Abhijit Deb to measure the effectiveness of the teachers. This survey asks teachers about their teaching practices using a five-point scale that includes the options Always, Often, Sometimes, Rarely, and Very Rarely. After collecting the survey responses, the researchers analysed the data. They used statistical methods, such as calculating the mean, standard deviation, and t-tests, to better understand the results. Additionally, they created graphs to visually display the findings, making it easier to understand how different teachers performed effectively. The study revealed that the teaching effectiveness of secondary school teachers in Madhya Pradesh is relatively high. Among the sample, 34.2% exhibited high teaching effectiveness, 32.9% moderate, and 32.9% low effectiveness. The study also reveals that secondary school teachers significantly differed based on gender; however, locale and training did not have a significant difference at 0.5 level.

Keywords: Teaching Effectiveness; Teachers; Secondary Education; Madhya Pradesh.

INTRODUCTION

The role of a teacher has changed significantly in recent years. Teachers are no longer just sources of information; they now serve as facilitators in the classroom. Teachers must develop various skills to meet their students' diverse needs in today's rapidly evolving educational landscape. It is essential for teachers to design and implement curricula that accommodate different learning styles. This involves creating engaging content and using different teaching methods to reach visual, auditory, and creative learners. They also lead teams of educators, encouraging teamwork and shared responsibility to meet

educational goals. Effective communication is equally essential. Teachers must connect with parents, colleagues, and the wider school community to build a supportive learning environment. This includes giving regular updates on student progress, taking feedback from parents, and collaborating with fellow teachers to improve teaching practices.

Understanding each student's individual needs is crucial for effective teaching. Teachers must recognize variations in academic abilities, emotional challenges, and learning preferences. Building strong relationships with students fosters personalized teaching strategies.

Utilizing modern teaching methods, such as interactive software and online resources, engages students and enhances learning experiences. Differentiated strategies allow teachers to customize instruction, helping students grasp complex concepts.

To assess school education quality, we can employ a framework that identifies measurable factors affecting teaching and learning outcomes. Tracking these variables provides insights into student performance and the effectiveness of educational approaches. This study focuses on secondary school teachers in Madhya Pradesh, examining how factors like age, teaching experience, and educational background impact classroom effectiveness. Ultimately, the goal is to improve teacher performance and strengthen the educational system for all learners.

TEACHING EFFECTIVENESS

Teaching effectiveness is a complex concept influenced by various factors that impact educators' abilities to create meaningful learning experiences. Central to this is a teacher's mastery of the subject matter, enabling them to provide clear explanations and connect concepts to deepen understanding.

In addition to content knowledge, diverse teaching skills are crucial. These include engaging students through interactive discussions, hands-on activities, and collaborative group work. The learning environment—its physical layout and emotional atmosphere—also plays a significant role in student engagement. For example, classrooms with modern technology and flexible seating foster collaboration and community.

Effective teaching involves building personal connections with students, creating a safe space for participation. An inclusive environment that respects diverse perspectives promotes engagement and ensures all students feel valued.

Moreover, effective teachers encourage critical thinking and problem-solving by incorporating real-world scenarios and project-based learning. This approach not only enhances understanding but also prepares students for real-life challenges.

Teaching effectiveness can be analyzed through various theoretical frameworks, categorized into meta-theoretical frameworks for broader principles, general theories for diverse contexts, and partial theories focusing on specific aspects like student engagement (Gupta et al., 2021).

Teaching is a dynamic process that requires careful planning to foster intellectual, emotional, and social development (Ghosh et al., 2024). Understanding theories of teaching—from educational psychology to motivation—equips educators with insights to support students effectively. By applying these frameworks, educators can adapt their practices to enhance their effectiveness in various educational settings.

REVIEW OF RELATED LITERATURE

Dash (2016) studied the teaching effectiveness of 100 secondary school teachers using a survey and a custom

scale based on ten dimensions. Results showed that teaching effectiveness was rated as "good," with no significant differences based on gender, qualifications, or experience. Key factors included classroom management, motivational strategies, and effective communication. Notably, untrained teachers were found to be more effective than trained teachers. Tiwari (2018) explored the impact of teacher personality traits and teaching strategies on teaching effectiveness. Effective teaching requires subject mastery, engaging methods, and the ability to inspire students. Techniques like interactive learning and critical thinking enhance student engagement. Shobha M. (2022) examined the link between teaching effectiveness and competency, emphasizing their role in quality education. The study found no significant differences based on gender or school type, but identified a moderate positive correlation between effectiveness and competency, highlighting the need for ongoing professional development. Taylor and Thion (2023) pointed out the lack of a consistent definition and measurement of teaching effectiveness (TE), advocating for a clear framework that focuses on student outcomes and teacher processes to improve educational standards.

OBJECTIVES OF THE STUDY

- i. To study the level of teaching effectiveness of secondary school teachers of Madhya Pradesh.
- ii. To study the teaching effectiveness of secondary school teachers based on gender, locale and training.

HYPOTHESES

Ho.1. There is no significant difference between the teaching effectiveness of secondary school teachers based on gender (male/female), locale (rural/urban) and training (trained/untrained).

METHODOLOGY

This study employed a descriptive survey methodology to assess the teaching effectiveness of secondary school teachers in Madhya Pradesh. This approach facilitates the systematic collection and analysis of quantitative data, which is essential for understanding educational practices and outcomes in the region. A structured research instrument developed by Dr Subhash Sarkar and Abhijit Deb was distributed to a sample of secondary school teachers from various institutions across Madhya Pradesh to gather pertinent information. The selection of participants aimed to ensure diverse representation among teachers, thereby enriching the data collection process. The research instrument used in this study was a standardized tool created by Dr Subhash Sarkar and Abhijit Deb, recognized for its reliability and validity in measuring teaching effectiveness. The collected quantitative data was carefully analyzed to allow for clear interpretation and visual presentation. This analysis revealed both the strengths and areas for improvement in teaching methodologies, providing valuable insights into the broader educational context within Madhya Pradesh. By employing a survey approach, the research aimed to draw meaningful conclusions that could

inform educational policies and practices, ultimately enhancing the overall quality of teaching in secondary schools.

THE STUDY VARIABLES:

- 1. variable - i) Teaching Effectiveness.
- 3. Demographic variable- i) Gender, ii) Locale Training, and iii) training.

Delimitation of Study

To increase the quality of any research work and to provide excellence in research work, the researcher decides the time, population, research outline and availability of financial resources. Different variables cannot be considered in a single study, considering that the researcher limits the sample, population and variables used in his research. Considering the importance of a large area and time, this research work has been limited through the following points.

- The researcher conducted this study only for the State of Madhya Pradesh secondary school teachers.
- The researcher used a standardized tool to collect data for the teaching effectiveness scale.
- This study is confined to 2-division Shahdol, Jabalpur, 4-District Annupur, Shahdol, Dindori, and Mandala in Madhya Pradesh State.
- The study sample involved secondary school teachers in Madhya Pradesh only.

DATA ANALYSIS AND INTERPRETATION:

Objective 1: To study the level of teaching effectiveness of secondary school teachers of Madhya Pradesh.

Table 1 shows the level of teaching effectiveness among secondary school teachers.

Teaching effectiveness

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	160	34.2	34.9	34.2
Moderate	154	32.9	32.9	67.1
Low	154	32.9	32.9	100.0
Total	468	100.0	100.0	

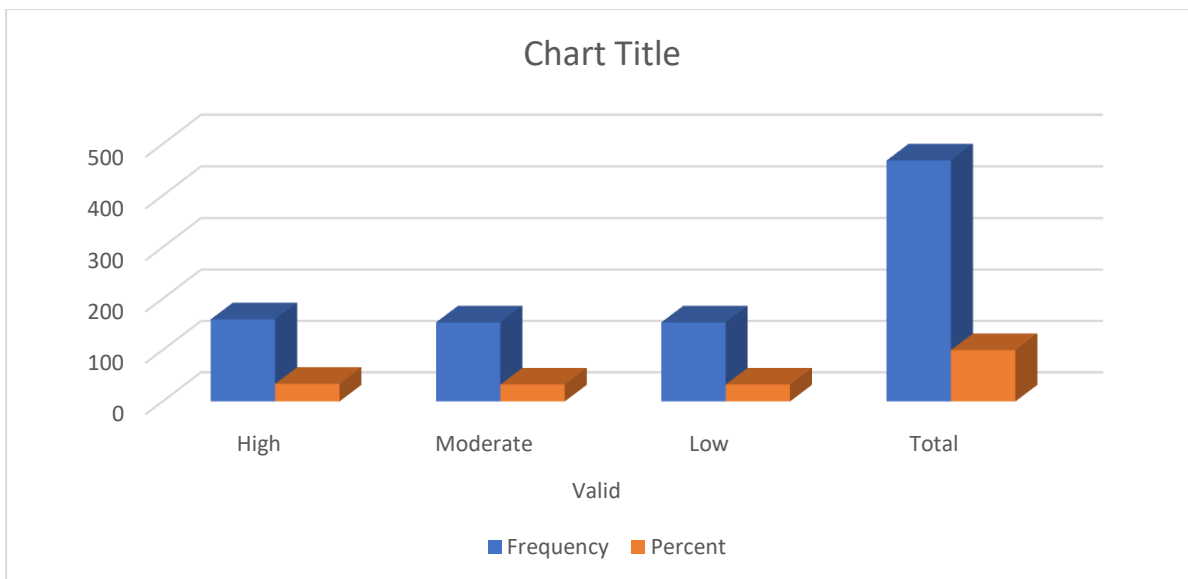


Figure 1 level of teaching effectiveness of secondary school teachers

As per the table and figure, 160(34.2%) have a high level of teaching effectiveness in secondary school teachers, 154(32.9%) have a moderate level of teaching effectiveness, and only 154(32.9%) have a low level of teaching effectiveness in secondary school teachers. The prevalence rate among secondary school teachers is relatively high.

Objective 2: To study the teaching effectiveness of secondary school teachers based on gender, locale and training.

Hypothesis1:

There is no significant difference between the teaching effectiveness of secondary school teachers based on gender, locale, and training.

Table2. Shows the Mean, SD score, and ‘t’ value on the teaching effectiveness of secondary school teachers based on gender, locale, and training.

Teaching effectiveness									
Variable		N	Mean	SD	Std. E of Mean	df	t	p	Remarks (0.05 Level)
Gender	Male	277	166.87	14.687	.882	466	4.136	.006	Significant* P<0.05
	Female	191	168.28	11.734	.849				
Locale	Rural	347	167.29	13.935	.748	466	.321	.285	Not Significant ***> 0.05
	Urban	120	167.75	12.438	1.135				
Training	Trained	422	167.96	13.351	.650	466	2.526	.815	Not Significant ** p>0.05
	Untrained	46	162.67	14.700	2.167				

Note, df= Degree of Freedom, SD= Standard Deviation,
 *Not Significant at 0.05 level of significance(2-tailed)
 **Significant at 0.05 level of significance(2-tailed)

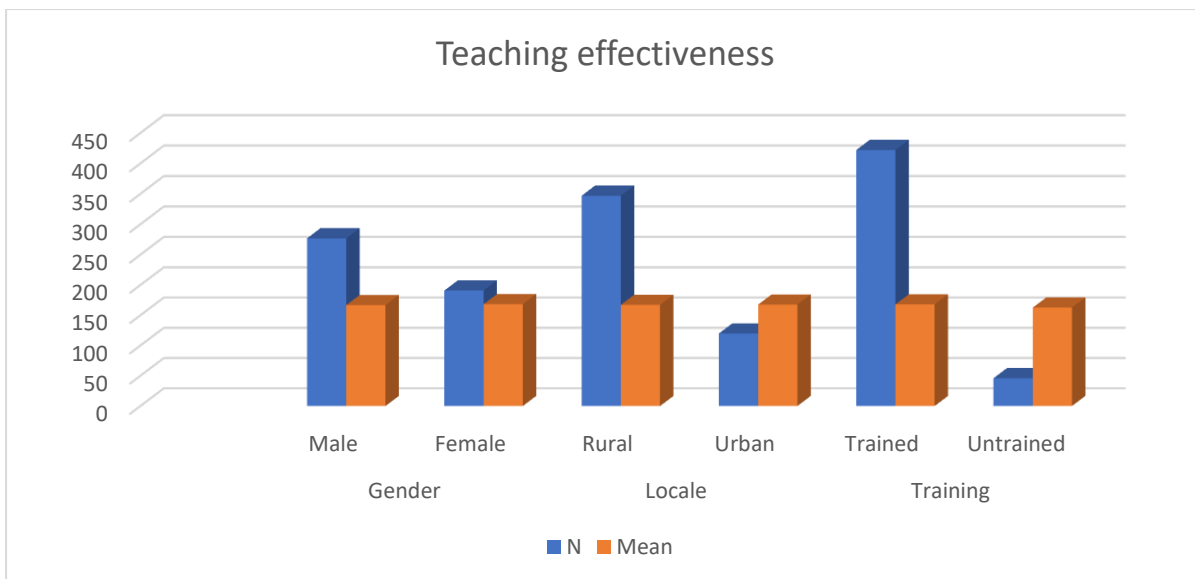


Figure 2 Teaching effectiveness of secondary school teachers

Table 2 and Fig 2. of the above t-test results reveal the gender, locale, and training-based teaching effectiveness among secondary school teachers. Gender-based t-value (466) =.006 $p < 0.05$. The present data states that the male (M=166.87, SD=14.687) and the female secondary school teacher’s teaching effectiveness (M=168.87, SD=11.734) are found to vary significantly. Therefore, the null hypothesis, “There is no significant difference in the teaching effectiveness among secondary school teachers based on gender,” is rejected. A significant variation exists in the teaching effectiveness among secondary school teachers in terms of gender. Locale-based t-value (466) =.197 $p > 0.05$. The present data states that the rural (M=167.29, SD=13.935) and the urban secondary school teacher’s teaching effectiveness (M=167.75, SD=12.438) are not found to vary significantly. Therefore, the null hypothesis, “There is no significant difference in the teaching effectiveness among secondary school

teachers based on locale,” is accepted. A significant variation does not exist in the teaching effectiveness among secondary school teachers in the local area. Training-based t-value (466) =.275 $p > 0.05$. The present data states that the trained (M=167.29, SD=13.935) and the untrained secondary school teacher’s technology competence (M=167.75, SD=12.438) are not found to vary significantly. Therefore, the null hypothesis, “There is no significant difference in the teaching effectiveness among secondary school teachers based on training,” is accepted. A significant variation in teaching effectiveness among secondary school teachers based on training does not exist.

FINDINGS

The research on the teaching effectiveness of secondary school teachers in Madhya Pradesh revealed that while the overall teaching effectiveness is high and moderate, significant differences exist based on gender, with female teachers

outperforming their male counterparts. However, no significant differences were observed in teaching effectiveness concerning the teachers' locale (rural vs. urban) or training status (trained vs. untrained). The study highlights the importance of addressing these disparities and underscores the need for ongoing professional development and supportive educational policies to enhance teaching practices across the board.

EDUCATIONAL IMPLICATIONS

Teachers are essential to students' learning and growth throughout a critical educational time, as the title "Teaching Effectiveness of Secondary School Teachers" emphasises. Good teachers create a happy atmosphere by meeting various learning requirements, managing classrooms effectively, and utilising creative teaching techniques. Teachers must engage in ongoing professional development to stay current on the latest techniques and subject matter. Prioritising secondary education draws attention to the necessity of laws that promote teacher evaluation and welfare, improving student achievement and preparing them for chances in the future. To the advantage of the entire educational system, this concentration also encourages studies and initiatives meant to raise the calibre of instruction.

CONCLUDING REMARKS

The research on the teaching effectiveness of secondary school teachers in Madhya Pradesh highlights the generally good performance of

teachers, with significant gender-based differences favouring female teachers. However, no notable differences were observed based on locale or training status. These findings emphasize the importance of addressing gender-related disparities while fostering professional development to ensure consistent teaching effectiveness. Policymakers and educators must collaborate to enhance teacher training programs and create supportive environments, ultimately improving the educational outcomes for students across Madhya Pradesh. This study reinforces the critical role of teachers in shaping the future through effective pedagogy.

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