

# Role of Teaching Effectiveness in Emerging Education Scenario

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**Abstract – In olden days it was believed that a person with high Intelligence Quotient (IQ) and mastery over the subjects could be a successful teacher but now teaching profession has become so challenging that a teacher with high IQ and mastery over the subjects may not be successful unless he or she has teaching effectiveness. Since the change is the law of nature so teaching profession is controlled by several external factors such as class size, number of teachers in institution, working hours, salary and allowances and education policy. The intrinsic factors such as mastery of subject, style of teaching, communication skill and personality of teacher also affect teaching learning process.**

**The term teaching effectiveness is not defined unambiguously, precisely and explicitly but most of the authors and scholars have made efforts to explain the teaching effectiveness on the basis of traits and characteristics required for effective teachers. Further different authors have perceived teaching effectiveness in different ways so they have expressed teaching effectiveness in their own sense. The word teaching effectiveness is consisted of two words i.e. "Teaching" and "Effectiveness". By and large authors have defined teaching effectiveness on basis of personality and qualities of effective teachers. Some definitions are based on general effectiveness of teacher while others are based on teaching traits and behaviour of a teacher. But it has been observed that general effectiveness achieving the academic goals with use of minimum resources and in time. However the teaching effectiveness will be proved a better construct of education if applied along with emotional intelligence, self-efficacy, job satisfaction and multiple intelligences.**

**Key Words – Teaching Effectiveness (TE), Intelligence Quotient (IQ), Emotional Intelligence (EI), Social Intelligence (SI), Optimum Effectiveness (OE), and Multiple Intelligences (MI).**

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## INTRODUCTION

### Emerging Education Scenario and Position of a Teacher

Thus formal education of a child commences in pre-primary school and responsibilities of the educational also commences hereafter. Now the role of pre-primary teacher, NTT or KG or Play-Way, begins. Now those have the prime responsibility of nurturing and raising the kid to the utmost level. Those teachers have to play a pivot role in all round development children i.e. physical, mental, emotional and social as they are on first stepladder of teacher's hierarchy. Small children are like clay pots which are being moulded by their teachers like clay potters. A child learns basic concepts of early life and fundamentals of education through play way. After learning the basic fundamentals of life a kids moves to next hierarchy of teachers in class one where he / she is taught by PRTs for around five years and learns basic subjects such as English, Maths, Environmental Studies, and

one regional language. After learning five years with PRTs student moves to next level of teachers, secondary education teachers, to learn additional subsets such as natural science, Sanskrit and philosophy of life with TGTs. Now students learn more skills of basic subjects for five years along with the concepts of social, emotional and physical aspects. Thereafter a student moves to the last level of school education, senior secondary education, to gain the insight of subjects of opted stream either commerce or science or humanities. Usually this last hierarchy of teachers, PGTs, help the students to decide their carrier and give a prototype shape of their future. At the level of senior secondary school, students continue their studies according to the stream opted by them viz. science, commerce or humanity and acquire proficiency and competency in five or six subjects of concerned stream. After completing the school education students are dispersed in different higher educational institutions such as university degree programmes, engineering institutions, medical colleges, chartered accountant, cost and management accountant and company

secretary or business administration etc. and different colleges for perusing other programmes of higher education. The ongoing discussion is trying to throw the light on the role of teachers.

## OBJECTIVE OF THE STUDY

The objective of the study is to ascertain the role of effectiveness of teachers in emerging education scenario i.e. how it could be useful for teachers in modern education era.

## RATIONALE OF THE STUDY

The term Education has very board sense and meaning, different educationalists have defined the term education in diversified ways, so the wide and varied conations, denotations and definitions lead to wide and diversified roles of teachers in emerging education scenario. It has been stated earlier that education has numerous objectives, so it is almost impossible to write up those objectives in ongoing studies. Similarly teachers have to play multifarious roles in current education scenario. Eminent educationalist such as Hemphill, (1940), Monk and King (1940), Kaur and Kaur (2006), Ranganathandana (2007) and Snyder and Lopez (2007) stated the roles of teacher in their own ways. An endeavour has been made to sum up the multifarious roles of teacher emerging education scenario hereafter.

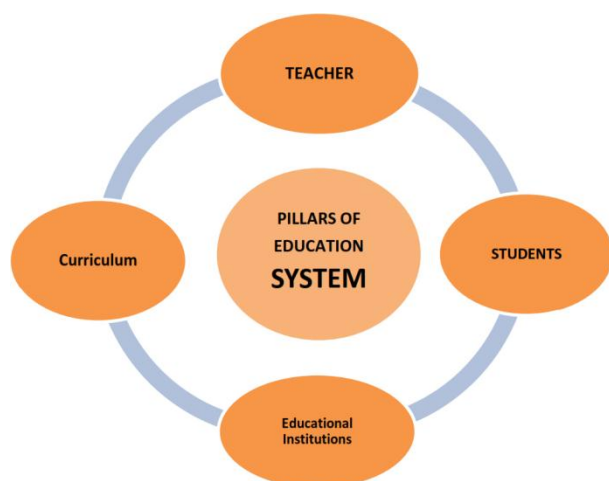
- i. A teacher is the ultimate source of wisdom, knowledge and energy. Teachers not inculcate and inspire the students but also motivate and inspire the learners.
- ii. A teacher is a leader and plays role model for his/her students and he is responsible for maintaining good rapport and trust with their students for optimum performance of his / her students.
- iii. Quality of education provided to students depends upon the energy and skill of the teachers. A teacher of full of energy and skill works as lamp post.
- iv. A teacher is also expected to be a group leader. Subject teacher and class teacher play role of a leader of their class. Students follow them as role model. Teachers are expected to develop cohesion and ideal class room environment in their class rooms.
- v. Teacher is also friend, philosopher, guide and helper. Thus a teacher is also expected to be a helper and guide in academics and personal sphere.
- vi. A teacher is also expected to be a judge of students in class rooms. He works as the judge in class rooms by evaluating the

academic performance of his students in true and fair manner.

- vii. Sometimes a teacher is expected to be a detective and spy in the class rooms. He discover the students either who create nuisance or break the rule.
- viii. A teacher is also assumed to be a facilitator of learning for efficient and effective learning process. He has to organise all available resources in optimum manner.
- ix. A teacher is also expected to be an inspirer and motivator for his/her students. A teacher is also expected to set an example in front of his /her group of students.
- x. A teacher is also to nullify the tension, anxiety, and examination pressure by creating students friendly atmosphere and emotional support.
- xi. A teacher is also expected to a parent-surrogate i.e. teacher is next to the parents. Since students devote one third of their total time in educational students so they need love and affections from their teachers.

The above quoted lines clearly underline the role of a teacher in emerging education scenario, so it is apparently clear that a teacher is the main pillar in education system and he brings the desirable change in the behaviour of a child. It is the teacher who helps a child to know what is right and what is wrong. It is the quality of a teacher who ignites the mind of a child to learn new skills. That's why it is rightly said that it is the teacher who crafts a student with potentials and an efficient teacher ignites a child's aspiration to learn everlastingly. Thus curiosity of a child to learn depends upon the ability of the teacher. If a teacher posses the requisite educational qualifications, vital traits, communication skill and flexible personality then he can motivate his students to learn. As it was discussed earlier that four vital pillars viz. teacher, educational institutions, curriculum and class room environment are crucial for all round development of a children. The ongoing research is associated with the first and important pillar of education i.e. teacher or educator or mentors. That's why teachers to have to play the most important role in bringing desirable changes in the behaviour of the learner. A teacher has to to play multiple roles in all round development of a child. The various roles played by the teachers are educator, mentor, counsellor, guide, philosopher, friend and guardians etc. Teachers are also known as moderators as they pass the knowledge to their pupils who in turn become the valuable assets of the family, society and nation. Teaches are not only directly responsible for the students but also responsible indirectly for the society. In fact the whole education system depends upon the first pillar of the education i.e. "Teachers" and if teachers are

not effective than education inculcated by the students will not also be effective. So quality of education depends upon the effectiveness of the teachers. In turn it will lead to betterment of the nation. It could be better understood with following pictograph.



## RESEARCH METHODOLOGY

The study is based upon analytical descriptive methodology of research and the appropriate secondary data which has been retrieved from various Books, Newspapers, Research Article, Hard-cover Journal and On-line Journals. On-Line journals were searched on "Sodh Ganga" and "Google Scholar".

## LITERATURE REVIEW

The term teaching effectiveness is not defined unambiguously, precisely and explicitly but majority of the authors and scholars have made efforts to explain the teaching effectiveness on the basis of traits and characteristics required for effective teachers. Further different authors have perceived teaching effectiveness in different ways so they have expressed teaching effectiveness in their own sense. The word teaching effectiveness is consisted of two words i.e. "Teaching" and "Effectiveness". By and large authors have defined teaching effectiveness on basis of personality and qualities of effective teachers. Some definitions are based on general effectiveness of teacher while others are based on teaching traits and behaviour of a teacher. But it has been observed that general effectiveness achieving the academic goals with use of minimum resources and in time. Some of those definitions are summarised hereafter.

**Marsh (1987)** has uttered teaching effectiveness on the basis of "Student's Evaluation of Educational Quality" scale. "SEEQ" scale is a scale which was designed to measure teaching effectiveness on the basis of evaluation of teachers by their students and faculty members themselves in higher education. It is five point Likert scale with a choice ranging from strongly disagree to strongly agree. Since test is based on student's evaluation, so student records their

responses in questionnaires. Higher score "SEEQ" predicts higher teaching effectiveness and vice-versa.

**Money (1992)** stated that skill of planning and organising resources, effectiveness and efficiency in resource management, motivational skill and communicational skill are requisites of efficient teachers. Further effective teachers are open-minded and resilient to accept criticism, suggestions and negative feedback. Cordial relationship between teacher and students is another important requisite of teaching effectiveness.

**Basow and Hativa (2000)** conducted a study on the teachers of higher education. He described the effectiveness of college teachers on the basis of three main qualities viz. caring, helpful and knowledgeable. They included mental, social and emotional development of all students personally. So an effective teacher takes care of all round development of his students. They stated further that teaching effectiveness of a teacher depends on his /her core subject and allied subject's knowledge. Mastery over their subject motivates the student to gain knowledge from his /her resourcefulness. They also found that helpfulness is also a part of character of effective teachers. Effective teachers not only help their students in the class rather then also extend their helping hand outside the class.

**Chayya (2001)** has defined teaching effectiveness on the basis of characteristics of effective teaching. She stated that teaching effectiveness means achieving the academic goals efficiently and effectively i.e. achieving the goal in time with use of optimum resources. In other words effective teachers always try to takes all academic responsibility seriously. They take personal responsibility of class room environment and students. Onset they set goals for whole class on the basis of levels of the students and do lesson planning accordingly. Efforts are made to make teaching-learning process more interactive. An effective teacher also makes endeavours to solve doubts and difficulty of students at personal level. Effective communication is another prerequisite of effective teaching. An effective teacher also variety of instructions along with audio-visual aids. However emphasis is given on personal involvement of teacher in teaching and learning process.

**Kulik (2001)** gave preference to students rating over other methods of measurement of teaching effectiveness. Other methods includes expert observation i.e. observation of teaching style of teachers in class room by subject expert. Rating by alumni and rating by head of institutions is also used to measure teaching effectiveness. In the study of Kulik rating by student overlap other methods as cited above. Measurement of teaching effectiveness by student's rating was proved as a better predictor on the basis of correlation between student's rating and their examination score. He also stated about the

criticism in students rating also recommended that removal such criticism will improve teaching effectiveness.

## GENERAL AND SIMPLIFIED VIEW OF TEACHING EFFECTIVENESS

After going through available, akin and analogous literature it has been observed that there is no precise, specific, clear-cut and unambiguous definition of teaching effectiveness. Rather than efforts are made in various studies to explore and explain the attributes characteristics, descriptions, qualities, and traits of an efficient teachers. Further many synonyms and interchangeable terms have been used for mentors with teaching effectiveness. Such synonyms and interchangeable words are expert, effectual, specialist, proficient, wizard of subject. In general teaching effectiveness means the flair and knack of a teacher to achieve desired academic and social goals effectively and efficiently. It means achieving the institutional targets in time by using optimum resources. Teaching effectiveness is assessed through various parameters or traits or qualities of teacher simplified and summarised in ensuing paragraphs. However it should be noted that ensuing gist of traits is not exhaustive but still there are many more traits are left out. Only those teaching traits have been included in the list which is found common in two or more studies.

The gist of all those parameter, attributes, characteristics, descriptions, qualities, and traits of an efficient teacher are summarised and organised hereafter.

### 1) COMMAND OVER THE CORE SUBJECT

Command over the core subject is a key of success and effectiveness of a teacher. Mastery over the main subjects or speciation boosts up the buoyancy and confidence level of the teacher and consequently enlarges the teaching effectiveness. Since the learning never ends thus the erudition of a teacher of should not be static but should be extended with the new discoveries and invention in the field of education. In most of above vibrated studies command and mastery have emerged as strong predictor of teaching effectiveness.

### 2) WELL-VERSED AND KNOWLEDGE OF ALLIED SUBJECTS

Generally a teacher may be required to teach allied subjects or streams or branches allied to core subject thus an effective teacher should be well-versed and should be fluent in teaching associated subject. For example a professor of financial accountancy should have good knowledge and fluency in teaching the cost accountancy and management accountancy. Similarly a teacher of direct taxes may be required to teach indirect taxes e.g. "GST". During the literature review it was revealed that the knowledge of kin subjects has

emerged as the demand of modern education scenario.

### 3) UPDATED AND AUTHENTIC KNOWLEDGE

As it been quoted many times that erudition of teacher should never bring to a halt, so an efficient and expert teacher is always required to keep updated him / her. Further it must be updated with new changes and amendments and such updates must hold reliability and validity. For instance, the economy of India is passing through economic reforms causing changing in direct taxes and indirect taxes. So teaching effectiveness requires him or her to keep updated and modernised. Similarly amendments are taking place in Indian company act, so an expert teacher is under obligation to know all those amendments.

### 4) EFFECTIVE COMMUNICATION SKILL

Communication skill is a very effective and commanding teaching trait of expert teacher. A highly learned and knowledgeable teacher would not be able to deliver effectual and influential unless he or she posses fluency in communication skill. Blend of communication skill with knowledge and resourcefulness yields great academic result. Knowledge and mastery of subjects will not bring desirable changes in learning outcomes unless accompanied by skill of communication. Further teaching methodology also largely depends upon the verbal communication. In the majority of study communication skill has emerged as the second vital and realistic indicator of teaching effectiveness. Indeed communication is the most preferred one teaching aptitude of efficient teacher.

### 5) AFFINITY, EMPATHY AND RAPPORT

Since an educational institution is tiny world consisted of students from diversified social and religious groups, caste, and linguist. So making good rapport with all those diversified learner is big challenge for teacher. Affinity, empathy and rapport help a teacher to have firm and cordial relationship with students to promote the conducive environment in class room. Rapport has become as key component of teaching effectiveness in majority of finding. In several studies it was discovered that emotional intelligence of lecturer helps to make good rapport with students.

### 6) CREDIBILITY AND RELIABILITY

Creditability and reliability is another trait of an ideal and effective teacher. Creditability means trustworthiness and dependability, sometimes students share their personal problems and difficulties ask for personal help of teacher, thus he /she is not required to disclose such things to others. Creditability of a teacher makes him reliable among students. Further teaching effectiveness also requires not disclosing confidential matters such as



question papers, examination sheets etc. to unauthorised persons.

#### **7) LEADING AND MOTIVATING**

In a class room to engage the students in active learning heavily relies upon the motivational and leadership quality of their mentor. Teaching and learning process becomes more fruitful when learners keenly take part in learning process. In other words students should be motivated to raise questions and give their opinion. A student should be praised for sharing new and innovative ideas. Further an ideal teacher always welcomes the negative feedback of students and should make endeavours to remove his / her shortcomings.

#### **8) INNOVATIVE AND RESOURCEFUL**

An effective teacher is also required to be imaginative and creative in class room. An effective teacher is required to use appropriate and sufficient teaching aid. An effective teacher use audio-visual aid such as black board, green board and multimedia projector. Further an efficient teacher should quote real life examples to make his / her content delivery vivacious and vigorous. Quoting instances and examples at appropriate time make the content live and enhance communication skill. Many a times an indistinct, tough and ambiguous topic can be explained smoothly with suitable examples. They also use different methodology to teach different levels of students as per their need.

#### **9) OBJECTIVE AND UNBIASED**

The behaviour of an idyllic the teacher should not be influenced by gender, caste, creed, race, religion etc but it should be even-handed. Further an efficient should not become partial due to social or financial back ground of any students. An efficient and idyllic teacher must be always objective and evaluation of students should be performance based only. Impartiality, neutrality and objectivity of a teacher should be reflected in all aspects such as behaviour, discipline and evaluation work. Fairness of a teacher makes conducive environment in class room.

#### **10) APPROACHABILITY AND ACCESSIBILITY**

It has been many times that great teachers have a very busy and tight schedule, specifically professors of universities, so students face difficulties to approach them. In spite of such fact teaching effectiveness helps the teacher to make them accessible and approachable so students can meet them. Easy access and approach of students make the teacher great and idyllic, so student may solve their personal doubts. However modern technology has great boost in approachability and accessibility of teacher via Skype, video classes, and other social media. Even a

student of remote area may approach their teacher through internet.

#### **11) EFFECTUAL PLANNING AND ORGANISING**

Panning and organising is a key component of teaching effectiveness. Preparation of a teacher is reflected in daily lesson plans, weekly and semester lesson planning. Setting up task and academic goal to be achieved are reflected in teacher's lesson plan. Organising is the counter part of planning and efforts of a teacher will go in vain without proper organisation. Idyllic teachers also do fertile and optimum organisation of available resources. It includes available time slot, study material, teaching aid and fixtures and fittings. Effective teachers also maximise teaching and learning time of their students.

#### **12) AGILITY, FLEXIBILITY AND OPEN-MINDED**

A teacher should welcome the feedback of students. An open minded teacher accepts and welcomes suggestion, advice, opinion, idea, and even criticism. If any deficiency or flaw of teacher is brought to notice by students, a flexible and resilient teacher takes it positively and tries to overcome such flaw. An ideal and best teacher always tries to find his own blemish and makes endeavours to overcome them.

#### **13) REGULAR AND CONSTANT TASK ASSESSMENT**

Regular and constant performance appraisal of students is one of the traits of effective teacher. Assessment and correction of home work, project work, assignments, course work and periodic tests reveal the academic performance and their learning output. Correction work should be checked again within reasonable time. Regular and constant evaluations and communication of task provide improvement opportunities for timely recovery. Further the record and communication of such assessment or evaluation should be done timely.

#### **14) WELL-VERSED IN MULTIPLE INTELLIGENCES**

Dr. Howard Gardner propounded the concept of Multiple Intelligences in 1983 by exploring the eight different ways of teaching and learning. He advocated that different students have different learning abilities and each student has a different learning method. In various competitive examinations, examinees are tested under different multiple intelligences test. So an effective teacher should be fluent to explain the content according to eight dimensions of multiple intelligences. Those eight learning traits of multiple intelligences are listed hereafter.



## CONCLUSION

### Factors contributing towards Teaching Effectiveness:-

- 1) The mastery of the teacher over the subject and confidence increase the teaching effectiveness of the college and university teachers.
- 2) Suitable atmosphere and motivating technique used by the teachers enhance learning of the students which in turn increases Teaching Effectiveness of college and university teachers.
- 3) Acquiring knowledge from the fellow teachers and providing guidance to fellow teachers when needed also enhance teaching effectiveness of college and university teachers.
- 4) Use of suitable audio visual aid and modern aid used by the teachers also increase the Teaching Effectiveness of college and university teachers.
- 5) Feedback by the students and remedial classes of the students also enhance the teaching effectiveness of college and university teachers.
- 6) Preparing lesson plans according the capacity of the students may also be helpful in increasing teacher's effectiveness.

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