



Teaching Effectiveness Among English Medium Private School Teachers At Secondary Level In Paschim Medinipur District Of West Bengal

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ABSTRACT

The quality of our educational system has been an increasing concern in recent years. While the number of students enrolled in school continues to rise, the quality of their education has not kept pace. Our primary focus should be on efficient instruction if we are serious about providing our children with a high-quality education. The purpose of the study is to examine gender, location, and subject matter differences in teaching effectiveness among secondary school teachers in English-medium private schools Paschim Medinipur area of West Bengal's Descriptive survey method was used in the study. Sixty secondary school English teachers from private schools participated in this research using a random selection procedure. Teacher Effectiveness Scale (TES-KU) developed by Kulsum (2011) has been used for the current study. The final version of the scale consisted of 25 items with the response of 'Strongly Agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly Disagree'. The score range for the scale is 25-125. Collected data were analyzed with the Mean, SD and t test in the SPSS version. Findings of the study conclude that teaching effectiveness among secondary teachers in the English medium private schools is high and there is no significant difference in the teaching effectiveness among the English medium private school teachers at secondary level in respect of gender, locality and subjects

Keywords: educational system, quality, Teaching effectiveness, school teachers,

Introduction:

Effectiveness is a notion that cuts through several areas. For example, the effectiveness of an education system, the effectiveness of an accounting system, the effectiveness of a community group, and the effectiveness of a bank or financial institution. The effectiveness of teachers makes a vast difference in the teaching learning process. "Effective teachers are the avenues of effective teaching that consistently achieve their goals that are directly or indirectly connected to student learning Certain skills and credentials are demonstrated by successful teachers. These include verbal ability, special needs knowledge and knowledge of the content of particular subjects to be taught. All important characteristics of a successful teacher are instructional preparation, allocating time for academics, keeping students active, using acceptable instructional methods, tracking learning and differentiating learning for individual students". (Prakash , 2020) Effective teachers have a detailed knowledge of the content and abilities of their subject. Such teachers must possess the knowledge and skills necessary to accomplish Chinmaya the goals, and if these goals are to be accomplished, they must be able to use the knowledge and those skills appropriately.

Teaching effectiveness refers to the ability of educators to facilitate meaningful learning experiences and positive outcomes for their students. Effective teaching goes beyond just delivering information; “it involves creating an engaging and supportive environment that helps students grasp and retain knowledge, develop critical thinking skills, and apply what they’ve learned to real-world situations”

Review of Literature:

Z.D. Raju and VijayaVardhini, S. (2022) investigated secondary school teachers' effectiveness as teachers. In this research, the normative survey approach was used. Adopted was the Teacher Effectiveness Inventory created by Dr. Umme Kulsum in 2012. By adopting the purposive selection approach, a sample of secondary school teachers from the Kurnool district was chosen. In this research, the gathered data was examined using suitable statistical methods such as the mean, standard deviation, "t" test, and F test. The investigation showed that (I). Regarding teacher effectiveness, there is a notable difference between secondary school instructors employed in rural and urban areas. In II. When it comes to Teacher Effectiveness, married and single secondary school instructors vary significantly. In iii. Based on the kind of school, there is no discernible variation in the mean Teacher Effectiveness ratings among secondary school instructors. [iv]. Regarding Teacher Effectiveness, secondary school teachers' teaching experiences varied significantly from one another.

There is a correlation between a teacher's gender, location, subject area, and years of experience in the classroom, as pointed out by **Munmun Sadhukhan (2018)**. Six hundred secondary school teachers from three districts in West Bengal were chosen for this research. These districts were Nadia, North 24 Parganas, and South 24 Parganas. Sampling procedures included a combination of convenience and random selection. The researcher developed his or her own instrument to evaluate classroom instructors in secondary education. Findings from this research showed that male and female secondary school instructors were equally successful in the classroom. However, there was a wide range in teaching efficacy depending on factors like teacher experience and geographic location.

Sehjal, P. (2021) investigated the efficacy of secondary school instructors with respect to their gender, school type, and location. In this study, a survey research technique was used. Dr. Shallu Puri and Prof. S.C. Ghakhar developed the Teacher Effectiveness Scale (2010) to collect data from secondary school instructors. For this study, a random sample of 130 secondary school teachers from Punjab's Jalandhar area was selected. Statistical methods including mean, standard deviation, and t-test were used to examine the outcomes. The findings indicated that there is no statistically significant difference between male and female high school instructors at any of the two important phases. In addition to a notable difference in effectiveness between urban and rural secondary school instructors at both levels, there is also a notable variation in effectiveness among secondary school teachers based on the kind of institution.

Statement of the Problem: One measure of a good school is how well its teachers teach. A well-taught lesson may facilitate rapid and permanent knowledge gain. If the instructor provides enough direction, the pupils will be able to study with more ease and efficiency. Therefore, it is not required for a teacher to have a Ph.D. to be a good educator. The instructors must be competent in their fields. Having a positive outlook on teaching and a strong rapport with students are essential qualities for every educator. Therefore the researcher has stated his problem as “Teaching Effectiveness among English Medium Private School Teachers at Secondary Level in Paschim Medinipur District of West Bengal.”

Objectives: The present study aims at the following objectives-

- To find out the teaching effectiveness among the English medium private school teachers at secondary level in respect of gender.
- To find out the teaching effectiveness among the English medium private school teachers at secondary level in respect of Locality.
- To find out the teaching effectiveness among the English medium private school teachers at secondary level in respect of Subject.

Hypothesis:

Hp1- Male and female instructors are not equally successful in the classroom.

Hypothesis 2: The efficacy of teachers in rural areas is much lower than that of instructors in urban areas.

Hp3- The efficiency of instructors in the sciences and the arts is quite different.

Methodology:

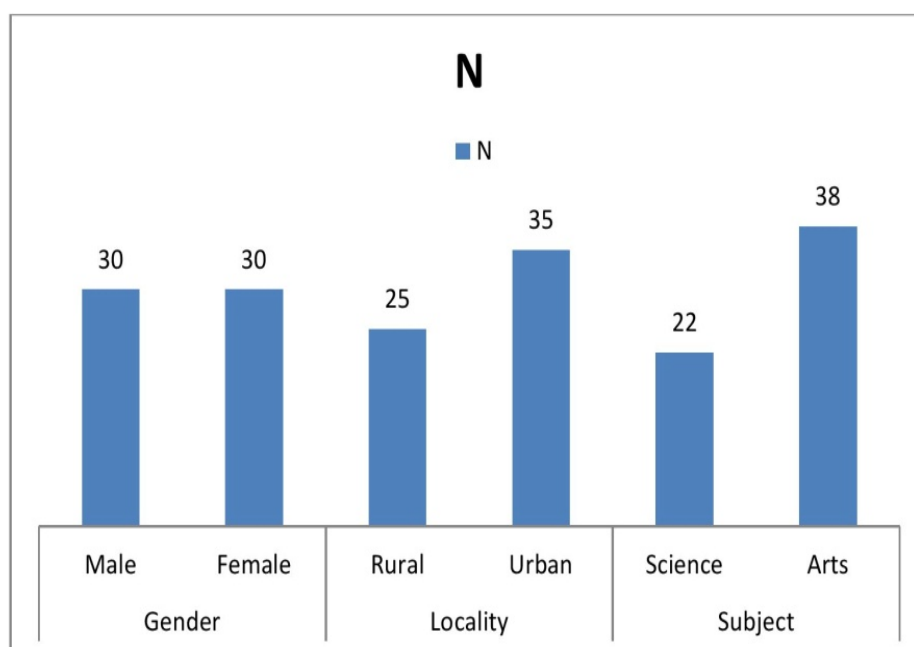
Considering the specifics of the situation at hand, the study's descriptive survey approach was used to learn more about the teaching effectiveness of secondary English medium Private School instructors in West Bengal's Paschim Medinipur area.

Population and Sample:

All secondary school English teachers in Paschim Medinipur, West Bengal, were included in the sample for this research. 60 secondary English medium private school instructors were randomly chosen to participate in this research.

Table 1- Distribution of Sample

Group	Sub-group	N
Gender	Male	30
	Female	30
Locality	Rural	25
	Urban	35
Subject	Science	22
	Arts	38



The Research Instruments

For this research, the Teacher Effectiveness Scale (TES-KU), created by Kulsum (2011), was used. The completed scale has twenty-five items with the options to "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." The scale's scoring range is 25–125.

Statistical Techniques: "Collected data were analyzed with the Mean, SD and t test in the SPSS version".

DATA ANALYSIS:

Table 2- Descriptive Statistics of Teaching Effectiveness

Parameters	Value
N	60
Minimum	37
Maximum	115
Mean	79.05
Median	78
SD	20.01
SEM	2.58
Skewness	-0.14
Kurtosis	2.49

From the above table it is clearly evident that the mean score of teaching effectiveness among the English medium private school teachers at secondary level is 79.05 with the minimum range of 37 and maximum range of 115. The SD is 20.01 with the standard error mean of 2.58. The calculated mean score 79.05 is higher than the mid value 62.5. Therefore it can be concluded that the teaching effectiveness among the English medium private school teachers is high.

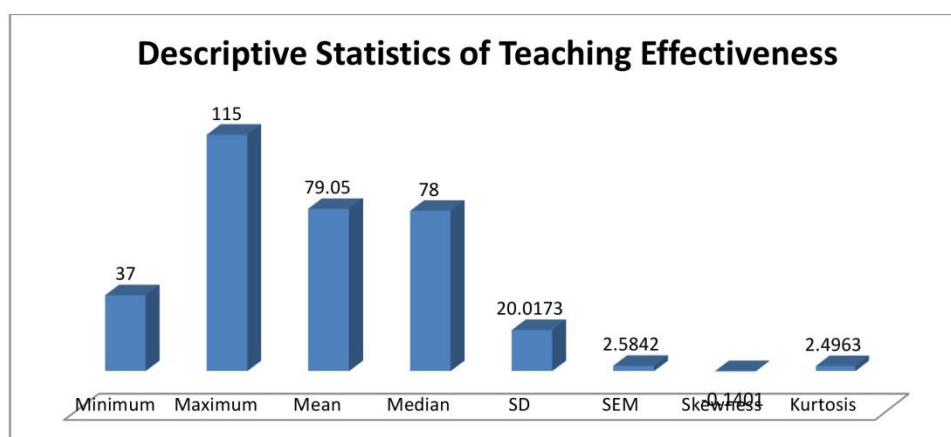


Table 3-“Difference in Teaching Effectiveness between Male and Female Teachers”

Group	N	Mean	SD	SEM	df	t
Male	30	77.93	19.91	3.63	58	0.429
Female	30	80.16	20.39	3.72		

From the above table it is clearly shown that the mean score of teaching effectiveness among male teachers is 77.93 and the score for female teachers is 80.16. The SD for male teachers is 19.91 and for female teachers it is 20.39. The calculated t value is 0.42 which is less than the critical value 1.99 at 95% confidence of interval. Therefore the formulated hypothesis “There is significant difference in the teaching effectiveness between male and female teachers” is accepted.

Table 3- “Difference in Teaching Effectiveness between Rural and Urban Teachers”

Group	N	Mean	SD	SEM	df	t
Rural	25	78.26	20.24	4.048	58	0.58
Urban	35	81.45	21.42	3.62		

Table 3 shows that the mean score of teaching effectiveness among Rural teachers is 78.26 and the score for Urban teachers is 81.45. The SD score for rural teachers is 20.24 and for urban teachers it is 21.42. The calculated t value is 0.58 which is less than the critical value 1.99 at 95% confidence of interval. Therefore the formulated hypothesis "There is significant difference in the teaching effectiveness between rural and Urban teachers" is accepted.

Table 4- Difference in Teaching Effectiveness between Science and Arts Teachers

Group	N	Mean	SD	SEM	df	t
Science	22	77.32	20.42	4.35	58	0.54
Arts	38	80.45	21.96	3.56		

The above table shows that the mean score of teaching effectiveness among Science teachers is 77.32 and the score for Arts teachers is 80.45. The SD score for science teachers is 20.42 and for Arts teachers it is 21.96. The calculated t value is 0.54 which is less than the critical value 1.99 at 95% confidence of interval. Therefore the formulated hypothesis "There is significant difference in the teaching effectiveness between Science and Arts teachers" is accepted.

Findings: The following have been found out from the data analysis-

- Effectiveness in the classroom is high among secondary school instructors at private schools that use English as the language of instruction.
- Male and female instructors at English-speaking private schools are equally successful.
- Teachers at English-language private schools in both rural and urban areas are equally successful.
- The efficiency of English-language private school instructors in either the sciences or the arts is equivalent, according to a recent study.

Conclusion: One measure of a good school is how well its teachers teach. A well-taught lesson may facilitate rapid and permanent knowledge gain. If the instructor provides enough direction, the pupils will be able to study with more ease and efficiency. Therefore, it is not required for a teacher to have a Ph.D. to be a good educator. The instructors must be competent in their fields. Having a positive outlook on teaching and a strong rapport with students are essential qualities for every educator. The results of this analysis show that instructors' performance does not vary with factors like their gender, where they live, or what they teach.

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