

## A study of teacher effectiveness and its importance

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### Abstract

Teaching is a complex craft. In some ways, it is impossible to capture in a page or two the sophistication of what good teachers do. Yet nothing is more fundamental to achieving our goal of success for every student than high quality teaching. That is why classroom first places the teacher at the centre of our improvement efforts. It is the teacher in the classroom who is shaping the destiny of a country as she/he has the manifold capacity to influence his/her pupils. Teaching is the noblest profession for, it involves the cultivation of selfless love and sharing and showering that love. He is the architect of happy homes, prosperous communities and peaceful nations. This paper offers an introduction to the literature on Teacher effectiveness. It summarizes and extends a larger report and discusses definitions and importance of teacher effectiveness. Moreover, it discusses the qualities of effective teachers. Finally it provides the list of recommendations for development of teacher effectiveness to bring about improvement.

**Keywords:** teaching, fundamental, sophistication

### 1. Introduction

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the faith of the earth”.

-Helen Caldicott

Teacher effectiveness plays an important role in teaching – learning process. An effective teacher does not create image of their own by understanding the problems of the students and helping them by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Parihar (2011) [5] viewed that effective teachers are the avenues of effective teaching who consistently achieve their goals that are either directly or indirectly related to student learning and the strategies adopted for achieving this purpose needs orientation and reorientation with changing needs and priorities in teacher education. Effective teachers are the most important factor contributing to student achievement. Although curricula, reduced class size, district funding, family and the community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher. Choosing effective teachers is critically important for schools trying to improve their performance. Effective teachers exhibit certain skills and qualifications. These include verbal ability, knowledge of special needs and content knowledge of specific subjects to be taught. Instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, monitoring learning and differentiating learning for individual students are all important characteristics of an effective teacher. Effective teachers have a thorough knowledge of their subject content and skills. Through this,

they inspire in their students a love of learning. They also understand how students best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be the most effective to help the particular students in their classes learn successfully. Effective teachers closely monitor each student’s achievements. This enables them to provide every one of their students with regular feedback on their performance.

### 2. Review of Literature

Ronald H. Heck (2009) [7] studied “Teacher effectiveness and student achievement: investigating a multilevel cross classified model”. The study revealed that effectiveness of successive teachers is related to student achievement in reading and math. Second, collective teacher effectiveness as an organizational property of school was positively associated with achievement levels. Third, the stability of the school’s teaching staff and the quality of its academic organization and teaching processes were positively related to achievement levels. Elizabeth Block, *et-al* (2012) [4] studied “The importance of Teacher Effectiveness”. The study revealed that the current challenge and future challenge for implementation of best practices will be closely aligned with the roles of school leaders in promoting professional development along with informal and formal professional development by teachers and other stakeholders. Andreia Ramona Lupascu *et-al* (2014) studied “Characteristics of Effective Teachers”. The research investigated the perception of personal and professional characteristics of teachers among high school students. The teenage pupils appreciate different traits of teachers like: calm, tolerance, presence of sense of humor, a well prepared teacher, it seems to be exactly what they need at this confusing age. The study revealed that when desired or undesired traits are known, through a self –assessment every

teacher can identify what in his own behavior, communication or presence in class is wrong or right. Every teacher can make changes by oneself for the manner of thinking, acting and teaching.

### **3. Teacher Effectiveness and Student achievement**

Many students contribute to a students' academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school related factors, teachers matter most. When it to students performance on reading and math tests, a teacher is estimated to have two or three times the impact of any other school factor, including, services, facilities and even leadership. The results of the Bill Sadlers study revealed that the most important factor affecting student learning is the teacher. In addition, the results showed wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms. Effective teachers cannot reliably identified based on where they went to school, whether they are licensed, or (after the first few years), how long they have taught. The best way to assess teacher effectiveness is to look at their job performance including what they do in the classroom and how much progress their students make on achievement tests. There are many things that students can learn themselves through discovery, with the teacher structuring the learning to suit. There are also many things that require the teacher to teach in a more direct way. Students not only learn by being exposed to learning opportunities but they also need to be explicitly taught those things it is important for all students to know. Some students will learn these things quickly and with only minimal direct teaching and correction by the teacher before they master the learning required. Researches support that the actions taken by the effective teachers in the classroom play a fundamental role in effective and efficient learning of the students. Teacher's effectiveness is vital for improving student learning and achievement. Students' academic achievement and outcomes depend on the effectiveness of their teachers. In fact, effectiveness and quality of the teachers are extremely complex and illustrate various characteristics like wide range of knowledge, skills, aptitudes, motivation and personality characteristics. According to Clark (1993), Effective teachers can develop students' achievement by increasing students' knowledge.

### **4. Qualities of an Effective Teacher**

An effective teacher can avoid devaluing messages may make decisions to motivate the students and can overcome the pitfalls of excessive authoritarianism and permissiveness (Gordon, 2012). In a study conducted in 2003, Koutsoulis (Scrimner, 2009) found that students listed the qualities of effective teachers, features such as: friendly, forgiveness, respect, compassion, fairness, attitude comprehension. Walker (2008) identifies twelve characteristics of effective teacher needed for students to behave appropriately and acquire the information received. These features are preparation, positive

sense of humor, respect for students, forgiving attitude and compassion. An effective teacher is one who does things right. They plan their lesson, prepare the learning environment, conduct proper lesson introductions, ask questions and use instructional media material. Effectiveness in teaching is much more than just doing things right. The effective teacher touches the lives of students. Effective teacher is the result of three components: ability, personality and knowledge (Anderson, 2004) <sup>[1]</sup>. It is very important as a teacher to develop, to become effective in the work. The behavior of an ineffective teacher has a deleterious effect on the work of others and damages the school's reputation (Jones, Jenkin and Lord, 2006) <sup>[4]</sup>. Personality characteristics related to being a compassionate person and having the sensitivity to student differences, particularly with learners, is one of the quality of effective teacher. The main qualities of effective teachers are discussed as under:-

#### **4.1 Knowledge of learners**

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs.

#### **4.2 Dedication to teaching**

Dedication refers to a love of teaching or passion for the work, which includes commitment to students' success. To a student, this means a teacher should be "always, willing to help and give time". Effective teachers are dedicative towards their profession.

#### **4.3 Engaging students in learning**

One of the important feature of effective teachers is that they always engage students in learning. Researchers talk about three types of engagement that are required for students to learn: cognitive, emotional and behavioral. Great teachers are, "motivating students to succeed in and out of school."

#### **4.4 The ability to develop relationships with their students**

Teachers need to be able to build trusting relationships with students in order to create a safe, positive and productive learning environment. Effective teachers are "willing to listen to students where there is a problem".

### **5. Conclusion**

Teacher effectiveness is the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his /her position. Teachers are the nature role models to the younger generation. Today's teachers are required to be more effective and true to their profession. In order to be able to articulate teaching with new paradigm of learning, be adoptive and supportive in dealing with new set of students belonging to different age groups, diverse ethnicity and with a broad range of background and prior knowledge, teachers need to be lifelong learners themselves. Teacher effectiveness is important because effective teaching helps

student learning. It has become even more important as the emphasis on quality in higher education has increased. From the above discussion it becomes clear that teacher effectiveness is directly related to student achievement. Moreover, the qualities of effective teacher have impact on students' performance. Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and destined to do poorly. They believe every student is capable of achieving success at school and they do all they can to find ways of making each student successful.

## 6. Recommendations

- Simulated social skill training should be adopted for achieving teacher effectiveness. Simulated social skill training is a socio drama related to practice and gives control over teaching variables.
- Microteaching is one of the strategy which can be adopted in order to achieve the teacher effectiveness. Microteaching provides teachers with a practice or instruction in which the normal complexities of classroom are reduced and in which the teacher gets feedback on performance.
- Programmed instruction should be adopted in which the students are active and proceed at his own pace and provided with immediate knowledge of results.
- Interaction analysis technique should be adopted which provides the structure, component and flow of behavior of classroom activities.

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