

**A Comparative Study of Teaching Effectiveness: Coaches In Educational Settings Compared To School Teachers And Their Teaching Methods**

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**Abstract**

The aim of this research was to assess the impact of different instructional approaches employed in secondary education settings, including both coaching institutes and traditional schools. The study involved administering surveys to both students and educators to explore potential solutions to common issues. Among these questions were: Why do students often prefer their coaching teachers over those in their schools? How can instructional strategies be enhanced to improve teaching effectiveness in today's context, where there is a shift towards prioritizing coaching over traditional schooling? Additionally, the research sought to understand the types of strategies commonly utilized in these institutes that foster an effective learning environment. Nowadays, students place a high value on strategies that simplify the learning process and ensure stability. There is a growing demand for innovative teaching methods that facilitate easier and more efficient learning. Students generally find their expectations met through these coaching institutes, which are known for their creative approaches to education.

**Keywords:** Teaching effectiveness, Teaching strategies, Coaches.

**Introduction**

Successful teaching is rooted in both sensitivity and creativity. Jackson suggests that teaching is primarily a role where educators operate within their classrooms and also as part of the broader school system, a situation that has been recognized by educators as a conflict of loyalties between their students and the institution. The term "effective teaching" is used to describe how well a teacher is able to achieve the learning objectives of their course.

Effective teachers use a variety of assessment strategies and methods to track progress. They consistently meet objectives aimed at achieving the desired outcomes for their students. The concept of a teacher's effectiveness includes their knowledge, attitude, and performance. This applies to both primary and secondary education.

The Education Commission (1952-1953) accurately observed: we hold the belief, however, that the cornerstone of the proposed educational reform lies in the teacher. This encompasses their personal attributes, educational history, professional development, and their position within the school and the broader community. Good (1959) defines the success of a teacher in their role as the measure of their ability to fulfill their instructional and other responsibilities, as defined by their position and the responsibilities it entails. Flanders (1969) sees the success of teaching as the interaction between a teacher's qualities, their instructional strategies, and the impact these strategies have on the learning results in the classroom. The Kothari Commission (1964-1965) stressed the importance of ensuring there is an ample supply of qualified candidates for the teaching field, providing them with the highest level of professional training, and fostering a work environment that enables them to be fully proficient and responsible. The New Education Policy (1985) underscored the need to cultivate positive attitudes, skills, new knowledge, and a sense of accountability in teachers to meet the demands of modern education. The essence of effective teaching is rooted in the educational goals, both overarching and specific to teaching. The vision for effective teaching is shaped by political and societal discussions. The main aim of effective teaching is to grasp the educational goals because quality and effectiveness are inextricably linked. Typically, a teacher is deemed effective if they can achieve the set goals and tasks that align with the school's objectives. Teaching effectiveness is a comprehensive concept that prioritizes student results as the foremost priority. It includes the application of a teacher's knowledge and abilities in their practice. Effective teaching involves being clear in instruction. Effective teachers usually offer students detailed guidance and explanations regarding the course structure and content. The success of teaching within a school hinges on the quality of the teacher, who is pivotal to the educational system. Teacher effectiveness is directed towards outcomes that reflect the efficiency of the teacher and the educational goals. Hence, it is accurate to say that the success of a school is directly linked to the success of its teachers.

Barr (1952) describes the effectiveness of a teacher as a relationship involving the teacher, students, and others involved in the educational process. Johnson (1956-57) suggests three main methods for evaluating teacher effectiveness: (a) assessing the qualities believed to contribute to teaching; (b) evaluating the teaching process; and (c) measuring student intellectual or academic growth. Ryan (1960) briefly mentions various general methods for evaluating teacher effectiveness, which include assessing (a) teacher behaviour processes; (b) the outcomes of teacher behaviour; and (c) the factors that contribute to teacher behaviour. Medley (1982) argues that teacher effectiveness should be defined and measured in terms of student learning outcomes, not just teacher behaviour. Walls (1999) summarizes the concept of teacher effectiveness under the umbrella of "four aces of teaching," which include Outcomes, Clarity, Engagement, and Enthusiasm. He explains that these four aspects represent a comprehensive approach to understanding the teaching process and its impact on student learning, which is enhanced when teachers excel in these areas. Parihar (2011) views effective teachers as those who consistently achieve their goals, whether directly or indirectly related to student learning, and who adapt their strategies to meet the evolving needs and priorities in teacher education. Goe (2007) defines teacher effectiveness as the growth in student learning. Chetty and Rockoff (2004) emphasize the importance of improving teacher effectiveness as a way to improve student learning. In 1993, Clark mentioned that proficient educators have the ability to boost academic performance by augmenting their students' understanding. Recently, in the United States, Simon from The Economist carried out research on the impact of teachers on learning outcomes and discovered that diversity plays a key role in successful teaching. This diversity significantly influences the level of student success. The research also pointed out the importance of refining the hiring process for educators and the establishment of workshops and other initiatives to improve professional abilities. The writer emphasizes the necessity for reforming teaching practices to be a primary focus for governmental bodies. Medley and Shannon (1994) recommend that all teacher evaluations should be based on information about teacher effectiveness, although they acknowledge that "because direct information about teacher effectiveness is not available, many teacher evaluations are based on information about teacher competence or performance." Anderson (1991) argues that a successful educator is someone who regularly

meets objectives that either directly or indirectly concentrate on the educational growth of students. The genuine success of an educator lies in grasping the content to be taught, the methods of instruction, the timing of the lessons, the students to be taught, the reasons behind the teaching, and even the location of the teaching.

## **2. Review of Literature:**

In 2015, Harshvardhan and Manju did a study on what makes a good teacher. They found that these teachers share their knowledge in different ways and use tech like computers and the internet to make their lessons better. Their research showed that good teachers create lesson plans based on what they know best and like to try new things to get students excited about science. Also, they found that these teachers keep things interesting by working together and with their students, which helps other teachers learn more too.

[2] Gupta and Kapoor (1990) explored the characteristics of effective teaching and identified several key traits: instructional strategies, classroom management, evaluation and fair feedback, interpersonal relationships between teachers and students.

[3] Rosen Shine and Frost (1973) examined the effectiveness of teaching in relation to teaching strategies and found that students learn more effectively when these characteristics are present in the teaching methods followed. These characteristics include a passion for teaching, clarity in concepts, curiosity in learning, and a variety of teaching methods.

[4] Car Huff (1981) studied different teaching methods used in classrooms and observed that teachers employ a variety of approaches to convey subject matter in front of the class. Some use question-answer techniques to foster an active classroom environment, while others utilize programmed instruction methods. There are also teachers who prefer lecture-style teaching and others who use project-based learning.

[5] Englert (1983) and Westwood (1995) researched teacher effectiveness and concluded that effective teachers possess strong presentation skills and are quick to correct students' responses. They also provide positive reinforcement to motivate students.



[6] Yasmin (1984) conducted a comparative study on teaching effectiveness and found that effective teachers have a high level of presentation skills and are adept at correcting students' responses promptly. They also offer positive reinforcement to encourage students.

The study examined the effectiveness of traditional teaching methods and inquiry-based learning in higher education science labs. The researcher collected 400 samples and divided them into eight groups, with one group serving as the experimental group and the other as the control group. Each group represented four subgroups. The findings indicated that traditional teaching methods were not more effective compared to inquiry-based learning. [7] Zippert (1985) conducted research on teaching strategies and their impact on student achievement. This study was carried out at Miles College in Eutaw, Greene County, Alabama. The research utilized an environmental preference survey to assess students' learning styles in social studies and history. The author gathered a total of 30 samples, with 15 samples per paper. The samples were then divided into two categories: experimental and control groups. In the control group, students received instruction through conventional teaching methods, while the experimental group had their learning styles assessed. The study revealed that students were able to identify their preferred learning styles. [8] Anderson (1994) emphasized that students' learning achievements are significantly influenced by the teacher's instructional planning, choice of teaching methods, and variety of learning activities. On the other hand, research by Sullivan & McIntosh (1996) on lecture methods in teaching effectiveness found that lecture methods are highly effective and interactive in transferring knowledge to students. These methods facilitate easy knowledge acquisition and develop listening skills among students. [9] Sullivan & McIntosh (1996) also explored lecture methods in teaching effectiveness. Their findings suggested that lecture methods are highly effective and interactive in transferring knowledge to students. These methods facilitate easy knowledge acquisition and develop listening skills among students. [10] Forsyth (2003) studied the demonstration method, which was found to provide information to students in an enjoyable classroom environment. However, it was noted that this method could disrupt the classroom's pace. The demonstration method engaged students in the classroom but failed to foster analytical thinking among them.

**Definition of Teaching Strategy:** - This term is taken from the military, referring to the use of a country's military forces through extensive planning and development to guarantee safety. Lawton described a teaching strategy as a broad plan for a lesson that encompasses the desired behaviour of students as learners, in line with the objectives of the lesson, and the detailed tactics needed to achieve these goals.

Put the plan into action. Mackenzie outlined the definitions of teaching and strategy:

- Teaching is a method involving a teacher, a situation, a goal, and various factors within that situation, some of which the teacher has control over and others that they do not.
- Strategy refers to the overall plan, including the structure, system, approach, techniques, procedures, and steps a teacher employs during instruction.
- According to Strasser (1964), a strategy is a comprehensive plan for a lesson that encompasses the structure, the expected behaviour of the students in relation to the lesson's goals, and the tactics needed to execute the strategy.
- Bo Smith views strategy as a sequence of teaching actions aimed at achieving specific outcomes and preventing others. In a classroom setting, teachers utilize various strategies such as lectures, active learning, critical thinking, discussions, group work, homework, feedback brainstorming, and more. The effectiveness of a teacher's strategy depends on their personality and the approach they take to child care, fostering a positive environment that promotes growth in various areas, including physical, emotional, social, and intellectual development.
- Stone and Morris (2010) further define teaching strategy as a comprehensive plan for a lesson that includes the structure, the goals of instruction, and a detailed plan of tactics needed to implement the strategy. Isaac (2010) adds that teaching strategies involve the behaviour of the teacher in the classroom, the development of teaching effectiveness, and the ability to provide the right stimuli for prompt responses, reinforce learned responses, and enhance student engagement through additional activities.

- The teaching approach incorporated a CCC pattern, which stands for content, communication, and collaboration. These elements play a crucial role in delivering a lecture effectively. They are interconnected, with one aspect influencing another. Communication methods include voice/video calls, web conferencing, and discussion boards. It has become essential to integrate these tools into the classroom to enhance communication skills. The second element is collaboration, which encompasses problem-based learning and social networking among students.

The role of a moderator is enhanced when both the teacher and student work together to create a cooperative learning atmosphere, which aids in more effective teaching. The third topic can be more easily conveyed through communication and teamwork. Therefore, these elements are crucial for making the learning experience beneficial for students. Skilled educators use a variety of teaching strategies and techniques to captivate students and maintain their focus. During our observation, it was evident that these successful instructors were highly participatory in their teaching. A significant number of the activities were started by the teacher. They conveyed information with clarity and passion, resulting in the pace of the lessons being swift. Effective teachers also provided direct instruction to the entire class and frequently asked questions to involve the students. This approach keeps students actively participating in the lesson and allows the teacher to assess their understanding and stimulate their critical thinking through thoughtful questioning. The following methods are commonly employed by teachers in the classroom:

**(a) Lecture approach:** - This approach is highly effective when combined with active learning. It aids in achieving educational objectives and enhances the relevance of the content.

**(b) Active learning:** - This educational setting motivates learners to participate in conversations, pay attention, study, compose, and think deeply as they move through the subject matter through hands-on tasks and casual small groups. It demands that students use what they have learned.

**(c) Critical thinking:** - This skill is crucial for making sound judgments as it is self-correcting. It involves the process of gathering, referencing, organizing, analysing, integrating, and evaluating information.

**(d) Discussion technique:** - This method permits students to freely exchange ideas and foster discussions.

**(e) Cooperative learning:** - This is a structured teaching method that promotes small groups of students working together towards a shared goal.

**1.3 Teaching strategies:** - Teaching strategies are methods that teachers employ to assist students in becoming independent learners. These strategies evolve into effective learning strategies when students independently choose and apply them to complete tasks or achieve goals. There are five key strategies: Direct teaching instruction - This method involves structured, sequenced, and led by teachers. It includes presenting content knowledge through lectures, demonstrations, and instructional materials by Siegfried Engelmann and Wesley Becker, aimed at teaching facts, rules, and sequences of actions. In this approach, teachers break down content into small steps and guide students through it.

#### **Teachers offer feedback.**

They conduct a weekly review of students. This review emphasizes behaviourism. They use indirect methods to teach concepts and patterns. Teachers pay attention to how students react by employing induction and deduction. They demonstrate examples of indirect teaching methods, which include problem-solving, case studies, interactive activities, reflective discussions, and concept mapping. They also engage in experimental learning, which is centered on the learner and involves various activities. This method emphasizes the educational journey. Instances of hands-on learning activities encompass outings, role-playing, interactive games, constructing models, observing professionals in action, and utilizing resources from the work environment. Self-directed learning is when students engage in their studies independently, receiving support from an instructor.



This method is beneficial for enhancing students' self-improvement and independence. It includes activities like essay research, writing, using computers, keeping journals, and using pre-packaged learning materials. Interactive instruction is about engaging in discussions and sharing ideas, which is effective in fostering social skills and critical thinking among students. It includes activities like debates, role-playing, brainstorming with peers, and cooperative learning.

### **1. Barrier game**

1. This approach is effective for enhancing abilities in both verbal communication and active listening, as well as in teamwork and sharing. A divider is set up between two individuals, preventing them from observing each other's task sheets. They are positioned side by side, facing the same direction to avoid confusion regarding left and right. The divider can be a wide file, a hardcover book, or a thick piece of cardboard that's been folded in half.

2. This method necessitates teamwork among the participants. One individual takes on the role of the communicator, while the other acts as the receiver. The communicator provides detailed, straightforward directions for their partner to execute. The receiver is encouraged to seek clarification from the communicator and to signal their readiness to proceed.

3. After finishing the instructions, the partition is removed. The players then check their boards to confirm that the directions were correctly followed. This part of the game is essential because it enables the players to assess how well they communicated and how well the recipient understood the instructions through their questioning skills.

### **2. Brainstorming activity**

Brainstorming is about generating and organizing thoughts and ideas to solve problems. This method is highly effective in enhancing students' ability to think regionally. It's a popular technique used by teachers to engage students in the classroom. It's particularly beneficial for improving understanding and learning skills.

#### **Process of brainstorming:**

1. Choose a subject, (the teacher may write a question, statement, or issue on the board).

2. Set the guidelines for the brainstorm:

- a) Students are encouraged to share any thoughts that come to mind.
- b) The more ideas, the better.
- c) Every idea is valid; there are no wrong answers.
- d) No negative comments or criticisms are allowed.
- e) Ideas should be expanded upon.
- f) Write down ideas exactly as they are said, without paraphrasing.
- g) Each idea will be documented unless it's repeated.
- h) Establish a time limit and cease when that time is reached.

2. Students reflect on the subject and offer their responses. These ideas can be jotted down randomly on the board or in a notebook, and once the game is over, the responses are grouped together. Examine and talk over the notes taken, tackling any concerns that come up. Organize ideas that are alike and toss out the ones that are irrelevant to the subject. Talk about the rest of the ideas together, figuring out how to use the information more effectively.

### **3. Joyful expression approach**

This approach is fascinating for both educators and learners. It encourages students to remain engaged. The anticipation of their turn motivates them to participate actively.

1. The teacher notes a large happy smile on a medium-sized ball. The learners then form a circle on the floor. 2. The teacher shouts out a student's name and throws the ball to them, after which they ask a question to the students. The student who gets the answer right rolls the ball to the teacher or a chosen adult. 3. This cycle is repeated until every student has responded.

### **4. Narrative timeline method**

This method is particularly effective in subjects like history and social sciences. It involves organizing events in chronological order. Initially, students listen attentively to the narrative, focusing on remembering key events. It's also applied in analysing poems. The primary goal is to foster a learning environment that emphasizes character development.

Guidelines for Narrative Timeline:

- a) The educator narrates the story to the students.
- b) The educator writes significant events and dates on a blackboard.

## **5. Game Strategy**

This approach encourages students to express their views and is often employed at advanced educational levels, enabling students to formulate their own ideas. In this game, two circles are arranged facing each other, with students positioned in both. The people in the tight group are facing out, right across from the students in the outer group. They're sitting facing each other, with their knees touching, to make sure they're really listening. Alternatively, students can remain standing and face each other. The teacher then poses a question or issue to the students, allowing at least 30 minutes for reflection. Afterward, the student on the inside is to share their thoughts with their partner. Once all have shared, the partner then passes the discussion to the next student. The game ends when the students shift one or two spots to the left or right, and then we go back to talking about it. To monitor the discussions, students should position themselves in the centre of the circle. The final step involves discussing the ideas generated during the circle discussions and listing questions to further the learning process.

## **6. Decision-Making Strategy**

This method aids students in reflecting on their personal beliefs regarding their capacity to perceive situations and events, and to solve problems. It helps them go through a step-by-step process for making choices about good and healthy actions, and for explaining why they picked a certain option. Before applying a decision-making model, students must grasp the concepts of 'problem', 'choices', and 'decisions'. Younger students might struggle with identifying the problem in a decision-making scenario, so this step should be given ample time for discussion. It's important to explain to students that they make decisions every day by considering the choices available to them. Decision-making models provide a framework for students to contemplate and explore various alternatives before settling on a decision. The

strategy emphasizes the importance of considering choices and selecting the best option available in a given situation.

## **7. Role Play**

Role play is a method that helps develop interpersonal skills, including assertive communication and negotiation across various situations. It also fosters empathy and understanding by allowing individuals to step into different roles. This approach is highly effective in preparing for real-life scenarios. Regular practice of role-play is essential, and a supportive learning environment is crucial. Key guidelines for role play include:

1. Each person speaks one at a time.
2. All responses and emotions are respected.
3. Participants are free to share their views or pass.
4. It's common to use character names instead of real names.

Role play requires students to have a clear understanding of their assigned roles. It's important for students to know the objectives of the role play to perform it effectively and creatively. Teachers should encourage students to embody their roles in a way that inspires others. If there's an audience, they should be prepared by being assigned specific roles to engage them actively. Audience members can also contribute by understanding the characters' emotions, commenting on the actions' appropriateness, and offering feedback. Before engaging in a role, it's crucial to design the role-play in a way that promotes positive behaviour. Teachers should adopt a firm yet supportive stance in this role. Setting the scene by selecting a relevant scenario or allowing students to choose their own is important. It's essential to avoid extreme stereotypes and prevent the issues from becoming exaggerated.

In the role-play, it's crucial that the assigned roles don't cause any stress among the students, as this can lead to a decrease in their learning. This is why teachers allocate ample time for role preparation before the actual performance. If any students feel uneasy with their assigned roles, they should be allowed to step back. These students can then take on the role of observers. To kick off the role-play, students should aim to keep the activity short (usually a few minutes is enough). Should the role-play start to go off track, it should be halted, discussed, and then refocused. If any students become upset, they should switch roles to



argue the other side, which could foster understanding and empathy towards differing perspectives. It's important to periodically remove students from their roles (this can be achieved by taking away props, costumes, or names), and to encourage students to direct the role-play themselves. Comments should be made at the conclusion of each scenario, without passing judgment on the students' actions. Instead, the focus should be on exploring alternative actions and the potential outcomes of those actions.

2. Tell students to chat with a buddy or everyone in class about what they think the big ideas of the story might be. Make sure this chat before reading is short and interesting to keep everyone hooked on the story that follows. What do you think the story is about? Is it made up or based on real stuff? Does the title give you any clues about what the story is about?

3. Welcome all suggestions and encourage students to check if their predictions align with the story. Offer necessary background information to enhance students' comprehension of the narrative before diving into the reading.

4. Check out the story, get students involved, guess what's coming up, look for hints in pictures, and find out more details. What do your think's going to happen next? Why do you think it happened that way? What have you learned from this part of the story? What feelings are the characters going through?5. Talk about what you learned from the text. Ask questions like: Why do you think this story was picked? What main points did you take away from it?

6. Give students chances to show what they've got by doing different things like drawing, making a cartoon strip, jotting down key points, chatting with a buddy, performing scenes from the story, telling the story in their own way, or coming up with new twists on the story.

### **8. Shark and Dolphin Game**

In this activity, students are divided into two groups: dolphins and sharks. Sharks symbolize unhelpful thoughts, while dolphins represent beneficial thoughts. However, both groups are guided to find solutions to problems. Shark thoughts might be about feeling good or solving issues, while dolphin thoughts focus on being positive, helpful, and optimistic. The shark

group might use phrases like 'I feel proud that I tried.' The dolphin group might use phrases like 'Positive and helpful thinking' and 'Negative and pessimistic thinking.'

### **9. Tic Tac Toe**

In this game, students line up in a circle on the floor. The teacher gives a ball or something soft to one student. 2. The group then starts slowly and steadily saying 'Tic tac toe. Tic tac toe. Where will the ball stop? No one knows.' The ball is then passed around quickly among the students in the circle, and it stops when the chant is done. The student who's holding the ball at that point gets asked by the teacher. 3. The teacher keeps playing the game until not many students answer the question.

### **10. Puppet Role-Play**

Students are encouraged to use puppets (either homemade or purchased) to portray different situations. This activity can be done in a home setting, as a more formal group exercise, or one that is demonstrated by the teacher. The children will use spoken language to act out the scenarios. Crafting dialogue ideas. It's an effective method for addressing societal issues through social media. This approach is based on modelling, allowing educators to shape student behaviour as they see fit.

### **11. Pop stick game**

This game is all about projects and is mainly for math or matching games. Kids also like to make their own home decor stuff with it. They draw a happy face on one end of a pop stick and a sad face on the other. Then, they think about a statement and share what they think, using a happy face to show they agree and a sad face to show they disagree. Another way to play is by using a printed guide, where students stick a happy face card on one end of the pop stick and a sad face card on the other.

### **12. Thumbs up thumbs down**

This game has various names like seven up, heads up, thumbs up. It's utilized in elementary schools as well as in higher education, promoting listening skills and encouraging students to engage with each other through this game. Students can use a thumb up gesture to indicate agreement, a thumb down gesture to indicate disagreement, and a flat palm gesture.

### **Training Centre's**

Training is a process of enlightening, inspiring, and structuring that a mentor uses to guide a student towards understanding the realities of their situation and to assist the student in reaching their desired objectives. Myles Downey describes training as the craft and method of motivating, energizing, and supporting the learner's performance. The term 'training' is utilized in numerous contexts to describe various types of relationships. A training relationship can often overlap with a mentoring relationship. Training involves instruction and guidance, with a focus on unlocking an individual's potential to enhance their performance. The primary goal of a training relationship is to improve performance and skill development. Training encourages and motivates individuals to take charge of their growth, set objectives, take action, and evolve. Training also serves as counselling to identify and address challenges and obstacles. As instruction, training aims to develop specific skills in students. As a mentorship, students collaborate with an expert, benefiting from their knowledge and experience. The success of training stories often hinges on three key elements: questioning, listening, and observing. Training engages in cross-questioning with students, emphasizing questions that are crucial for exam performance. Training primarily focuses on the individual student and their needs. That's why mentors listen attentively to what students say. However, in a school setting, teachers may not have the capacity to provide individual attention. Training places emphasis on the person rather than the subject. It helps identify students' specific goals and organizes them to achieve these goals. Training is about building on individual personal skills, starting with setting goals. Training can be applied to various areas, including motivating students, solving problems, and facilitating student development. It concentrates on what the students want, their goals, and how they can achieve them.

### **Coaching as a Tool:**

The term "coaching" is typically associated with private educational institutions that operate alongside traditional schools. It comes into play when a student faces difficulties in grasping a subject during a specific period. It's crucial to consider tutoring that can simplify and clarify the subject matter for the student. Students who receive instruction from a skilled tutor often

develop a strong sense of self-worth and confidence in achieving their goals. Coaching motivates students to expand their knowledge and skills through consistent attendance at classes and to deepen their understanding of specific subjects. Tutoring centers offer significant benefits to students, providing them with necessary materials and guidance on key topics. Coaching employs efficient methods for solving numerical and analytical problems. Institutions that offer coaching use various teaching strategies to cater to different learning styles in the classroom. They do not pressure students into learning under stress.

### **Conclusion**

To sum it up, how well teachers do their jobs really matters a lot when it comes to learning. When teachers are great at what they do, it gets students excited to learn on their own. Teachers who are pumped-up get students to get creative and dig into their inner skills. On the whole, the top-notch teachers know how to make complex topics easy to grasp. Students really like when teachers make learning interesting in class. Schools and teachers have the power to shape how much and how well students learn. What teachers think, do, and feel is key to making learning better. All these things link to how teachers handle everyday teaching issues. Teachers are in charge of stuff like motivation, grades, and behaviour. To hit their targets, schools need to plan teaching in advance, use the right stuff, explain what they want to achieve, keep things moving fast, check work often, mix up teaching methods, and use every class minute wisely. They need to have clear plans on how to teach and make students believe in their own potential to do well. In short, teaching is complex and depends on many things about the teacher and other factors that impact how well students do. But, from what we've found, there's no denying that teachers play a big part in how much students learn.

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