



Teaching Effectiveness among Secondary School Teachers of CBSE and ICSE Board: A Comparative Study

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Abstract:

The educational sector, which is at the centre of national growth, relies heavily on teachers as its engine room and lifeline. The professional responsibility for carrying out educational activities rests with them. "Teaching effectiveness" refers to how well a teacher executes in relation to their pupils and how much they achieve the learning process' objective. In what amount of time can a certain subject be learned by how many students? The researcher attempted to ascertain the effectiveness of secondary school instruction among the CBSE and ICSE board instructors in this paper. Additionally, it compares the two boards' instructors' efficacy in the classroom. The descriptive survey approach has been used for this aim. For this research, a sample of 70 secondary school teachers—35 from each of the two boards—was chosen using the purposive sampling technique. Teaching Effectiveness Scale developed by Dr. Subhash Sarkar and Abhijit Deb in 2014 has been used for primary data collection. Secondary data have been collected by following different books, journals etc. Collected data were analyzed with the help of Mean, SD and t test in the SPSS version 20. It has been indicated that there is no significant difference in the teaching effectiveness of the secondary school teachers between CBSE and ICSE boards.

Keywords: Teaching Effectiveness, Learning Process, Secondary School.

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Introduction: "Teaching effectiveness is an area of research which is concerned with the attributes of teachers, classroom environment, teaching acts, and their effects on the students. One can say that teaching effectiveness is the capability of teachers to teach in such a manner that he/she gets success to bring the desirable change in the students' behaviour. It can be further explained as a product of teachers' dispositions which determines the quality of a teacher's performance. Teaching effectiveness may also be defined as a combination of cognitive and non-cognitive attributes such as academic qualification and distinctions, clarity of thought and expression, fluency, teaching strategy, charisma, and experience, and socio-personal interaction" (Kumari and Padhi, 2014). Furthermore, "teaching effectiveness is the perfection of work, level of efficiency, and productivity on the part of the teacher. It allows a teacher to mature with experience and knowledge". According to Dash and Barman (2016), learning becomes more meaningful, productive, and comprehensible when it is taught effectively.

It is a way to assess how well a teacher performs institutional and other specific obligations that are required of them due to the nature of their profession (Habib, 2017). In conclusion, behavioural, emotional, and cognitive traits of a teacher are all included in teaching success (Cheng and Tsui, 1999). The efficacy of a teacher's instruction is closely related to that of the instructor. Teachers have a crucial role in shaping students' futures, and their ability to successfully implement positive behavioural changes in their pupils is a measure of their performance as educators. It is evaluated based on the cumulative impact of an excellent instructor as well as the academic accomplishments of the pupils. A teacher's success is not limited to how well he presents the material; it also includes creating a learning environment that supports a student's overall growth in the classroom (Toor, 2014). Furthermore, a teacher's efficiency as a teacher is influenced by their morale (Devamma, 2018). It's common knowledge that good instruction produces desirable consequences. As a result, a teacher must have every attribute necessary to show good teaching.

Review of Literature:

According to Gupta, M., and Verma, G. (2021), teaching is a noble vocation, and it is the duty of educators to develop law-abiding individuals. Their responsibilities now go beyond just imparting information and skills. In the current situation, it is required of a teacher to comprehend and meet each student's unique requirements. This is only possible if an educator has a certain set of skills or attributes. These attributes, which include a kind disposition, a sense of humour, patience, timeliness, perfection, and subject-matter expertise, all contribute to an educator's effectiveness. A good teacher gives their pupils responsibility and gives them the chance to explore and discuss. To accommodate pupils' varying learning styles, an efficient teacher employs a range of instructional strategies. These characteristics have an impact on and influence a teacher's efficacy as a teacher. A teacher that is very successful in the classroom undoubtedly does their job with a great degree of efficiency.

The teaching efficacy of secondary school instructors is highlighted by **Sadhukhan, M. (2018)** in connection to gender, location, topic stream, and experience. Six hundred secondary school teachers from three West Bengal districts—Nadia, North 24 Parganas, and South 24 Parganas—were chosen as a sample for this research. The sample methodology used was the purposive random sampling method. a self-made instrument that the researcher used to assess how well secondary school instructors taught their subjects. According to this research, there are no differences in secondary school teachers' efficaciousness as instructors based on gender or subject area. However, based on prior teaching experience and the school's location, certain teachers are more or less successful.

In their 2017 research, Sagar P. and Parveen S. studied 148 instructors who were chosen at random from eight secondary schools in the Bareilly District of Uttar Pradesh. Using a self-made teaching effectiveness measure, the data was gathered. There are 38 objects on this scale, each with six dimensions. The mean, standard deviation, and t-test were among the statistical methods used to examine the collected data. The results of the research showed a substantial disparity in the efficacy of secondary school instructors who are male and female. However, there was no discernible difference in the efficacy of instruction between male and female CBSE Board and UP Board instructors and female teachers of both boards in secondary schools.

Research Gap and Statement of the Problem: Reviewing the related literature it has come to notice that many studies have been conducted on the teaching effectiveness of secondary school teachers. Different theoretical perspectives have also been laid down. But there is no studies conducted to make comparison of the teaching effectiveness between CBSE and ICSE boards school teachers. Therefore the problem stated here is

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Objectives: The present study has been carried out with the following objectives-

1. To find out the teaching effectiveness among the teachers of CBSE schools at Secondary level.
2. To assess the teaching effectiveness among the teachers of ICSE schools at Secondary level.
3. To make a comparison of teaching effectiveness between the CBSE and ICSE school teachers at secondary level.

Methodology: Descriptive survey method has been applied to meet up the objectives of the study.

Sample: The present study has been conducted on 70 school teachers at secondary level. The sample are from both the CBSE (Griffins International School) and ICSE (Vidyasagar Shishu Niketan) schools.

Variables of the Study:

Independent Variable: Gender, Teaching Experience

Dependent Variable: Teaching Effectiveness

Tools: Teaching Effectiveness Scale developed by Dr. Subhash Sarkar and Abhijit Deb in 2014 has been used for primary data collection. Secondary data have been collected by following different books, journals etc.

Statistical Techniques: Collected data were analyzed with the help of Mean, SD and t test in the SPSS version 20.

Data Analysis and Interpretation:

Table 1-Descriptive Statistics of the Teaching Effectiveness if ICSE school Teachers

Parameters	Values
N	35
Minimum	145
Maximum	196
Mean	169.71
Median	171
SD	12.78
SEM	2.16
Skewness	-0.04
Kurtosis	2.87

The descriptive statistics of secondary level ICSE school teachers' efficacy as teachers are shown in the above table. The preceding table makes it clear that, with a minimum of 145 and a maximum of 196, the mean value of teaching effectiveness is 169.71. 12.78 is the obtained SD value. 2.16 is the SEM. It is evident that the mean value is greater than the midpoint, indicating that secondary ICSE school instructors are highly successful teachers.

Table 2- Mean, SD and t values of Teaching Effectiveness of ICSE school teachers based on Gender and Teaching Experience

Groups	Sub Groups	N	Mean	SD	t
Gender	Male	14	165.42	13.04	1.66
	Female	21	172.57	12.07	
Teaching Experience	0-5 years	10	170.7	13.98	0.33
	Above 5 years	25	169.08	12.61	

The mean, sd, and t value based on the sub samples are shown in the above table. The ICSE School's male teachers' mean teaching efficiency score is 165.42, with a standard deviation of 13.04, as shown in the above table. Similarly, the ICSE school's female instructors' mean teaching efficiency score is 172.57, with a standard deviation of 12.07. At the 0.05 level of significance, the estimated t value of 1.66 is significantly smaller than the table value. It demonstrates that there is no discernible difference in the ICSE School's classroom efficacy between male and female instructors. Conversely, the mean teaching efficiency of instructors with 0–5 years of experience is 170.07, with a standard deviation of 13.98. In a similar vein, the mean (SD) of the teaching efficiency of instructors with more than five years of experience is 169.08. There is no discernible difference in the efficacy of instruction between instructors with 0–5 years of experience and those with more than 5 years of experience, as shown by the computed t value of 0.33, which is significantly smaller than the table value at the 0.05 level of significance.

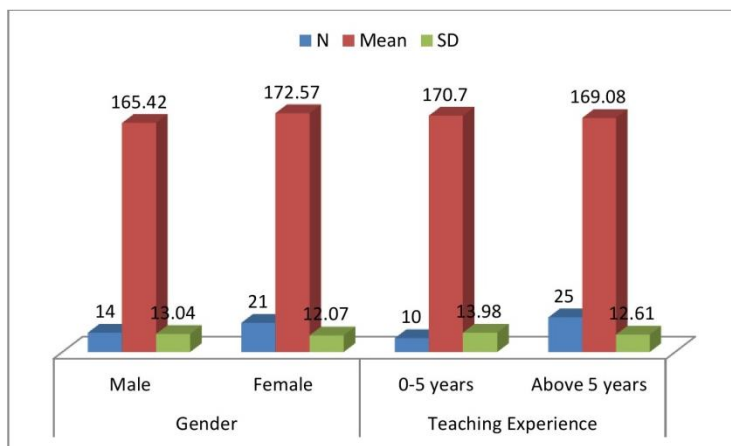


Fig. 1: Showing means, sd of teaching effectiveness among ICSE school teachers

Table 3-Descriptive Statistics of the Teaching Effectiveness if CBSE school Teachers

Parameters	Values
N	35
Minimum	133
Maximum	196
Mean	166.48
Median	169
SD	12.54
SEM	2.12
Skewness	-0.71
Kurtosis	4.79

The descriptive statistics of secondary level teachers' efficacy as teachers in CBSE schools are shown in the above table. With a minimum of 133 and a maximum of 196, the

following table clearly shows that the mean value of teaching effectiveness is 166.48. 12.54 is the obtained SD value. 2.12 is the SEM. It is evident that the secondary level instructors in CBSE schools have strong teaching effectiveness since the mean value is greater than the midpoint.

Table 4- Mean, SD and t values of Teaching Effectiveness of CBSE school teachers based on Gender and Teaching Experience

Groups	Sub Groups	N	Mean	SD	t
Gender	Male	16	161.81	13.27	2.12
	Female	19	170.42	10.70	
Teaching Experience	0-5 years	14	164.57	12.98	1.94
	Above 5 years	21	172.26	10.37	

The mean, sd, and t value based on the sub samples are shown in the above table. The aforementioned data indicates that the mean and standard deviation of the male instructors' teaching efficiency at the CBSE School are 161.81 and 13.27, respectively. Comparably, the CBSE school's female instructors' mean rating of 170.42 with a standard deviation of 10.70 indicates their level of effectiveness as teachers. At the 0.05 level of significance, the computed t value of 2.12 is greater than the value in the table. It demonstrates that there are significant differences in the efficacy of instruction between male and female instructors in CBSE schools. Conversely, the mean teaching efficiency of instructors with 0–5 years of experience is 164.57, with a standard deviation of 12.98. Comparably, the mean teaching efficiency of instructors with more than five years of experience is 172.26, with a standard deviation of 10.37. The computed t-value of 1.98, which is less than the table value at the 0.05 level of significance, indicates that there is no discernible difference in the efficacy of instruction between instructors at the CBSE school with fewer than five years of experience and those with more than five years.

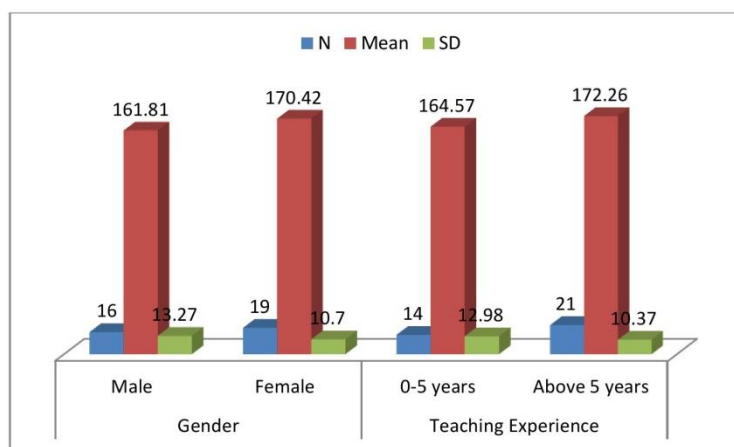


Fig. 2: showing mean and sd of teaching effectiveness among CBSE school teachers

Table 5- Difference of teaching effectiveness between ICSE and CBSE school teachers at Secondary Level.

Group	N	Mean	SD	SEM	df	t
ICSE	35	169.71	12.78	2.16	68	1.06
CBSE	35	166.48	12.54	2.11		

T tests have been used in schools to compare the efficiency of secondary education provided by ICSE and CBSE. Since the difference is not statistically significant, the derived t value of 1.06 is less than the table value at the 0.05 level of significance.

Consequently, it may be said that there is little difference between the ICSE and CBSE school instructors' efficacy as teachers.

Findings:

- In the ICSE School, there is no discernible difference in the efficacy of instruction provided by male and female instructors.
- Between instructors with 0–5 years of experience and teachers with more than 5 years of experience in an ICSE school, there is no discernible difference in their efficacy as teachers.
- There is a notable disparity in the efficacy of instruction between male and female instructors at the CBSE School.
- In the CBSE School, there is no discernible difference in the efficacy of instruction between instructors with 0–5 years of experience and those with more than 5 years.
- There is no discernible difference between the ICSE and CBSE school instructors' efficiency as teachers.

Conclusion:

An essential component of a high-quality education is effective teaching. Learning may be facilitated and enhanced by excellent instruction. When their instructor provides them with appropriate assistance, children may learn more quickly and efficiently. Therefore, successful teaching does not just need a higher degree for teachers. Teachers must to possess professional expertise. Effective teaching also requires a positive attitude towards the teaching profession and strong relationships with the students in addition to professional expertise. The results of this research suggest that the board, gender, and experience as a teacher may all be important factors in how successful secondary education is.

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