

## A Survey on the Teaching Effectiveness of Private School Teachers of CBSE and ICSE Board

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**Abstract:** Teachers are the engine room and life wire of the educational sector which is the heart of national development. The execution of educational programmes is their professional responsibility. The phrase "teaching effectiveness" refers to the impact of a teacher's performance on their pupils and the extent to which the learning process achieves its intended aim. In a certain amount of time, how many pupils are able to master a certain subject? The author of this piece sets out to compare and contrast the effectiveness of secondary school instructors who are certified by the CBSE and the ICSE boards. Additionally, it compares the two boards' instructors' pedagogical efficacy. We used a descriptive survey approach for this objective. For this research, we used a purposive selection technique to choose 80 secondary school teachers, 40 of whom came from each of the two boards. For the main data collection, Dr. Subhash Sarkar and Abhijit Deb's Teaching Effectiveness Scale from 2014 was used. Books, journals, and other secondary sources were used in order to compile this data. Mean, standard deviation, and t test in SPSS version 20 were used for data analysis. Evidence suggests that secondary school instructors from both the CBSE and ICSE boards are equally successful in the classroom.

**Key points:** Learning Process, Teaching Effectiveness, Quality, Secondary, Teaching Experience.

### **Introduction:**

Not only does a good educator always look for new ways to make their topics more engaging and relevant, but they also maintain a strong academic orientation and accomplish their pedagogical objectives via a focus on academic education. To start, these educators show their worth by often polling students for their thoughts and opinions and offering constructive criticism on how they're doing in class. (Salami, 2008) Second, in order to keep the students' attention, they employ a range of teaching methods to cover different topics. The third quality of a great educator is the confidence and high expectations they have for their students. Also, they help kids learn to control their impulses and work independently. Additionally, they are recognized as integral members of the educational process because of the many things they do, like overseeing the curriculum and fostering relationships with parents and coworkers". (Brock, ,2008) Thus, the quality of a teacher's dispositions determines the efficacy of teaching, and the teacher occupies the most prominent and esteemed position in any educational institution. A successful educator, as said before, is characterized by a well-rounded personality, admirable character, and a positive outlook on their work. They are also more mature, content with life, intelligent, and creative than their peers. To better themselves as a teacher and expand their expertise, they are always pushing themselves to study more. A good educator takes into account their pupils' emotional and mental demands in addition to their academic ones". (Chen, 2005) They consistently inspire, build self-assurance, and put students' needs first. In addition, they provide consistent criticism in an effort to improve pupils' performance in the classroom. That is why it is true that a good teacher fosters their pupils' holistic growth. In addition to displaying these traits, a dedicated educator contributes to the growth of educational institutions. Keeping to their ethical standards and taking part in seminars, conferences, and social events are other ways these educators contribute to society's improvement. Last but not

least, the efficiency of school instructors determines the quality and quantity of instruction that students get. (Khan, 2004)

### **Review of Literature:**

**Swaha Bhattacharya and Monimala Mukherjee (2011)** Teachers in Kolkata who are certified by the CBSE or the ICSE will have their perspectives on school atmosphere and employee engagement surveyed for this research. Consequently, this study drew a sample of 80 educators, with 40 instructors representing the CBSE board and 40 the ICSE board. After receiving the appropriate instructions, they were given the General Information Schedule, the Perceived School Climate Questionnaire, and the Perceived Job Involvement Questionnaire. The results showed that ICSE teachers had a more positive impression of school atmosphere than CBSE instructors did. Job participation is no different. In addition to this, both the perceived school atmosphere and job participation improve with increasing service time. The results suggest that, compared to the current state of affairs, school atmosphere may be improved and teacher work participation increased.

**Ms. Gunjan Verma and Dr. Madhu Gupta (2021)** Teachers' attitudes, their actions in the classroom, and the conditions in which their pupils learn are crucial to the study of successful teaching. The emotional (friendly, warm, compassionate), cognitive (utilising creative teaching strategies, topic knowledge), and behavioural competence (patience, punctuality, attentiveness) of a teacher determine this. An excellent teacher has these attributes. The student and the educational institution are connected via a good instructor. He or she may maximise the potential of each student by the application of their teaching abilities, which in turn benefits the school as a whole. Improving the quality of education is another important goal of assessing teachers' performance in the classroom. Periodic feedback also helps in identifying areas of instruction that need improvement and developing strategies to address them. A teacher's ability to influence their students' learning depends on a number of internal and external variables. Teaching effectiveness, in a nutshell, is the study of how well teachers do their jobs, both in terms of their professional and personal competency. Models for evaluating the efficacy of instruction are also detailed in this work. The study also includes recommendations on how to make the lessons more effective.

A total of 148 educators from 8 different secondary schools in Uttar Pradesh's Bareilly District were the subjects of a (2017) research by Sagar. P. and Parveen. S. A self-designed teaching effectiveness measure was used to gather the data. There are 38 entries on this 6-dimensional scale. Statistical methods including the t-test, standard deviation, and mean were used to examine the collected data. The results showed that secondary school male and female instructors are significantly different in their ability to educate their students. However, secondary school teachers from the CBSE Board and the UP Board, as well as teachers from the CBSE Board and the UP Board, did not vary significantly in terms of their efficacy as educators.

### **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 “**A Survey on the Teaching Effectiveness of Private School Teachers of CBSE and ICSE Board**”

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

- To find out the teaching effectiveness among the teachers of CBSE schools at Secondary level.
- To assess the teaching effectiveness among the teachers of ICSE schools at Secondary level.
- 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 80 school teachers at secondary level. The sample is from both the CBSE and ICSE 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 among ICSE school Teachers.*

Parameters	Values
N	40
Minimum	135
Maximum	192
Mean	168.24
Median	169
SD	13.24
SEM	2.16
Skewness	-0.04
Kurtosis	2.87

Teachers' descriptive data on their efficacy in the classroom at the secondary level in ICSE schools are shown in the table above. Teaching effectiveness ranges from a minimum of 135 to a high of 192, as seen in the table above, with a mean value of 168.24. A standard deviation of 13.24 was found. A standard error of 2.16 is recorded. Since the mean is greater than the median, we may conclude that secondary school instructors at ICSE schools are very competent educators.

*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	19	165.42	13.04	1.80
	Female	21	172.57	12.07	
Teaching Experience	0-5 years	15	170.7	13.98	0.37
	Above 5 years	25	169.08	12.61	

The above table shows the mean, sd and t value based on the sub samples. From the table above we can see that the mean value of the teaching effectiveness of the male teachers in the ICSE School is 165.42 and SD is 13.04. Similarly the mean value of the teaching effectiveness of the female teachers in the ICSE School is 172.57 and the SD is 12.07. The calculated t value is 1.80 which is much less than the table value at 0.05 level of significance. It proves that there exists no significant difference in the teaching effectiveness between male and female teachers in the ICSE School. On the other hand the mean value of the teachings effectiveness of the teachers who have teaching experience of 0-5 years is 170.07 and SD is 13.98. Similarly the mean value of teaching effectiveness of the teachers who have above 5years experience is 169.08 and the SD is 12.61. The calculated t value is 0.37 which is much less than the table value at 0.05 level of significance which proves that there is no significant difference of teaching effectiveness between the teachers who have 0-5 years experience and the teachers who have above 5 years experience.

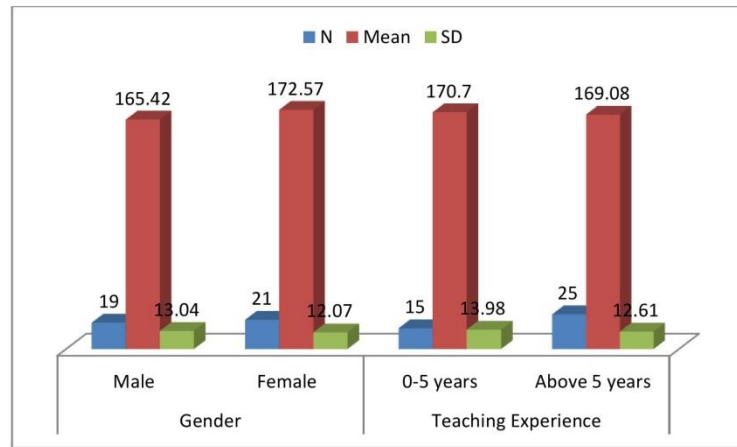


Fig.1: Showing means, sd of teaching effectiveness among ICSE school teachers

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

Parameters	Values
N	40
Minimum	138
Maximum	186
Mean	162.24
Median	163
SD	13.82
SEM	2.12
Skewness	-0.71
Kurtosis	4.79

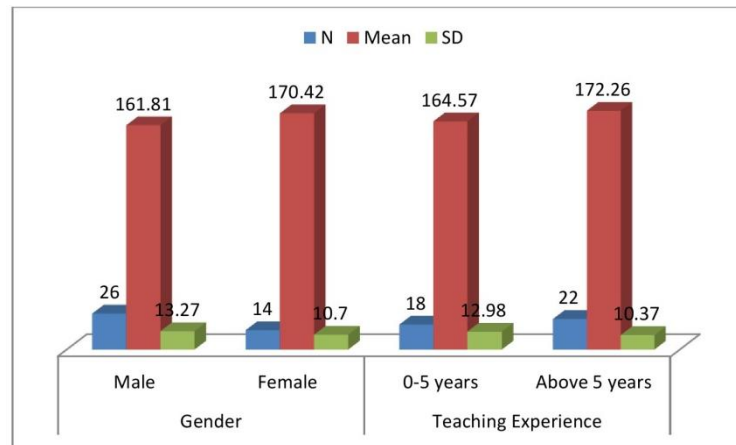
The descriptive statistics on the efficacy of secondary school teachers in CBSE schools are shown in the table above. Based on the data shown in the table, we can deduce that the average teaching efficiency is 166.48, with a range of 138 to 186. We got an SD value of 13.82. About 2.12 is the SEM. The fact that the mean is greater than the median indicates that secondary school teachers in CBSE schools are very effective educators.

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	26	161.81	13.27	2.08
	Female	14	170.42	10.70	
Teaching Experience	0-5 years	18	164.57	12.98	2.08
	Above 5 years	22	172.26	10.37	

The above table shows the mean, sd and t value based on the sub samples. From the table above we can see that the mean value of the teaching effectiveness of the male teachers in the CBSE School is 161.81 and SD is 13.27. Similarly the mean value of the teaching effectiveness of the female teachers in the CBSE School is 170.42 and the SD is 10.70. The calculated t value is 2.08 which is higher than the table value at 0.05 level of significance. It proves that there exists significant difference in the teaching effectiveness between male and female teachers in the CBSE School. On the other hand the mean value of the teaching effectiveness of the teachers who have teaching experience of 0-5 years is 164.57 and SD is 12.98. Similarly the mean value of teaching effectiveness of the teachers who have above 5years experience is 172.26 and the SD is 10.37. The calculated t value is 2.08 which is higher than the table value at 0.05 level of significance which

proves that there is significant difference of teaching effectiveness between the teachers who have 0-5 years experience and the teachers who have above 5 years experience in the CBSE school.



*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	df	t
ICSE	40	168.24	13.24	78	1.98
CBSE	40	162.24	13.82		

We used a t-test to compare the ICSE and CBSE secondary school systems' pedagogical efficacy. There is no statistically significant difference between the table value and the actual t value of 1.98 at the 0.05 level of significance. Given this similarity, it follows that ICSE and CBSE school instructors are equally successful in the classroom.

### Findings:

- There exists no significant difference in the teaching effectiveness between male and female teachers in the ICSE school
- There is no significant difference of teaching effectiveness between the teachers who have 0-5 years experience and the teachers who have above 5 years experience in the ICSE School.
- There exists significant difference in the teaching effectiveness between male and female teachers in the CBSE school
- There is significant difference of teaching effectiveness between the teachers who have 0-5 years experience and the teachers who have above 5 years experience in the CBSE School.
- The teaching effectiveness of the ICSE School teachers does not differ significantly from the CBSE school teachers.

**Conclusion:** One measure of a good education is how effective the teachers are. Lessons that are well-taught may facilitate more efficient and effective learning. With the right kind of direction from their instructor, pupils may learn much more efficiently. Therefore, it is not required for a teacher to have a higher certification in order to be a successful teacher. Instructors need to be competent in their fields. Having a positive approach towards teaching and building rapport with students are just as crucial as having the necessary professional skills to be a good educator. This research suggests that gender, teaching experience, and the board may all have significant roles to play in determining the efficacy of secondary school instruction.

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