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An evaluation of effectiveness in teaching: A case study

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Abstract

In the Present education scenario, teaching plays a vital role in bringing change in knowledge, Skill and attitude of the Agriculture graduates. The effective teaching would bring positive impact on performance of the Agricultural organizations, University graduates academics, and implementation of social programs related to agriculture development. Hence teaching and learning Skills of teachers can be evaluated based on the effectiveness in teaching via influence/impact on students at university is an indispensable factor in upholding the quality of the teaching for academic courses for this purpose evaluation case study was conducted at University of Agricultural and Horticultural Sciences, Shivamogga to evaluate the effectiveness in teaching of Assistant professors to influence the students learning and achievement of their goals. The newly recruited 102 Assistant Professors would constitute the sample size of the study. The six teaching-learning related indicators were identified to evaluation of them such as (a) Subject matter selection/relevance, (b) Organization of the matter, (c) Clarity of the subject matter, (d) Questioning skill of the teacher, (e) Eye to eye contact and (f) style or way of presentation. The questionnaires were developed to collect the data. The evaluation tools were used along with questionnaires were *viz.*, Class room observations by the experienced experts, opinions by the fellow participant teachers and by self-evaluation. The data was collected by the concerned respondents and analyzed with the help of statistical tools. The overall results revealed that a majority (99.00%) of the newly recruited assistant professors were belonged to masters in agriculture and doctorate in agriculture disciplines hence this fraternity thought the farm science subjects they are well trained and student learning process is mainly teacher centered so they shown great teaching effectiveness to influence the student to achieve the students' goals through pursue higher education and getting better jobs.

Keywords: Education, questionnaire, effectiveness in teaching, job and teaching skills

Introduction

The effective teaching helps students to excel in their academics to achieve their personal and academic goals. The effective teachers can only influence the students. The word professors are slightly differing with teachers in only the stage at they teach not with their duties or functions. Teachers are who teaches at schools and professor who teaches at degree colleges. The function of the teachers remains same. Hence the professor one who is positive person should be perfection in his profession with passion and power in his presentation of the points to produce a good product.

The huge shortfall of competent teachers across the globe is continuously affecting the quality of teaching services. The developing countries like India school/college education is expanding in an extraordinary manner its leads to demanding quality teachers. It's very common that programs regarding the teacher education is emphasized.

It has become domineering that the exertion and possessions organized towards quality education to the teachers are essence and more relevant in particular India like country circumstances and The cooperative efforts are much more required to impart the quality in education through quality teachers and meet out the effective teacher shortage, it is vital to inspect the essential of the issue that is, the plan of work/sequence of teacher preparation and exercise being provided. The identification of the educators as well upliftment of our rural schools (Chavan Rajendra L. 2014) [8].

The author is comparing the effort of the teacher to maintenance of the garden by gardener or good farmer one who is cultivating crops and feeding to the world population patiently with huge knowledge of season and crop life cycle to produce the good produce. The educator/professor should have the knowledge on status of also need the knowledge of the pupil/apprentices. As the effort of the farmer to confirm that the all the crop plants in the field are growing and getting sufficient nutrients equally and harvest the good produce out of his crop and piece of land.

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The unbiased goal of the professor is to confirm that all the listeners/pupils/students under his supervision and responsibility uplift into joyful and well characteristic individuals and the teacher when himself knows about the learner's behavior in social life.

This awareness is provided to the teacher/professor by teacher effectiveness. Teachers/professors are the assets for a nation. They can contribute in the social upliftment of the society. They can enhance the kids' physical, emotional, and social well-being. Educators are not born, they are made. With the use of cutting-edge instructional technology, they receive training to acquire the principles of teaching techniques so that, upon completion of their program, they may effectively instruct society's youth. Therefore, it is crucial that educators possess high levels of professors Efficiency. (Zakkula and Vijaya Vardhini, 2022) [28]. With all these backgrounds there is a need to study the Teacher Effectiveness the teachers who are being groomed to be the future nation builders.

The efficiency of the teacher accounts for 5–15% of the learning process for the students. Both the caliber of instruction and the abilities of teachers are considered aspects of teaching success. It calls on educators to have an evaluative mindset in order to continuously improve their practices. Indicators of learning and wellbeing, growth-focused assessments of teaching practice, and a supportive school climate all contribute to the success of instruction. Raising the bar for instruction and student results is made possible by an educational culture that supports and fosters the ongoing professional development of professors. Improving teaching is not an end in itself. It is directed at improving outcomes for students. This focus is a call for everything that teachers do, and that is done to support them, to be linked to increasing the positive impact of teaching on students. To improve student learning, you do not change the structure. You change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of what kind of instructional practice they wish to produce, and then design a structure to go with it.

The hard work is key to success therefore the good teacher will sow the good seeds through his learners to become good human beings in social life. These include having a thorough understanding of the subject matter, preparing, recognizing individual student variations in the classroom, utilizing classroom instructional tactics, and assessing students' comprehension and performance with learning outcomes. They also include the capacity for reflection, teamwork, and continuous professional growth on the part of educators.

Material and Methods

A case study was conducted at the University of Agricultural and Horticultural Sciences, Shivamogga of Karnataka state to evaluate the effectiveness in teaching of Assistant professors in influencing the students' learning and achievement of their goals. The newly recruited 102 Assistant Professors would constitute the sample size of the study. The six teaching-learning related indicators were identified to evaluation of them such as (a) Subject matter selection/relevance, (b) Organization of the matter, (c) Clarity of the subject matter, (d) Questioning skill of the teacher, (e) Eye to eye contact and (f) style or way of presentation. The questionnaires were developed to collect the data. The evaluation tools were used along with questionnaires were *viz.*, Class room observations by the experienced experts, opinions by the fellow participant teachers and by self-evaluation. The data was collected by the

concerned respondents and analyzed with the help of statistical tools. This qualitative, straightforward sociological study set out to understand the attitudes, perceptions, and points of view of 102 assistant professors at Agriculture University with regard to the effectiveness of their instruction and its influence on student accomplishment. The stranded theory's theoretical aim served as the foundation for the data analysis. Carried out the strategy of depending on fictitious schemes (Creswell, 2013) [9]. The study topics, literature review, and new propositions all took into account the theoretical propositions data analysis technique. These claims influenced the way that data was gathered and determined the order of importance for the analysis. Data on teacher effectiveness was gathered through focus group interviews, classroom observations, and one-on-one conversations. Before breaking it down into pieces, I read the focus group and individual transcripts multiple times to become fully immersed in the intricacies and to gain a sense of the overall. Both the field and analytic stages involved the usage of memos. These memoranda included recommendations, hints, and indications that would be incorporated into the draft sets of interpretation. Coding and categorizing the data was the next stage. Themes, also known as categories, are large informational units made up of codes that were combined to form a single, shared concept. The data interpretation process was the next stage. Interpretation, according to Lincoln and Guba (1985) [23], is the process of making sense of the facts in terms of lessons learnt.

In order to investigate the views, sentiments, and ideas of 102 assistant professors regarding the impact of teacher effectiveness on student accomplishment, a case study approach was determined to be the most suitable. Accurate data collection, analysis, and reporting are the aims of the study design. The steps listed below were taken into account for the study's analytical approach.

Research Questions

Research Question 1: How do real/qualified professor select the subject matter suitability and content of the teaching to inspire to achieve the goals by students?

Research Question 2: How do active instructors organize their lecture to stimulus the student to listen and learn the complex things.

Research Question 3: Capacity of the teacher to provide best clarity on the lecture given in class room.

Research Question4: How do effective questioning skill of the teacher support the students learning.

Research Question 5: How do effective teacher has eye to eye contact with all the students listening his lecture.

Research Question 6: How do effective teacher adopted the style of the teaching to influence the student achievement?

Procedure for evaluation

1. All 102 assistant professors signed the permission form prior to conducting research.
2. The data recorded from the participants in specific discussions, points/notes made in classroom and group discussion interviews.
3. The observations in the classroom are arranged properly

with the assistant professors.

4. The video recording facility is made to record the video of teaching by each assistant professor to aid to evaluation process afterwards.
5. The questionnaire is prepared well in advance in semi-structured format to use in personal talk/inner view.
6. In this context we prepared the score card with all above points to measure the effectiveness in educating activity by the assistant professors.
7. There were seven members of the team to evaluate each teacher teaching process for 15 min.

Data Collection

1. The researcher scheduled a meeting with the teacher participants at their seminar hall in order to gather data from each unique teaching procedure.
2. The instructor participants were advised beforehand that the evaluation would take around thirty minutes.
3. The instructor participants were also made aware of the existence of a score card and a series of semi-structured evaluation questions.
4. The seminar hall served as the venue for the individual instructor assessments. A video recording of each individual evaluation was made.
5. Watch each video again for yourself to assess its efficacy in influencing the students' academic performance.
6. Gather information from the additional assessors as well.
7. Gathered and tallied the data using the aforementioned questionnaire.
8. An open-ended, semi-structured evaluation method was used for the study, allowing each participant to completely explain their own unique experiences. According to Creswell (2013) [9], the examination ought to be conducted using a video tape.

Results and Discussion

According to Parikh (2017) [44], research has focused on the teacher-student relationship for over two millennia, dating back to the time of the Upanishads, Plato, Socrates, Confucius, and other figures. They stressed the acquisition of knowledge through discussion and laid the foundation for many of the philosophical criteria for instruction. Ned Flanders made some of the first attempts in modern times to investigate interactions in the classroom. He created the Flanders Interaction Analysis (FIA) system of interaction analysis in the late 1950s in order to examine teacher-student verbal behavior and classroom interactions. It became well-known and continues to be important for mapping verbal interactions between students and staff during instruction in the classroom.

Table 1 and Graph 1 and Graph 7 are showing the various frequencies of the teachers scored for various indicators which were categorized as Very good, Good, Medium, Below medium and Bad in all indicator's aspects. Regarding the subject matter suitability the result shown that the Good (33) and medium (33) are recorded higher followed by very good indicator (27) and Bad in subject matter suitability was zero. The knowledge that an educator imparts to his pupils need to be current and aligned with the most recent scientific discoveries in the discipline. After graduation, the person's professional progress typically comes to an end. This is not the right strategy. Information must be updated due to the speed at which it is produced (Davut Hotaman, 2010) [11]. No matter how skilled he is in the subject, a teacher cannot

succeed if he is unable to communicate his knowledge to his students. As a result, the instructor must possess instructional abilities. Teachers must understand the material they are teaching because doing so indicates that they can grasp the key ideas and impart them to their students, as well as rectify any misconceptions about the subject matter. This entire process is dependent on the teachers' comprehension of the subject matter. A teacher that is proficient in the subject matter will be able to help their students think clearly and teach and explain the material effectively. Sometimes students come across intellectual ideas that are too complex for them to understand; in these cases, a teacher's assistance would be necessary to clarify or provide alternate explanations. Teachers' ability to answer effectively to queries from students is influenced by their knowledge and comprehension of the topic matter (Wilson and Wineburg, 1988) [39].

Regarding the second indicator organization (Table 1 and Graph 2 and Graph 7) of the lecture or subject to teach to the students. The Good organization was recorded highest frequency (33) followed by medium organization frequency (29) its followed by below medium (22) and the only eleven members were grouped under very good organization and only 5 members were recorded under bad organization of the teaching. According to Clifford (1997) [45], a teacher must have several fundamental attributes in order to teach effectively, including "expertise on the subject matter, motivating for learning, awareness of student differences, planning the teaching process, knowing and using teaching-learning strategies, designing learning environment, effective communication and objective evaluation". Heck (2008) [15] asserts that an educator's preparation and expertise-knowing the material to be taught to students and how it should be distributed in a productive classroom-are what define great teaching. There is little doubt that a teacher's efficacy is correlated with their personal attributes. According to McBer (2000) [25], one of the factors that considers what an educator must bring or contribute is professional quality and teaching techniques. While teaching techniques can be acquired, refined, or developed over time, the development of long-lasting professional behaviours is mostly dependent on an individual's character.

The third indicator or observation is clarity (Table 1 and Graph 3 and Graph 7) of the teaching/lecture was recorded highest in good parameter (40) followed by 30 members out of 102 recorded under medium parameter. 23 members were grouped under the below medium clarity and only 11 members were recorded very good clarity in teaching and very few 6 members were grouped together under bad clarity parameter. The manner in which educators explain concepts to students by descriptions, examples, and explanations (Bush, Kennedy, & Cruickshank, 1978) [20]. Pupils can reliably discriminate between clear and ambiguous instruction, and their assessments of the teacher are strongly connected with their overall ratings (Steve Benton and Dan Li., 2021) [37]. Pupils relate instructor clarity to being prepared for class, clearly outlining the objectives and expectations, and making efficient use of the allotted time (BrckaLorenz, Cole, Kinzie, & Ribera, 2012) [4]. Students can get the desired learning goals when teachers are clear with them (Beleche, Fairris, & Marks, 2012; Finn & Schordt, 2012) [12, 13].

The fourth indicator is questioning skill (Table 1 and Graph 4 and Graph 7) the good category recorded highest with 32 members followed by medium parameter recorded 31 and below medium 23 very few(6) grouped into very good

category. Only ten members were recorded under bad questioning skill category. In any investigation or reporting always in journalism the phrase used the "Five Ws and H" research as well as in any rudimentary examination or questioning of the evidence. The Five Ws (and one H) maxim states that any examination of fundamental facts and data is only comprehensive if we are able to respond to a set of six questions, each of which includes an interrogative term: Who, What, Where, When, Why, & How. Teachers who ask insightful questions help their students comprehend the material covered in class, spark their imagination, pique their curiosity, and inspire them to learn more. As per several studies (Muth & Alverman, 1992; Orlich, Harder, Callahan, Kauchak, & Gibson, 1994; Ornstein, 1995; Hussin, H., 2006) [29, 31, 32, 16], questioning can improve students' critical thinking skills when done well. In turn, this enhances students' inquiry by presenting questions, revealing inconsistencies, and helping them discover new information.

Fifth measuring or teaching indicator is eye contact (Table 1 and Graph 5 and Graph 7) with the learner's the highest frequency (32) had good eye contact and followed by medium group (31) the below medium category recorded 16 members and few are grouped under very good (6) eye to eye contact with students finally only one faculty had bad eye contact. According to Khan & Akbar (2000) [21], making eye contact is possibly the most effective form of communication during the teaching and learning process. Extended eye contact is linked to student participation, positive emotions, and trust. The majority of educators are already aware of how crucial it is to look at their pupils, yet some choose not to make eye contact with them during the teaching and learning process, which leads to kids nodding off in class. Maintaining eye contact helps a class stay attentive. Teachers at all levels of instruction should be proficient in nonverbal communication. Nonverbal communication should be introduced to teachers at all levels, and the skills they acquire should be incorporated into their instructional practices. Making eye contact with students is crucial for effective teaching and learning, as well as for inspiring them (Nasrullah Khan *et al.*, 2016) [30]. Miller (2005) [26] also notes that when students are merely bored or uninterested in the material, they will not make eye contact. The majority of respondents concurred that making eye contact with teachers does contribute to their improved and refined attitude toward their professional responsibilities.

The last and sixth indicator used in the study was the style (Table 1 and Graph 6 and Graph 7) of the teaching fifty-one members had good style of the teaching as per the scores followed by thirty-five members are grouped under medium style. Nine were under below medium, two teachers are recorded under bad in teaching style. Only five members are recorded the very good teaching style to reach the effective teaching to influence the student achievements. Educating methods refer to "a teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching, and, besides differing from individual to individual, may sometimes differ between different groups, for example schools" (Sternberg, 1997) [35]. According to Grasha and Hicks (2000) [14], a key component of lessons is the efficacy of the teaching methods. Teaching style is a multifaceted phenomenon that sheds light on how educators carry out their classroom duties, supervise pupils, and impart knowledge (Sheikh & Mahmood, 2014) [34]. Teaching styles are defined by Brown (2001) [5] as the individual behaviours of teachers used to impart knowledge. Sun & Wang (2007)

classify teaching philosophies as authoritarian, democratic, and laissez-faire. Teachers are more competent, productive, and comfortable when they have the right workspace (Ijaduola, 2007; Ijaduola, 2010; Ijaduola, 2011) [17-19]. According to Ahmed *et al.* 2020 [33], students should receive training to maximize the benefits of their professors' pedagogical approaches. The teaching philosophies of instructors were outlined by Grasha as Formal Authority, Expert, Facilitator, Personal Model, and Delegator. The teaching philosophies of formal authority, expert, facilitator, delegator, and personal model were all assessed by Grasha (1994) [42]. Style is used to express a unique quality, shape an activity, or provide direction after some time and is inextricably linked to the possibilities of refinement (Bhawna and Nidhi Agarwal., 2017) [3]. According to Sternberg and Grigorenko (1995, 2001) [36], teaching styles are crucial for both good teaching and learning, and having a variety of styles allows for more effective instruction (Joyce & Hodges, 1966) [43].

Table 2 and Graph 8 showing the percent of the assistant professors scored for various teaching indicators or observations like Subject matter suitability, Organization of the teaching, Clarity of the lecture, Questioning skill, Eye contact and Style of the presentation in class room respective indicators.

It's important to remember that student feedback on teaching and learning will lay a substantial foundation for improvements to educational institutions. Teachers at all levels concur that interactions with faculty have a positive impact on a student's intellectual and academic development. These interactions are also important for college students' learning and self-improvement because they encourage intellectual work, help students master knowledge and skills, and help them make connections between their plans and their studies.

A range of tools, teaching techniques, and instructional preparation tasks were discovered to be typical in the toolkits of successful educators: Their standards for student learning were very high. They imparted precise and targeted teaching. They kept a careful eye on how well the students were learning. When kids didn't learn, they retaught using different methods. To encourage learning, they employed rewards and incentives. They carried out their classroom duties with extreme efficiency. They established and upheld strict rules on classroom conduct. They continued to have wonderful one-on-one conversations with their pupils. Carter (2003) [6] carried out research to identify the traits that all successful teachers shared. The most often referenced themes were as follows: Great teachers were (a) adaptable, (b) very organized, (c) enjoyed dealing with kids, and (d) held high standards for each and every student. According to Stronge (2007) [46], successful educators mentored novice educators, headed committees, and shared their ideas. Furthermore, creative educational change was pioneered by very effective instructors. Moreover, grit was characterized as possessed by successful educators. Not only do hardworking people show up for work, but they also create long-term objectives and work toward achieving them, even in the absence of encouraging feedback. Good lecturers clearly conveyed the material they were teaching. Great teachers were (a) adaptable, (b) very organized, (c) enjoyed dealing with kids, and (d) held high standards for each and every student. According to Stronge (2007) [46], successful educators mentored novice educators, headed committees, and shared

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The following standards must be kept in mind while calculating the Intelligent Quotient and allocating weight to it. 1. Impact on students. 2. Increasing the relevance of performance policies. 3. Openness to influence from other organizations and the educational system. 4. Soundness of science. 5. Validity of face. 6. Is the measure reasonable both

in theory and in actual use? 7. Validity of content. 8. Does the measure gather relevant data on different program quality aspects? 9. Feasibility: Make it easier to identify evidence that is being used.

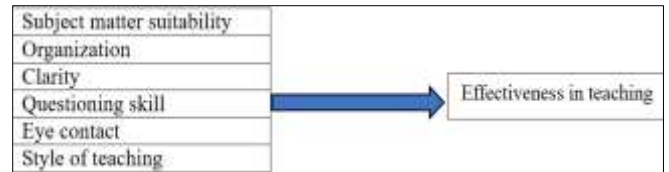
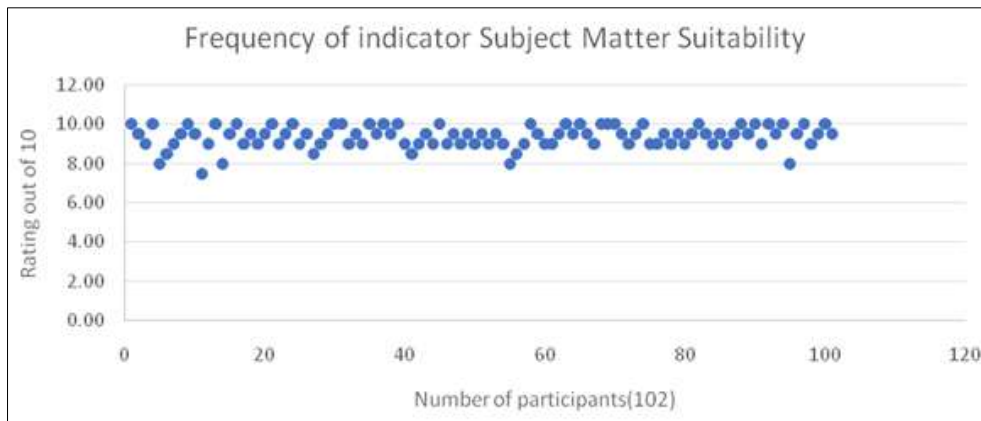
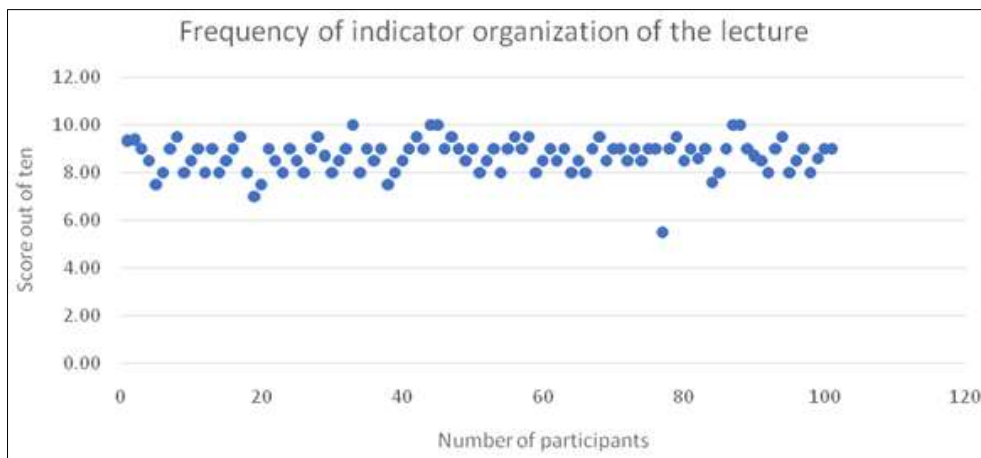


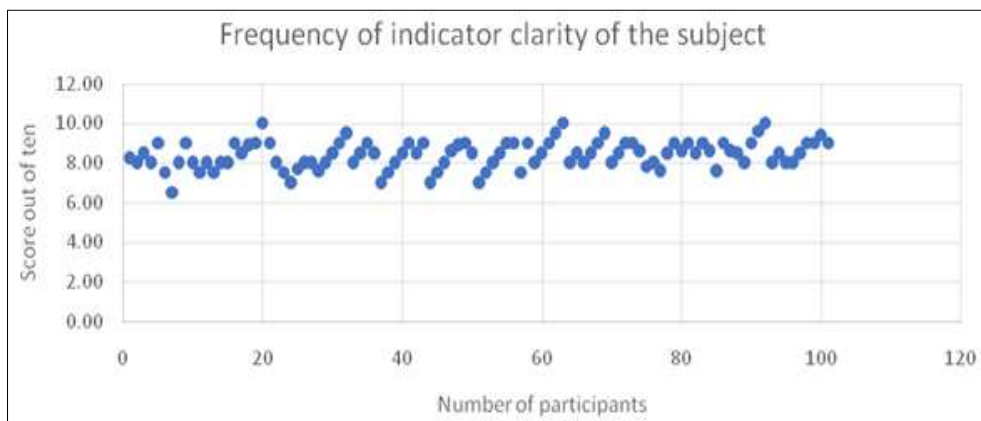
Fig 1: Framework of the study



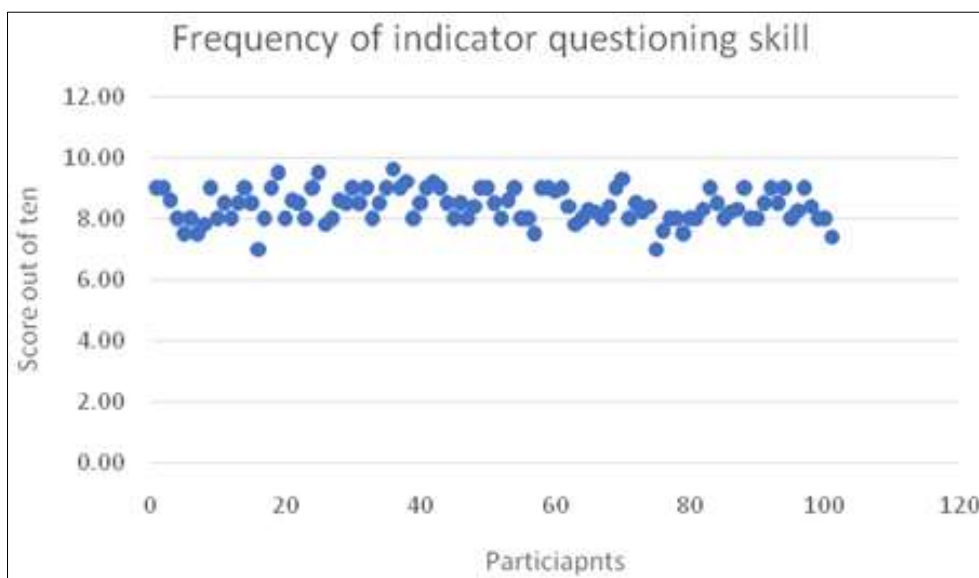
Graph 1: Score representing the subject matter suitability



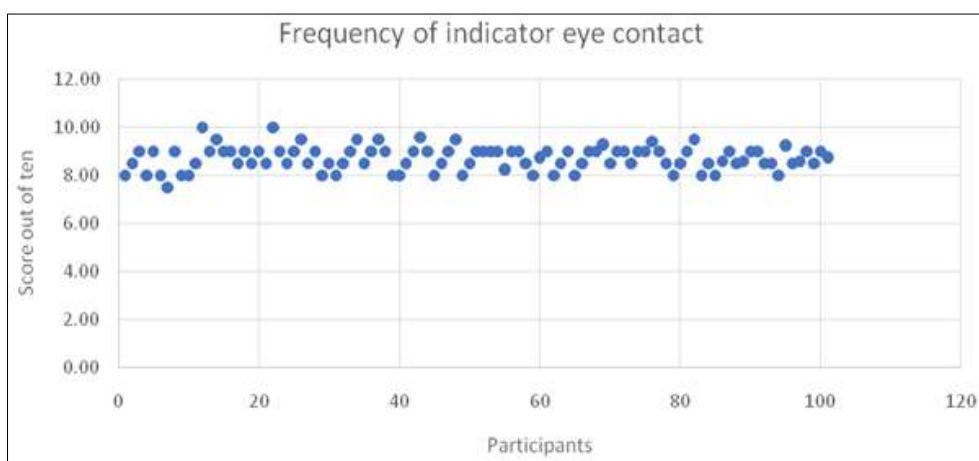
Graph 2: Score representing the organization of the lecture



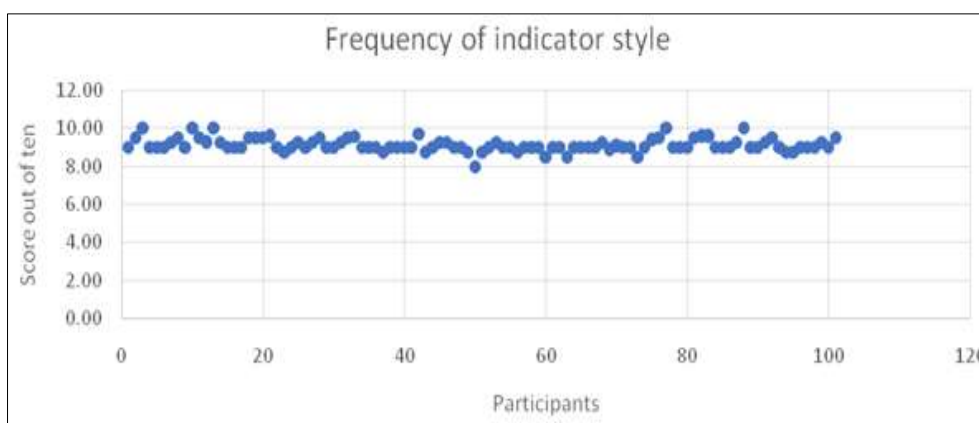
Graph 3: Score representing the Clarity of the subject



Graph 4: Score representing the questioning skill



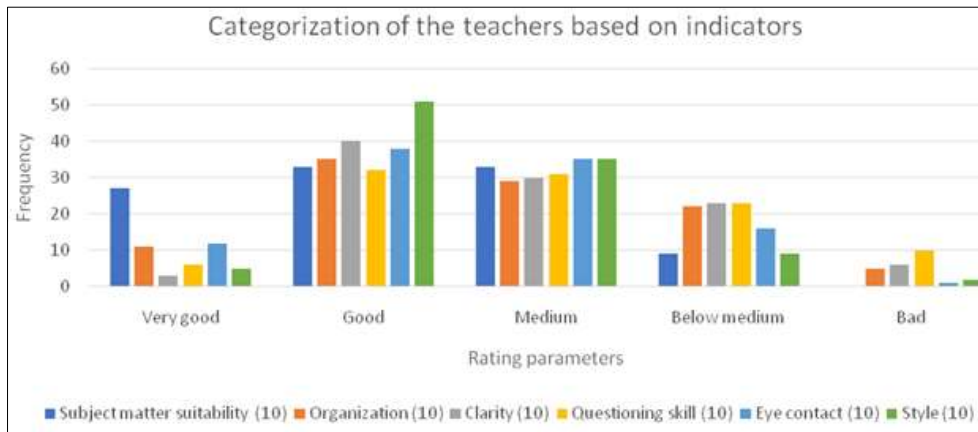
Graph 5: Score representing the Eye-to-eye contact



Graph 6: Score representing the style of the teaching.

Table 1: Frequency distribution of the indicators used in study

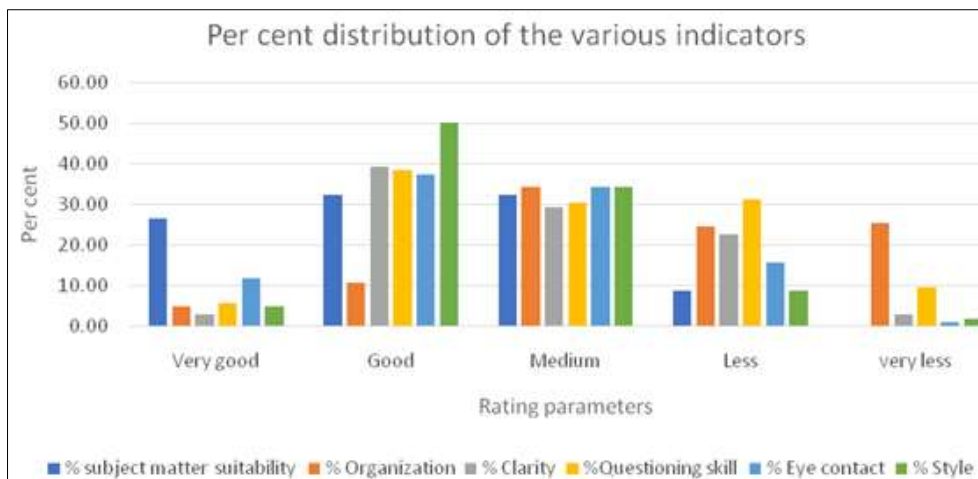
	Subject matter suitability (10)	Organization (10)	Clarity (10)	Questioning skill (10)	Eye contact (10)	Style (10)
Very good	27	5	3	6	12	5
Good	33	11	6	23	38	35
Medium	33	35	30	31	35	51
Below med	9	25	23	32	16	9
Bad	0	26	40	10	1	2
	102	102	102	102	102	102



Graph 7: Categorization of the teachers based on frequency of the indicators.

Table 2: Percent distribution of the indicators used in study

Rating parameters	% Subject Matter Suitability	% Organization	% Clarity	% Questioning skill	% Eye contact	% Style
Very good	26.47	4.90	2.94	5.88	11.76	4.90
Good	32.35	10.78	39.22	#REF!	37.25	50.00
Medium	32.35	34.31	29.41	30.39	34.31	34.31
Less	8.82	24.51	22.55	31.37	15.69	8.82
very less	0.00	25.49	2.94	9.80	0.98	1.96



Graph 8: Categorization of the teachers based on percent of the indicators

Conclusion

In present education scenario in the country like India the effectiveness in teaching is needs to be improve through imparting the Knowledge, Professionalism and teaching ethics to the teachers to taught the learners in this competent education system. The present case study conducted and concluded that the effectiveness of the teaching is comprised of all soft skills of the teacher its not only single factor to be consider. In our study six teaching indicators are used to score the teaching effectiveness of the teachers. As per the score most of the faculty are shown positive response to all the indicators. Since the study conducted to agricultural fraternity of all the teachers/Assistant professors are well trained to teach the agricultural students in higher education institute like Keladi Shivappanayaka University of Agricultural and Horticultural Sciences, Shivamogga.

Teachers who are having trouble implementing best practices or who are always looking to further their professional development can find guidance in effective teaching from the dispositions and qualities that the 102 assistant professors in this study shared. The complexity of the teaching profession

is reflected in the wide range of skills required to become a successful teacher. The study's most important lesson is how crucial it is to have a supportive learning environment. Teachers that go above and beyond the call of duty in fostering a healthy learning environment. Based on the feedback I received from my teacher participants, it is necessary to set high standards, value student opinion, celebrate classic work, create a joyful environment, and model respect.

According to Kirkpatrick (1998 in Badu, 2013, p. 76) [22], “Learning can be defined as the extent to which participants change attitudes, improving knowledge, and/or increase skills as a result of attending the program”. This demonstrates that instructors in postsecondary educational institutions bear the responsibility of imparting knowledge, behaviour, and skills to students in an effort to improve their attitude, knowledge, and ability to pursue their studies.

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