
"ASSESSING THE ROLE OF TEACHING AIDS IN ENHANCING THE EFFECTIVENESS OF PRIMARY AND SECONDARY SCHOOL TEACHERS IN DAKSHIN DINAJPUR DISTRICT"

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Abstract

Powerful teaching is an expertise that takes work. An educator frequently gives guidance to build a student's pace of learning. Compelling teaching by an instructor is a pivotal essential for making learning really fascinating, comprehensible, and useful for an understudy. The agents have endeavored to examine the level of teaching effectiveness of secondary teachers in the Dakshin Dinajpur Area" district of West Bengal through the ongoing review. For this review, the scientists utilized the distinct study system. Understudies that were keen on the review evaluated the teaching viability of the educators. 100 educators from different secondary schools in the Dakshin Dinajpur region made up the example. This extensive volume investigates the effect of five significant public training strategies on educator quality and saw effectiveness and makes sense of how this connects with varieties in understudy execution by utilizing quantitative information and subjective examinations of five significant public schooling arrangements carried out in India throughout recent years.

Keywords: *Teaching, Aids, Effectiveness, Enhancing, Primary, Secondary*

1. INTRODUCTION

Everybody should be taught. Without instruction, carrying on with a blissful life is unimaginable. Schooling's key part is teaching and learning. To show their understudies and support dynamic learning, the educator utilizes different ways. Over the long haul, new methodologies and systems are presented in the field of training, and educators currently utilize different devices to work with powerful learning. Realistic aids catch understudies' consideration and make it simpler for instructors to convey subjects. Visual aids are instructive devices that educators utilize in the homeroom to help understudies' learning. Visual aids are tactile things or pictures that start, advance, or upgrade picking up, as per Burton.

Visual aids are any devices that might be used to upgrade advancing by making it more powerful, exact, and practical, as per Kinder, S. James. Visual aids (pictures, models, graphs, maps, films, introductions, genuine items, and so forth) are instruments that make a theme or example more clear or easier to fathom and recollect. Visual aids are generally accessible these days. These aids can be sorted as follows: visual aids are those that depend on vision. Models, genuine articles, outlines, photographs, and guides are only a couple of models. There are additionally wool sheets, streak cards, announcement sheets, blackboards, slides, and above projectors. The most well known of them are chalk and a writing board. At the point when a course is doled out to the class while the course books (reading material) contain an extreme measure of intelligent mastery works out, the hindrances of study hall guidance rise. The mix of reading material with varying media aids as an extra or helper asset for study hall course learning exercises has turned into a standard peculiarities, which is generally outstanding. The primary school educational program in Zimbabwe comprises of north of eleven courses, which are all instructed to a class by a solitary educator. As per Chivore, this stuffed educational program brings about understudies not completely covering the material in the various regions.

1.1 Teaching Effectiveness: Meaning & Definitions

We should have an unmistakable comprehension of what "teaching" is before we can characterize "teaching effectiveness." A more exact assertion would be that "teaching is convoluted, and extraordinary practice includes time, energy, great assets, and individualized input intended to help every educator reliably develop and get to the next level" (Vicki Phillips, 2013). Teaching is a course of moving data, abilities, and demeanor to influence an ideal change in students, as per Oyedeji (1998). Making guaranteeing that significant learning happens is the principal objective of teaching (Ogunyemi, 2000). At the point when such guidance was given by an instructor, it was said that the guidance was compelling, hence the terms viable endlessly teaching effectiveness. The capacity to instruct really is a vital part of training since it advances understudy learning and works on scholastic execution or achievement. Because of the rising spotlight on quality in advanced education, it has become considerably more vital. An instructor doesn't turn into a powerful educator coincidentally. In reality, "Powerful teaching relies upon the synchronization of a few factors: the goals, the understudy, the material, and the educator" (McKeachie, 1997). Thus, Richard Elmore (2009) affirmed that "You don't change the system to advance understudy learning. You adjust teachers' techniques for guidance.

Schools that have an unmistakable thought of the sort of informative practice they need to create and afterward build a system to help it will generally get along nicely. Regarding this matter, Tom Kane (2013) said that "educators should become understudies of their own teaching assuming we believe understudies should find out more. They should take on a new viewpoint on their own teaching. Around the country, state funded educational systems have started reconsidering how they characterize informative greatness and tell

instructors when they have accomplished it. Therefore, it very well might be guaranteed that fruitful teaching advances understudy learning.

Making things troublesome doesn't have anything to do with powerful teaching. Nothing about frightening students is implied. It continually endeavors to cause students to feel that a subject can be learned; it pushes them to give things a shot for them and prevail at something quickly. It closely relates to thoughtfulness and modesty (Ramsden, 1992 and Weimer, 2009). A feeling of understudy command over their learning and interest in the topic are cultivated by powerful teaching. Great teaching doesn't expect that its effect on understudies is inescapable. It sees the connection among teaching and advancing as troublesome, questionable, and relative, and great teaching is adaptable; it persistently looks to comprehend what guidance means for realizing and adjusts the guidance considering the data accumulated (Ramsden, 1992 and Weimer, 2009). However, the investigation of teaching effectiveness, as well as the effectiveness of teaching and successful teaching, is a deep rooted discipline.

Through their examination, an enormous number of scholastics and scientists have endeavored to characterize the expression "teaching effectiveness" in various ways. In this manner, characterizing teaching effectiveness precisely is really difficult. Great teaching ought to move understudies' advantage and dynamic learning, advance understudies' insightful, legitimate, and imaginative reasoning, and raise both their craving and capacity for future picking up, as per Kullbert (1989) and Bread cook (1990), who have endeavored to characterize the term. Viable teaching is characterized by Bastick (1995) as boosting understudy scholarly accomplishment as well as instructor and understudy course fulfillment. He said that the Three-Capacity Structure (3AF), which is contained Specialized Abilities, Proficient Capability, and Expert Disposition, might be utilized to survey how powerful an educator is.

1.3 Objective of the study

The following goals have served as the foundation for the research team's study:

- To determine the degree of teaching effectiveness among secondary school teachers in the Dakshin Dinajpur District"
- To compare the effectiveness of teaching at the secondary level between male and female school teachers.

1.4 Hypotheses of the Study

H01: There would not have high level of Teaching Effectiveness of Secondary School Teachers in the District of Dakshin Dinajpur District"

H02: There is no significant difference between Male and Female School Teachers regarding their Teaching Effectiveness at Secondary level

2. REVIEW OF LITREATURE

Things used to help learning and teaching are known as learning and teaching aids Martin J; 2012 Learning and teaching devices can be either visual or hear-able, as expressed by Drews 2007 As per Brunner, who is referred to by Madziyire 2010 learning is the cycle intended to impart in the student's psyche examples of contemplations like those that as of now exist in the educator's brain. The capacity to assemble those examples using more than one sense from the five feelings of touch, sight, hearing, smell, and feeling demonstrates that the student has learned. Additionally, as per Bryant[6], schooling for the understudy advanced from direct insight through the depiction of pictures, recordings, and different media to emblematic portrayal, like in words.

Teaching and learning aids give understudies a genuine encounter to help them learn and work on their ability to secure, hold, and apply dynamic material 2012. Regardless of what grade or subject one educates, Sulaman 2011 declares that an educator who utilizes learning aids is dependably better than an instructor who doesn't. Teaching aids, which can take various structures, are things that the homeroom teacher utilizes to assist students with getting a handle on the subjects they are presenting in their meeting, as per Sharma and Sharma 2006 . However many teaching and learning devices as would be prudent ought to be utilized by educators, particularly in primary schools, to establish an animating learning climate where understudies may effortlessly be coordinated through the revelation of data all alone.

The writing board and diagrams that are affixed to the homeroom walls, devices like radios, televisions, PCs, and above projectors, as well as the genuine climate and asset individuals, are the most famous sorts of teaching and learning aids .

The reasonable procedure ought to be utilized related to the fitting assets, which ought to be picked as per the appropriate subject and instructive level. The appropriate timing and climate ought to be followed while utilizing these materials Vural S 2004.

Yildirim 2008 states that educational materials ought to be suitable for use in study hall settings, achieve the ideal outcomes, be clear about their strategies and states of purpose, and be reasonable, reasonable, and easy to move starting with one area then onto the next. They ought to likewise be in accordance with the understudies' formative necessities, interests, and needs. At the point when primary training is contrasted with other instructive levels, obviously primary schooling is training level that ought to incorporate a larger number of materials than some other level, as per Yildirim 2008 , who further sets that the utilization of teaching/learning materials as per the previously mentioned standards is vital, particularly for primary training understudies.

3. METHODOLOGY OF THE STUDY

3.1 Method of the Study

The ongoing review is of the spellbinding kind. In the momentum study, the scientists utilized a graphic sort overview approach. Thus, it is just regular that the scientists utilized different apparatuses, procedures, strategies, and illustrative review research techniques to assemble, look at, and decipher the information.

3.2 Population of the Study

For the ongoing review, "all the Secondary Teachers of the West Bengal Leading body of Secondary Schooling (WBBSE) in the area of Dakshin Dinajpur Region" have been viewed as the populace.

3.3 Sample of the Study

For the flow review, the specialist picked 100 Educators as an example from among every one of the Educators at the five chose secondary schools in the Dakshin Dinajpur Locale region

3.4 Sampling Technique

The technique of stratified random sampling was used to choose the sample.

3.5 Tool of the Study:

To accumulate the information for the ebb and flow study, the analysts made their own Teaching Effectiveness Measure. A blend of positive (33) and negative (22) passages make up the Scale's 55 complete parts. The Scale was worked around 10 (Ten) key factors that add to viable teaching, including subject authority, arrangement and association, show style, homeroom the executives, successful correspondence, persuasive methodology, understudy instructor communication, assessment and criticism, casual scholastic help, and individual ascribes. The Likert scale, which incorporates five focuses: Firmly Concur (S.A), Concur (A), Unbiased (N), Deviate (D), and Emphatically Dissent, has been utilized to plan the scale (S.D). The Teaching Effectiveness Scale's dependability is surveyed utilizing the test-retest procedure, and the unwavering quality worth is 0.89.

3.6 Techniques of Data Analysis:

For data analysis, the current researchers employed Mean, S.D. t-Test, ANOVA, and Graph.

3.7 Data Collection Procedure and Scoring

The strategy was utilized to tests from the five secondary schools in the Dakshin Dinajpur region that were picked in view of earlier arrangement. The scientist advised the fitting gatherings and the impacted offspring of each school well ahead of time with the end goal of information assortment. The specialist went to the concerned class and asked the understudies who their teachers were subsequent to getting consent from the school organization. The names of the teachers were then picked by the specialist in view of the assessments of the understudies, and they were then haphazardly allocated to the picked number of students utilizing the lottery strategy. Consequently, one individual understudy who was shown by a specific educator has evaluated that instructor. Following that, the fundamental number of surveys was given to the picked understudies, who were then told to peruse every thing on the poll and offer their viewpoints cautiously.

The finished duplicates of the survey were acquired from the understudies whenever they had completed the process of finishing them up for every one of them. In conclusion, the specialist expressed gratitude toward the understudies as a whole and the school organization for their assistance in get-together the information for the ongoing review. The specialist has counted the general score on a poll by figuring the score against every single thing subsequent to gathering each of the 100 surveys from the five chose schools. The specialist used a foreordained strategy to decide the score for every thing on the survey. The scientist determined the scores for every single thing on the survey utilizing the immediate scoring approach, which was 5-4-3-2-1 for positive things, and the converse scoring technique, which was 1-2-3-4-5 for negative things. The specialist has finished this whole poll calculation system with intense consideration and responsiveness.

3.8 Techniques of Measuring the Level of Teaching Effectiveness

The general score of a specific Example on the Teaching Effectiveness Scale is determined when the scores of every one of the 55 things are added up to. The complete score can go from 55 to 275 because of the scale's development, which utilizes 55 parts to make a five-point Likert scale. Thus, as indicated by Best's Standards (1977), the Degree of Teaching not set in stone by the reactions' scores and is partitioned into 5 classes as follows:

$$\begin{aligned}
 & \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Levels}} \\
 = & \frac{5 - 1}{5} \\
 = & \frac{4}{5} \\
 = & 0.8
 \end{aligned}$$

Range of Scores	Level of Teaching Effectiveness
2.00-2.21	Very Poor/Very Low Effective
2.36-3.01	Poor/Low Effective
2.59-3.21	Moderately Effective
3.47-3.59	Good/Highly Effective
4.01-4.96	Very Good/Very Highly Effective

Table: 1 Criteria for Understanding the Means of the Level of Teaching Effectiveness

4. RESULTS AND INTERPRETATION

H01: There would not have high level of Teaching Effectiveness of Secondary School Teachers in the Dakshin Dinajpur District

Name of Dimensions	No .of Items	Number of teachers	X	S.D	Meaning
Subject Matter Knowledge	6	100	5.02	2.25	GOOD
Preparation and Organization	6	100	3.89	2.55	GOOD
Presentation Style	15	100	3.95	3.12	GOOD
Classroom Management	6	100	3.77	3.58	GOOD

Motivational Strategy	4	100	4.08	4.12	GOOD
Effective Communication	4	100	3.45	4.63	GOOD
Student Teacher Interaction	6	100	4.26	5.12	GOOD
Evaluation and Feed Back	8	100	5.02	5.96	GOOD
Informal Academic Support	5	100	4.88	6.23	GOOD
Personal Attribute	6	100	4.96	6.99	GOOD

Table: 2 Overview Of Secondary School Teachers' Overall Teaching Performance In The West Bengal District Of Dakshin Dinajpur

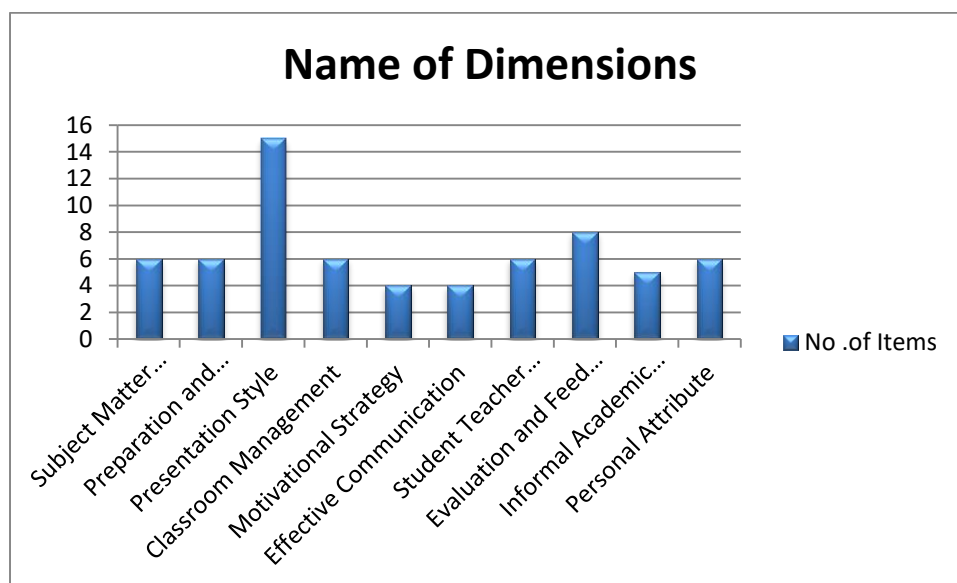


Figure: 1 Overview of Secondary School Teachers' Overall Teaching Performance In The West Bengal District Of Dakshin Dinajpur

With a mean score of 3.92 and a standard deviation of 1.33, the table no. 2 and figure no. 2 show that the general degree of teaching effectiveness for secondary teachers in the Dakshin Dinajpur region is at a decent level. The previously mentioned table and figure show that the secondary teachers in the Dakshin Dinajpur locale display great degrees of teaching effectiveness across the elements of topic information,

arrangement and association, show style, homeroom the executives, persuasive system, successful correspondence, understudy educator connection, assessment and criticism, casual scholastic help, and individual ascribes, with mean scores of 4.02, 3.85, 3.95, and 3.72, separately. Subsequently, the body speculation (H01) is discredited, and it tends to be reasoned that the educators in the Dakshin Dinajpurregion are Astounding at Secondary Level Educators Generally speaking. On the other hand, according to an alternate point of view, it could be guaranteed that secondary school understudies in the West Bengal region of Dakshin Dinajpur get fantastic guidance from their educators.

Variables	N	Mean	S.D	Mean Differences	SED	Df	t-Value
Male teachers	89	310.22	30.12	6.40	8.12	99	1.23@
Female Teachers	20	245.00	33.22				
Arts Teachers	59	219.23	30.19	5.06	6.18	99	1.70@
Science Teachers	50	214.36	41.02				
Rural School Teachers	61	214.11	30.51	16.80	5.36	99	3.12**
Urban School Teachers	49	289.63	36.22				
Trained Teachers	90	222.21	29.74	19.56	7.59	99	2.91@
untrained Teachers	15	242.23	28.12				
High Qualified Teacher	80	278.22	31.21	2.56	8.63	99	0.20@
Low Qualified Teacher	26	281.22	39.22				

Table: 3 Shows the Number, Mean, S.D., and t-value of different groups of Teachers on their Teaching Effectiveness

Teaching Experience	N	MEAN	S>D
Below 5 years	25	310.22	23.65
Between 5 to 10 Years	25	282.34	35.99
Above 10 year	50	219.91	30.06
Total	100	230.06	30.77

Table: 4 demonstrates the number, mean, and standard deviation of teachers on the basis of their teaching experience

Sources of Variance	Sum of Squares	Df	Mean Square	F-ratio
Between groups	18.02.056	3	881.156	0.99@
With in Groups	86810.596	91	912.632	
Total	87609.702	100		

Table: 5 demonstrate the variations in secondary school teachers' effectiveness as teachers based on their prior teaching experience.

4.1 Testing of H02 and Interpretation

Table No. 3 shows that the figured "t-esteem" (0.70) at the 0.05 degree of importance is more modest than the table worth (1.98 at 0.05 degree of importance). As there is no genuinely massive distinction among male and female school educators as far as their capacity to instruct at the secondary level, the outcome isn't huge. The invalid speculation is hence acknowledged. However, in light of their obtained Mean Scores, it tends to be guaranteed that in the West Bengal locale of Dakshin Dinajpur, female educators have a more significant level of teaching effectiveness than male teachers.

5. DISCUSSION

In the ongoing review, it was found that educators utilized in different secondary schools in the Dakshin Dinajpur area of West Bengal had a decent level of teaching effectiveness. The findings of Kiadese (2011) that most of pre-vocational subject educators had low Teaching Effectiveness are disproved by this exploration. The aftereffects of Onyekuru and Ibegunam (2013), who observed that the teaching effectiveness of secondary teachers in the Emohua Nearby Government Region was less than ideal and accordingly low, are similarly disproved by this information. This outcome likewise goes against what Eleri (2013), Chowdhury (2014), and Kothawade found (2014). That's what the concentrate's subsequent outcome is, with regards to teaching effectiveness at the secondary level, there is no measurably huge distinction among male and female school educators. This shows that the teaching effectiveness of secondary teachers in the Dakshin Dinajpur region isn't altogether impacted by orientation. Concentrates by Chacko (1981), Akpan (1996), Sundara Rao (2009), Sodhi (2010), Kiadese (2011), Malik and Sharma (2013), Onyekuru and Ibegunam (2013), Pachaiyappan and Ushalaya Raj (2014), and Chowdhury all give assurance to this end (2014). The consequences of each and every review showed that educators' teaching effectiveness isn't altogether impacted by their orientation. Additionally, this study's decision clashes with that of examination by Sharadha and Pareswaram (2008) and Kothawade (2014). They found that educators' teaching effectiveness is altogether impacted by orientation. The third examination end is that there is no genuinely huge contrast between secondary school educators of expressions and science with regards to their effectiveness as instructors. The teaching subject or stream perceivably affects the effectiveness of secondary teachers in the Dakshin Dinajpur region. Concentrates by Sharadha and Pareswaram (2008), Tyagi (2013), and Pachaiyappan and Ushalaya Raj (2014) certify this end (2014). They found that the subject or stream of teaching makes little difference to how actually educators can instruct. By the by, this study's decision shows counter to that of examination to Vijaya Lakshmi (2005), Sodhi (2010), and Malik and Sharma (2013). They found that the subject or stream of teaching hugely affects how viable educators are at teaching.

6. CONCLUSION

The scientists make the accompanying inferences in view of the scenery of the previously mentioned discoveries: - Educators are very mindful of the significant job that the teaching and growing experience plays, in spite of the way that they don't utilize it.

In most of classes, there were broadly open, reasonable teaching and learning apparatuses. However they had been so regularly utilized that they at this point not roused understudies. While they were not there, contemporary innovation apparatuses could in any case rouse understudies.

Because of a pressed timetable and a responsibility that was excessively weighty, instructors were not utilizing the teaching and learning devices that were accessible.

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