A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

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A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

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ABSTRACT

The purpose of this study was to determine the effectiveness of various Teaching strategies used for teaching students at secondary school level in coaching institutes and schools. Researcher conducted questionnaire on students and teachers to find out solution of problems .Why do students mostly refer coaching's teachers rather than school teachers. How teaching strategies is more useful to make teaching more effective in modern contrast. However students in modern era emphasis on coaching instead of school. What kinds of strategies generally use in institutes which create effective teaching and favourable learning environment. Now- a -days, students believe in those strategies who make subject more easy and under stable in learning. Students demand creative ideas which are more helpful to learn in easiest way. Generally students meet their expectation in coaching beside schools .These institutes use creative strategies.

1. Introduction

Good teaching depends on sensibility and imagination. According to Jackson teaching is largely an occupation in which teachers function both within their classroom and as a member of the large school organization, something that has been identified for teachers as a dual allegiance to both students and school. Effective teaching refers to the extent to which the teacher employed learning outcome successfully to bring about the intended outcomes for the programme of study. Effective teacher employ a range of assessment methods and technique to monitor.   Effective teachers consistently achieve goals that focus on desired outcome for their students .Teacher effectiveness is encompassed in knowledge, attitude, and performance. The Secondary

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

Education Commission (1952-1953) has rightly stated: we are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community. Good(1959) defines teaching effectiveness as the degree of success of a teacher in performing instructional and other duties specified in his contrast and demand by nature of his position . According to Flanders (1969) Teaching effectiveness is concerned with relationship between characteristics of teacher, teaching acts and their effects on educational outcomes of classroom teaching. Kothari commission (1964-1965) stated that that nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession ,providing them with the best possible professional training and creating satisfactory condition of work in which they can be fully competent and responsible. New Education policy (1985) has given some important recommendation on teacher effectiveness - mention that favourable attitudes, skills, new knowledge and responsibility sense should be developed among teachers to meet the present requirements. Effective teaching require criteria refer to the objective of education in general and of teaching in particular .Vision about the criteria are the result of political and social debate .Teaching effectiveness main aim to understand the objectives of education because quality and effectiveness interconnected to each other. Generally A teacher is effective if he can accomplish the planned goals and assigned tasks in accordance with school goals. Teaching effectiveness is broad term in which student outcome is first priority. Generally teacher effectiveness related to teacher and student outcome. Teachers plan carefully, use appropriate materials, student work regularly, use variety of strategies, these things make a teacher more effective. One thing is important in effective teacher that is a , a effective teacher observe every student achievement very closely. Teaching effectiveness is defined as teachers making use of their knowledge and abilities at work. Being particular about teaching method getting a familiar with teaching materials, encouraging a student to achieve performance excellence in study. Teaching effectiveness is dependent upon the interaction between the instructor's subject matter knowledge and teaching ability. Effective Teaching involves the clarity of instruction. More effective teachers typically provide students with high explicit direction and explanations concerning the course organization and content. If students are not meeting their expectation their methods of delivery may lack the required degree of clarity, effective teacher connect new information with what they already know. Rammers (1952) define effectiveness by remarking "Effectiveness is the degree to which an agent produces effect", the question immediately arises what effect and on what? Usually, these categories of effects in terms of the object affected are (a) Pupil (b) school operation (c) The school community. The effectiveness of instruction in a school depends upon the quality of the teacher who is the pivot of educational system. Teacher effectiveness concerns only those outcomes that reflect the efficiency of the teacher and the objective of the education. It is

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

therefore, quite accurate to say that the school effectiveness depends directly on the effectiveness of its teachers. Barr (1952) explains the teacher effectiveness as a relationship between teacher, pupils and the other persons concerned with the educational undertaking. Johnson (1956-57) suggests three primary approaches to measuring teacher effectiveness: (a) evaluation of qualities assumed to function in the act; (b) appraisal of teaching activity; and (c) evaluation of pupil intellectual/or academic growth. Ryan's (1960) makes a mention of general approaches to the measurement of teacher effectiveness which involves the evaluation of: (a) teacher behavior process; (b) product of teacher behavior; (c) concomitants of teacher behavior. Medley (1982) asserts, "Teacher effectiveness must be defined, and can only the assessed, in terms of behaviors' and learning of students, not behavior of teachers". Walls (1999) summarized teacher effectiveness under the headings "four aces of teaching" in which four aces are Outcomes, Clarity, Engagement and Enthusiasm. He stated that the four aces represent a consolidated way of thinking about the "process" of teaching as it influences the "product" (student learning) and student learning is better, faster, and more long lasting when teachers are able to play the four aces. Parihar (2011) viewed that effective teachers are the avenues of effective teaching who consistently achieve their goals that are either directly or indirectly related to student learning and the strategies adopted for achieving this purpose needs orientation with changing needs and priorities in teacher education. Goe (2007) . Defined teacher effectiveness in terms of growth in student learning. Chetty, Rock off (2004) defined strong emphasis on improving teacher effectiveness as means to enhance student learning. According to Clark (1993) Effective teachers can develop student's achievement by increasing student knowledge. Recently in America, Economist Simon bridges conducted study on teacher effectiveness and find out that variation is most important aspect in effective teaching .Variation put directly impact on student's   attainment. Author also mention in study that selection process should be improved to hiring teachers .and seminars, any other programme should be organized to developing more professional skills. Author emphasis that teacher's reform should central concern for every government. Medley and Shannon (1994) recommended that all evaluations of teachers be based on information about teacher effectiveness but noted that "because direct information about teacher effectiveness is not available, many teacher evaluations are based on information about teacher competence or teacher performance" Anderson (1991) stated that "an effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students. The teacher's real effectiveness involves knowledge of what to teach, how to teach it, when it should be taught, who is to be taught, why it is taught and even where to teach.

1.1. What is teaching strategy: - Strategy is borrowed term from military which means   to utilize of nation forces through large scale planning and development to ensure security. Lawton defined teaching strategy is generalized plan for a lesson which include structure desired learner behaviour in terms of goals of instruction and outline of planned tactics necessary to

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

implement the strategy. Mackenzie defined the terms of teaching and strategy "teaching refer a system of action involving an agent ,situation ,an end in view and two sets of of factors in the situation one set over which the agent has no control and on one set which the agent can modify , Teaching strategy refer to the structure ,system, method, technique ,procedure, and process that a teacher uses during instruction. Strasser (1964) Teaching strategy is generalized plan for a lesson which includes structure, desired learner behaviour in terms of the goals of instruction and an outline of tactics necessary to implement the strategy. According to Bo smith teaching strategy is a pattern of teaching acts that serves to attain certain outcome and guard against others. In the classroom teacher use many strategies including lecture method, active learning, critical thinking development, discussion method, cooperative learning, homework, feedback brain storming method etc. Teachers strategy are depend on personalities .Its method and care activities of child care . positive strategy promote development in many areas including physical , emotional, social intellectual.**Some important definition of teaching strategy- Stone and Morris, in Issac (2010)**Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies **Furthermore, Isaac (2010**) explains that teaching Strategies are behavior of the teachers which he expose in the classroom ,teaching strategy   develop of the teaching effectiveness , giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities.

2.   CCC pattern of teaching strategy:-
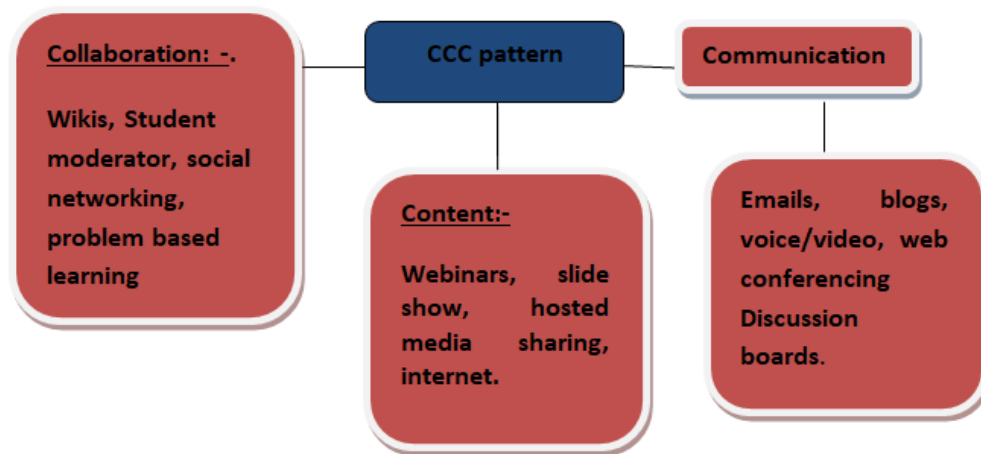
Teaching strategy included CCC pattern .That is mean to **content, communication collaboration .**These three things show a significant role to deliver a lecture in effective way. These aspects interlinked   to each other in which one aspect put impact on other aspect. Communications have voice/video/web conferencing, discussion board, etc. It's become a necessary to these implement in classroom through communication skill. Second is collaboration. It include problem based learning, social networking, student

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

moderator. Teaching is more usefull when teacher and student establish a collaborative environment for learning that is more helpful to create a teaching in effective manner. Third content can be effectively delivered by communication and collaboration. That why these three play an importantt role to make education fruitful for students. Effective teachers employ a variety of teaching strategic and technique to engage pupils and to keep them on task .in our observation we saw effective teachers doing a great deal of active teaching .many of the activities were led by the teacher .The teachers presented information to the with a high degree of clarity and enthusiasm and when giving a basic instruction the lesson proceeded at a brisk pace. Effective teachers doing was a great deal of direct instruction to whole classes and effective teacher ask a lot of question and involve the pupils in classroom .in this way pupils are actively engaged in the lesson and the teacher is able to monitor pupils understanding and challenge their thinking by skillful questioning. There are following method mostly use in classroom by a teacher-

(a) Lecture method:-Lecture method can be very effective when used in conjunction with active learning. It's helpful in meeting instructional goals and increase content relevancy.

(b) Active learning: - As learning environment that allow students to talk and listen read, write and reflect as they approach course content through problem solving exercises, informal small groups. These require students to apply what they are learning.

(c) Critical Thinking:- Critical thinking is responsible to facilitates good judgment because it relies upon criteria is self-correcting. Critical thinking includes focusing information gathering referencing organizing, analyzing, integrating and evaluation.

(d) Discussion method:-Discussion method allows the students for free exchange of ideas and stimulate for discussion.

(e) Cooperative learning:- Cooperative learning is a systematic pedagogical strategy that encourage small groups of students to work together for achievement of common goal.

1.3 Instructional strategy:-Instructional strategies are techniques; Teachers use to help students become independent, strategies learners. These strategies become learning strategies. When students independently select the appropriately ones and use them effectively to accomplish tasks or meet again. There are five more important strategies .These are following **Direct teaching instruction** - Direct instructional approaches that are structured sequenced and led by teachers. Teachers present the content knowledge such as lecture, demonstration, directed instruction created by Siegfried Engelmann and Wesley Becker. Objective of direct instruction to teach facts, rules, and action sequence. In this instruction teacher's present content in small steps, give

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

examples, teachers give feedback. Teachers provide weekly review of students .Its focused on behaviourism. **Indirect teaching instruction** - Indirect instruction to teach concept and pattern. A teacher focuses on student responses by using induction and deduction .Teachers present examples of indirect instruction. Indirect teaching examples are problem solving, case studies, close activities, reflective discussion and concept mapping. **Experimental learning**; - Experimental learning is learner focused, and activity oriented .Its focus on learning process. Some examples of experimental learning are field trips, simulation, games, role playing, model building, job placement, workplace materials. **Independent study**; - In this instruction student learn under the supervision of an instructor. It's very useful to increases self improvement of students initiates, self reliance. Examples of independent study are essay research, writing, computer assisted, journals, packaged learning. **Interactive instruction** - it's focused on discussion sharing it's very helpful to create social kills in students. It's useful to develop a rational thinking among pupils. Examples of independent study are Debate, role playing brainstorming, peer group learning. Cooperative learning, discussion etc.

1.4 Some Important teaching strategies

1.	Barrier game	9.	Story map
2.	Brainstorm	10.	Shared reading
3.	Happy face	11.	Shark and dolphin game
4.	Circle game	12.	Show me the icon
5.	Role play	13.	Thumbs and thumbs down
6.	Decision making model	14.	Tic tac toe
7.	Pop stick faces	15.	T,X, and Y chart
8.	Puppet role play		

1. Barrier game: -

1. This strategy can be used to develop skills for both speaking and listening, and sharing and cooperation. A barrier is placed between two players so they cannot see one another's activity sheet. The players sit next to each other, facing the same way to prevent left-right confusion. A barrier can be a large file, hardback book or a piece of hard cardboard folded in half.

2. This strategy requires collaboration between the players. One player is the speaker and the other student is the listener. The speaker gives clear, concise instructions for their partner to follow. The listener may ask the speaker to clarify the instruction and should say 'ready' when they want to continue.

3. When the speaker has finished giving instructions, the barrier is removed. The players compare their boards to see if the instructions have been followed correctly. This part of the barrier game is important as the players need to reflect on how effective their instructions were, or how well the listener used questions to clarify meaning.

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

2. Brain storm game: - Brain storm mean to flow ideas and thoughts in mind to sort out any problem .this strategy very effective to develop regioning ability among students. Teachers mostly use this inside the classroom to make students active in classroom. It's very helpful in teaching and learning perceptive**.**

Steps of brainstorm

1. Select a topic, (teacher write question, statement or issue on the board).

2. Establish the rules for the brainstorm. They are following:-

a)   Teacher ask to students to share whatever comes to mind

b)   the more ideas the better

c)   every idea will be counts – no answer is wrong

d)   no 'put downs' or criticisms

e)   build on others' ideas

f)   write ideas as said – no paraphrasing

g)   Every answer will be record unless it is a repeat

h)   Set a time duration limit and stop when that time is up.

3. Students think the topic and respond. Ideas can be written randomly on the board or note book and having finished the game students cluster the responses after the brainstorm. 4. Read and discuss the recorded ideas and clarify any questions where necessary. Group ideas that are similar and eliminate those that do not relate to the topic. Discuss the remaining ideas as a group and decide how the information can be further used.

3. **Happy face strategy**: - Its interesting strategy for teacher and students. Its keep students more active. Students wait for turn that's why they become more active.1. Teacher draws a large happy face on a medium sized ball. Students Sit the in a circle on the floor. 2. Teacher Call out a student's name and roll the ball towards them then ask a question to students the student answers the question and then rolls the ball back to the teacher or adult helper. 3. Repeat the process until all students don't gave answer.

4. Story map strategy: - Story map strategy specially used in history and social science subjects. Students arrange all events as sequence wise. First students listen story very carefully and attentive and try to keep all important events in mind. It's also used in poems. Its main objective to encourage students to learning, keep character in mind.

Rules of story:-

a)   Teacher tells the story to students.

b)   Teacher writes important events and dates on black board.

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching
Strategy

PJAEE, 18 (7) (20221)

c) Teacher motivate to students while telling the story. And mention some important characteristics about characters.

d) Having finished the story, teacher asks to students what happened in beginning of the **story, what happened next? Class** decide the story events according to systematic. . In this strategy students draw a story map Model that captures and sequences the main events from the original source. The most basic story maps mostly emphasis on the beginning, middle and end of the story.   Students work individually or in groups to create their own story map. Illustrations can be displayed in a vertical or horizontal sequence, in a circular pattern or as a winding trail that traces the movements of the characters. . Students can retell the story for their own enjoyment to a partner, small group or to the class, using their story map as a prompt.

5. **Circle game strategy :-** This strategy is also motivate to students to share their opinion .teacher use this strategy at higher level of education in which students can able to generate thoughts , Its make students responsible for their answer whatever he / she given in circle In this game two circle are situated in each other. Students sit in both circles to establish dialogue among students. Students in the inner circle face outwards, directly facing the student in the outer circle. Sit students facing each other, knees to knees, to encourage active listening between partners. Alternatively, students can stand and face each other. In this step teacher raise issue / question front of students and give at least 30 minute for thinking. Now say, 'Person on the inside, tell your partner your thoughts. When you are finished sharing, say 'passes and your partner will share their thoughts with you.' When game finished, outsider students stand up and move on one or two places to the left or right. The discussion process is then repeated. To listen to the conversations taking place, stand in the centre of the circle. In last discuss the ideas produced during the circle talk and list questions that were identified to generate further learning.

6. **Decision making strategy: -** This strategy will help students to consider their own beliefs about their ability to view situations and events and solve problems, explore a series of steps in making decisions in relation to positive healthy behaviors, and share reasons for making a decision with others. Prior to using a decision-making model students will need to understand the idea of 'problem', 'choices' and 'decisions'. Younger students may find it difficult to identify the problem in a decision-making scenario so give this step time and discussion. Explain students make decisions everyday by looking at the choices they have available. Decision-making models will allow students to consider and explore a range of alternatives before making a decision.. The Strategy focus on choices to Think about choices and Choose the one you like best, It may be a useful way to introduce decision-making or for those students requiring Students should think about the choices available in a given scenario and then choose the best optionn,

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

7. Role play :- Role play is that strategy develop interpersonal skills such a**s** assertive communication and negotiation within a range of contexts, and also develop empathy and experience in different perspectives by adopting different roles, and this strategy is so effective strategies for managing 'real life' situations. Time to time its conduct effective role-plays; a supportive classroom environment must exist. Some important rules in strategy:-

1. one person speaks at a time

2. everyone's responses and feelings are to be treated with respect

3. everyone has freedom to express their opinion or pass

4. In this strategy mostly use character names rather than student names.

Role play method demand that students should be clear understanding of role . Role play objectives must be known by students then they can play effective and creative role. Teacher should motivate to students to be active in playing role that can be inspired to others, If there is an audience, prepare them for the role-play by giving a specific role to encourage their active involvement. Audience members can also be involved by identifying the feelings of the role-play characters, commenting on appropriateness of actions and providing relevant feedback. 3. Before doing the role, Design must be the role-play so that it encourages students to model appropriate behavior. Aggressively, the teacher should take on this role. 4. Set the scene by choosing a relevant scenario or have students select their own. Avoid using extreme stereotypes or allowing the issues to become exaggerated.

8. During the role-play It's very important that role will not arise anxiety among students that will decrease in learning that why teacher give sufficient time to preparing role before performing on the stage format of others. If students feel uncomfortable with the scenario of the role-play, allow them to withdraw. These students can take on an observers' role. Start the role-play by students to keep the action brief (a few minutes is usually sufficient). If the role-play starts to deteriorate, stop it quickly, discuss what is happening and re-focus the action. If students become angry, switch roles so they argue the opposing view. This may help them to develop understanding and empathy for the views of others. Make a point of taking students out of their role (this can be done by removing props, costumes or name Facilitate the role-play by allowing students to direct the action. Wait until the end of a scenario to make any comments. Do not judge the actions of a student in any given scenario as right or wrong. Instead focus attention on alternatives and/or consequences of actions.

9. Shared reading S1. Use a suggested book listed in the preparation section of the learning activity as a starting point or to reinforce a key message. Display the book where all students can see the cover, illustration and title and discuss these. Provide students with a short period of time to silently preview

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

the text. 2. Ask students to share their predictions of the main ideas with a partner or the class. Keep this pre-reading discussion brief and stimulating to make sure students are keen to listen to the story that follows. . What do think this story will be about? Is this a fiction or non-fiction book? Does the title tell us anything about the story? 3. Accept all suggestions and ask students to see if their predictions come true. Provide any essential knowledge that will assist student's understanding of the story prior to reading. 4. Read the story encouraging students to join in, predict, use picture cues and look for information-What do you think what will happen next? Why do you think that happened? What did you found out from this part of the story? How is the character feeling? 5. Discuss the information gained through reading the text. Ask questions such as: Why do you think we read this story? What are some of the important things you have learnt from this story? 5.Provide opportunities for students to demonstrate their understanding such as drawing a picture or cartoon strip; writing two or three dot points; talking with a partner; dramatizing parts of the story; retelling the story in their own words; or innovating the story .

10. Shark and Dolphin game

In this strategy students classified in two groups one is dolphin and another one is shark. Shark represent unhelpful thought and dolphin represent helpful thoughts. But both strategies give direction to students to sort out problems. Shark thoughts show feels good or solve problem. And dolphin thoughts make you feel better. Shark group use headings such feel proud that I had a go. Dolphin use headings such as 'helpful, positive and optimistic thinking' and 'unhelpful, negative and pessimistic thinking.

Dolphin	Shark
I feel proud that I had go	I am idiot person
It's ok , it's my first effort	I need to do better
I am nice and kind person	Everyone is good than me
I always try my best	Hopeless thoughts arise
don't mind what other think about me	I am not able to do this work.

11. Tic TAC toe.

1. In this game students sit in a circle on the floor. Teacher gives ball or soft object to one student. 2. The group slowly and gradually chants 'Tic tac toe. Tic tac toe. Where will the boll stop? No one knows.' The ball is quickly circulated among students around the circle and stops when the chant is completed. The student holding the ball when the chant stops is asked a question by the teacher. 3. Teacher repeats the game until mostly students don't give response to the question.

12 .Puppet role-play -Students can use puppets (hand made or bought) to act out the scenarios. This can be a home corner activity, a more structured group activity or one that is modeled by the teacher. Child use oral language to

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

develop conversational thoughts. Its best way in society to convert message on social issues. Its modelling based strategy in which teacher can modulate students behaviour according to him /her

13. Pop stick game Its project based strategy Mostly this game used in math or matching game. Kids use this to making home decor items. Draw a smiley face on one side of a pop stick and a sad face on the other. Pose a statement for students to consider and then tells their opinion example smiley face show 'agree' and sad face 'disagree'. Alternatively photocopy Strategy sheet and have students attach a smiley face card one side of a pop stick and a sad face card on the other.

14.Thumbs up thumbs down -It can be called many names such as seven up, heads up, thumbs up. It's used in primary classes nit in higher classes, in this game students guessed it's helpful to develop listening and students interact to others through this game.Students may use a 'thumbs up' gesture to suggest 'agree'; a 'thumbs down' gesture to suggest 'disagree' and a 'flat palm' gesture.

1.2 Coaching Institutes

Coaching is question based enlightening, inspirational and organizing process by a coach to orient a player to the realities of situation and to help the player achieve desired goals. Myles Downey defines coaching as the art and practice of inspiring, energizing and facilitating the performance of learner. The term 'coaching' is used in a wide variety of contexts to describe an array of relationship. Coaching relationship can and often do cross over with mentoring. Teaching by instruction and counseling, coaching is centered on unlocking a person's potential to maximize his or her own performance. A focus on improving performance and development of skills is the key to an effective coaching relationship. Coaching encourage and pushes others to take responsibility for their development, set a goal, take a action and grow. Coaching as counseling to uncover problems and difficulties. As a teaching by instruction - coaching develop a particular skills in students. As a mentoring students work with an expert and gain from their knowledge and experience. Coaching success stories almost depend on the three effective keys .They are following:- 1.questioning 2.listening 3.observing. Coaching put up a cross questioning to students and emphasis on these question   which are importantt for exam perceptive .coaching mainly focus on the individuall students and their need . That's why coach listen carefully what students say .But in school teacher don't able to provide a attention on individual students. coaching give a focus on the person not the subject .the coaching help to identify their specific goals and then organize themselves to attain these goals .coaching deals with building on individual personal skills from setting the goals.

Coaching can be applied to variety of areas, such as motivation to students. Problem solving issues and students development. It focuses on what student want. What their goals is, and how can they achieve it. Coaching is

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

collaborative relationship which encourage student to know their values and live them while achieving their goals. Coaching focus on particular work issues and improving job performance. Coaching can be providing continuing support for personal development plans.

1.3 Coaching utility; - Generally coaching term used for private educational institution which runs parallel to school. Whenever a child struggle to learn in a particular time period. It's always importantt to consider tuition that can help them to make subject easy and understandable. Aspirant who studies with good tutor develop great self- esteem and feel confident to achieve their goal .coaching encourage candidate to increase their knowledge and skills by taking a regular classes and enhance knowledge of particular subject area . Tuition centre is good advantage for student's .They provide material and guidance on importantt topics. Coaching use short cut method of solving numerical and analytical question .They plan each topic according methodology and decide a time schedule to complete the module .This institute use different method of teaching to who are utilized in the classroom .The institutions does not force students to learn under pressure.

3. Review of literature

[1]Harshvardhan and Manju (2015) Conducted a study on effective teaching traits and find out that effective teacher deliver content knowledge in different dimension , and used ict in teaching to make teaching effective . Study showed that effective teacher design curriculum according to owns elf and also believe in experimental method to create interest in students especially in scientific subjects. Study also revealed that a effective teachers always keep interest in cooperative and collaborative teaching which enhance capacity of learning among teachers. **[2]Gupta and Kapoor (1990)** Conducted a study on effective teaching efficacy and mention some significant characteristics of effective teaching such as :- Instructional strategies.Class room managemend.Evaluation and impartial feed back. Interpersonal relations, between teacher and students.[3]**Rosen shine and Frost (1973)**Conducted a study on teaching effectiveness in relation to teaching strategies , and find out that students can be learn better when all these characteristics are present in teaching that's are following :- Interest for teaching ,Concept clarity. Curiosity for learning. Good content knowledge 'Variance in teaching methods.[4]**Car huff (1981)** Studied different kind of teaching methods used in classroom and found that every teachers use variety of teaching methods to express content of front of the classroom. Some teachers use questions answers technique to create active atmosphere in classroom, and others teachers use programmed instruction techniques to deliver content knowledge. Whereas some teachers use lecture method and some use overheat project method. **[5] Englert (1983) ;Westwood(1995)** studied on teacher effectiveness ; and concluded that effective teachers had high level of presentation , and correct a student's responses in short time , Also give positive feedback to students to motivate to them . **[6] Yasmin (1984)** conducted a study on a comparative study of the

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

teaching effectiveness of traditional methods and inquiry method at higher school in science lab. In the study author has taken 400 sample and divided them in eight groups, one group is experimental and another is control group. Each group represent 4 groups. Author found that traditional method is not more effective in present contrast to comparing inquiry method. **[7] Zip pert (1985)** conducted a research on teaching strategies and their impact on student's achievement. The study conducted in Miles College Eutaw, Greene County, Alabama. In this study environmental preference survey used to evaluate learning style of students in social studies, and history subjects. Author has taken total 30 samples, 15 sample in each paper .Author divided sample in two categories like experimental group, second is control group. Students get instruction through conventional method in control group, author assess their learning styles with experimental group. Study revealed that students are able to identify their individual method of learning that is mode of learning.[8] **Anderson (1994)** stressed that students learning achievement heavily depend on   the teacher instructional planning, teaching method selection and variety of learning activities .on the other hand. 2. Teachers attitude used positive strategies such as praise, encourage, rewards for classroom [9] **Sullivan & McIntosh (1996)** conducted a study on lecture method in relation to teaching effectiveness. Findings were that lecture method is very effective and interactive method to transfer knowledge to student's .Students acquires knowledge in easy way. These methods develop listening habit among students. **[10]Forsyth (2003)** Studied demonstrate method, revealed that demonstrate method is only provide a information to students and it's create a enjoyable environment for students in classroom. But it break up pace of classroom. Demonstrate method engage students in classroom .But it's not able to generate analytic perception among students.

4.   Conclusion

Teacher effectiveness play significant role in learning process .If teacher teach effectively in classroom, students inspire automatic. Effective teacher motivate to students to learn in creative way and try to find out inner abilities of students, generally effective teacher know very well about how can expose content knowledge through effective teaching strategies. Students demand effective teacher in classroom**.** School and teachers can influence the extent and quality of learning for all students. Teacher's beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life. Educators have control over numerous factors that influence motivation, achievement and behavior of students. To reach this objective, teaching learning strategies must be organized systematically by school as well as supported by teachers and their choice of teaching methods. Generally, effective teachers plan carefully, use appropriate materials, communicate goals to students, maintain a brisk pace, assess student work regularly, and use a variety of teaching strategies. They use class time well and have coherent strategies for instruction. They hold the expectations

A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

PJAEE, 18 (7) (20221)

that their students can learn and believe that they have a large responsibility to help .In essence; teaching is a highly complex work with a multitude of teacher-related, as well as other, variables that affect student success. However, one clear message emerges from the literature: the impact of the teacher on student learning.

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A Comparative Study of Teaching Effectiveness of the Teacher of Coaching Institutes and Schools on the Basis of Teaching Strategy

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