



A Study of Impact of Teacher Effectiveness on Students' Interest in Learning in Standard 7

*¹Dr. Prasad S Gurao

*¹Assistant Professor, Department of Education, Guru Nanak College of Education and Research Bhandup, Mumbai, Maharashtra, India.

Abstract

This research explores the impact of teacher effectiveness on students' interest in learning, focusing on 7th-grade students in Thane city. It examines four key factors influencing teacher effectiveness: teacher initiative, teacher sensitivity, content relevance, and respect for students. A survey was conducted with 30 students using a rating scale questionnaire to assess how these factors affect students' academic engagement. The results indicate that teacher effectiveness significantly enhances students' interest in learning. The analysis found no gender-based differences in the impact of teacher effectiveness or the four factors. The study concludes that teacher effectiveness plays a critical role in boosting students' academic interest and performance. It also suggests strategies for improving learning experiences, such as fostering a supportive environment and adopting effective teaching methods.

Keywords: Teacher effectiveness, interest, learning, teacher initiative, teacher sensitivity, relevance of content and respecting students.

Introduction

This study investigates the impact of teacher effectiveness on students' interest in learning, specifically among 7th-grade students in Thane city. Teacher effectiveness plays a vital role in enhancing students' engagement and academic performance by creating a conducive learning environment. The research focuses on how various factors such as teacher initiative, sensitivity, relevance of content, and respecting students influence students' interest in learning. By examining these factors, the study aims to highlight the importance of effective teaching strategies in fostering students' motivation. The findings indicate that teacher effectiveness has a significant positive effect on students' academic interest, with minimal gender differences in impact. Ultimately, the study emphasizes the need for teachers to adopt engaging and responsive teaching methods to maximize student learning outcomes.

Need of the Research

The need of the research is to focus on studying the impact of teacher effectiveness on the student's interest in learning of students in standard 7. Teacher effectiveness is known to be critical for students' education and interest in learning at school level. If students' interest in learning increases it accordingly improves their overall academic performance too.

Statement of Aim

"A study of the impact of teacher effectiveness on students' interest in learning in standard 7."

Operational Definition

- **Study:** Study of impact of teacher effectiveness of students' interest in learning in standard 7.
- **Impact:** Effect of teacher effectiveness on students' interest in learning in standard 7.
- **Teacher Effectiveness:** The degree to which the teacher is able to engage learners and impact student's interest in learning in standard 7.
- **Students:** Students means class 7 students including males and females.

Objectives

- i). To study the impact of teacher effectiveness on students' interest in learning in standard 7
- ii). To study the impact of teacher effectiveness on boys and girl students' interest in learning in standard 7
- iii). To study the impact of teacher initiative on students' interest in learning in standard 7.
- iv). To study the impact of teacher initiative on boys and girl students' interest in learning in standard 7
- v). To study the impact of teacher sensitivity on students' interest in learning in standard 7
- vi). To study the impact of teacher sensitivity on boys and girl students' interest in learning in standard 7
- vii). To study the impact of relevance of content on students' interest in learning in standard 7
- viii). To study the impact of relevance of content on boys and girl students' interest in learning in standard 7

- ix). To study the impact of respecting students on their level of interest in learning in standard 7
- x). To study the impact of respecting students on their level of interest in learning of boys and girl in standard 7

Hypothesis

- i). There is no significant difference in the impact of teacher effectiveness on boys and girl students' interest in learning in standard 7
- ii). There is no significant difference in the impact of teacher initiative on boys and girl students' interest in learning in standard 7
- iii). There is no significant difference in the impact of teacher sensitivity on boys and girl students' interest in learning in standard 7
- iv). There is no significant difference in the impact of relevance of content on boys and girl students' interest in learning in standard 7
- v). There is no significant difference in the impact of respecting students on their level of interest in learning of boys and girl in standard 7

Methodology

For the present study researcher used survey method of descriptive research. In this research various variables were compared on the basis of gender, teacher initiative, teacher sensitivity, relevance of content and respecting students, so casual comparative method was used.

Sample for the Study

For the present study, stratified random sampling technique from random sampling method was used. 30 Students from standard 7 were selected for the research.

Tools Used

Researcher needs authentic tools to complete research project. Anything that becomes a means of collecting information for the study is called a research tool. The researcher has used the personal information of the student. The tool used here was a survey form with rating scale-Always, Most of the time, Sometime, Never. The researcher developed a questionnaire which included 25 questions related to the impact of teacher effectiveness on students' interest in learning. The researcher created a Google form and sent it to the students and students filled it up enthusiastically.

Analysis and Interpretations

Table 1: Study of impact of teacher effectiveness students' interest in learning in standard 7

Sr. No.	Variable	Type	Marks Obtained	Total Marks	Percentage
1.	Teacher Effectiveness	All Students	2578	3000	85.93%
		Girls	1266	1500	84.40%
		Boys	1312	1500	87.46%

Interpretations

Table 1 shows study of impact of teacher effectiveness students' interest in learning in standard 7. The marks obtained are 2578 out of 3000. The overall percentage is 85.93%. The percentage indicates that the score is more than above average. The marks obtained by girls are 1266 out of 1500 and boys obtained 1312 out of 1500. The overall

percentage of girls is 84.40% and overall percentage of boys is 87.46%.

Analysis: These figures indicate that more than average students of standard 7th show an impact of teacher effectiveness students' interest in learning. These figures indicate that the impact of teacher effectiveness students' interest in learning in girls and boys of Std 7th is almost similar.

Table 2: Impact of various subcomponents of teacher effectiveness on students' interest in learning in standard 7.

Sr. No.	Variable	Type	Marks Obtained	Total Marks	Percentage
1.	Teacher Initiative	Boys	319	360	88.61%
		Girls	294	360	81.66%
2.	Teacher sensitivity	Boys	363	420	86.42%
		Girls	353	420	84.04%
3.	Relevance of Content	Boys	312	360	86.66%
		Girls	305	360	84.72%
4.	Respecting Students	Girls	314	360	87.22%
		Boys	318	360	88.33%

Table 2 shows the impact of various subcomponents of teacher effectiveness on students' interest in learning in standard 7.

2.1. Interpretation

Impact of teacher initiative on students' interest in learning in 7th Std students. The marks obtained by girls are 294 out of 360 and boys obtained 319 out of 360. The overall percentage of girls is 81.66% and overall percentage of boys is 88.61%.

Analysis: These figures indicate that the impact of teacher initiative on students' interest in learning in 7th Std girls' and boys' students is almost similar.

2.2. Interpretation:

Impact of teacher sensitivity on students' interest in learning in 7th Std students. The marks obtained by girls are 353 out of 420 and boys obtained 363 out of 420. The overall percentage of girls is 84.04% and overall percentage of boys is 86.42%.

Analysis: These figures indicate that the impact of teacher sensitivity on students' interest in learning in 7th Std girls' and boys' students is almost similar.

2.3. Interpretation:

Impact of relevance of content on students' interest in learning in 7th Std students. The marks obtained by girls are 305 out of 360 and boys obtained 312 out of 360. The overall percentage of girls is 84.72% and overall percentage of boys is 86.66%.

Analysis: These figures indicate that the impact of relevance of content on students' interest in learning in 7th Std girls' and boys' students is almost similar.

2.4. Interpretation

Impact of respecting students on their interest in learning in 7th Std students. The marks obtained by girls are 314 out of 360 and boys obtained 318 out of 360. The overall percentage of girls is 87.22% and overall percentage of boys is 88.33%.

Analysis: These figures indicate the impact of respecting students on their interest in learning in 7th Std girls' and boys' students is almost similar.

Findings

- i). The impact of teacher effectiveness on students' interest in learning in 7th Std students is 85.93%.
- ii). The impact of teacher effectiveness on students' interest in learning in 7th Std girls is 84.4% and boys are 87.4%.
- iii). The impact of teacher initiative on students' interest in learning in 7th Std among of girls is 81.66% and boys is 88.61%.
- iv). The impact of teacher sensitivity on students' interest in learning in 7th Std among of girls is 84.04% and boys is 86.42%.
- v). The impact of relevance of content on students' interest in learning in 7th Std among of girls is 84.72% and boys is 86.66%.
- vi). The impact of respecting students on students' interest in learning in 7th Std among of girls is 87.22% and Boys is 88.33%.

Conclusion

- i). More than above average number of students are impacted by teacher effectiveness on students' interest in learning.
- ii). The difference between girls and boys score on the impact of teacher effectiveness on students' interest in learning is almost similar.
- iii). More than above average number of students are impacted by teacher initiative on students' interest in learning.
- iv). More than above average number of students are impacted by teacher sensitivity on students' interest in learning.
- v). More than above average number of students are impacted by relevance of content on students' interest in learning.
- vi). More above average number of students are impacted by respecting students on students' interest in learning.

Suggestions

Suggestion for students to improve their interest in learning:

- i). Find out obstacles that keep you away from learning activity
- ii). Address emotional issues, if any, that blocks mind when you study
- iii). Keep communication clear with teachers about which way of learning helps you.

Suggestion for teachers to improve teacher effectiveness

- i). Make your expectations clear of what is the goal of your teaching activity
- ii). Supplement lectures with hands-on activities, that will build interest
- iii). Recognize students' accomplishments and respond appropriately to their concerns
- iv). Construct engaging lesson plans that maintains students' interest in studying

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