

Understanding the relationship between teachers' efficiency and content delivery in secondary classrooms

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Abstract

Classroom management is a very important term in academia because everything related to education encompasses it. The teacher's efficiency and proper content presentation makes classroom management a success. Thus, the study aims to find out the correlations between a teacher's efficiency and content delivery in the secondary classrooms of Bangladesh. For collecting, this study reviews the literature pertaining to teacher's efficiency and content delivery and collects some information thereon. The literature reviews showed that the content of the subject matter is important but the more important is how a teacher deals with it before the learners. It also showed that teaching is an art, and a teacher here should be a great artist to deal with the contents to be taught. A teacher should motivate students when necessary and must be familiar with the students' cultural background, learning stages, and challenges of the learners while delivering the content materials. So, a teacher should have proper style and structure of content delivery so that the students can enjoy it, grasp it and may have effective learning outcomes. If a teacher cannot show proper efficiency, the goals of the teaching may not be reached.

Keywords: Classroom Management; Content Delivery; Self-Efficacy; Culture; Instruction; Feedback.

1. Introduction

Teachers are the main stakeholder and key role player for teaching learning activities. The success and failure of an educational institution largely depends on the efficiency of the teachers (Williams & Soares, 2002). The curriculum and learning materials should be aligned with the students' contextual perspectives and teachers' own capacity to implement. If those are matched, we can hope for a better learning outcome. Thus, the purpose of the study is to understand the relationship between teachers' efficiency and content delivery in secondary classroom settings. In this paper, I define 'teachers' efficiency' as how a teacher makes the lessons effective, engaging and 'content' means the lessons and teaching elements that a teacher delivers to the students with a view to imparting education.

1.1. Classroom management and teachers' efficacy

Classroom management has become a burning issue and challenging task in schools setting recently (Thangarajathi & Joel, 2010). Research has identified numerous variables that are associated with classroom management. Teachers' self-efficacy, personal education, skills, social identity, adulthood, students' behavior, parental education, ethnological background, social settings, academic grades and many more things are correlated with classroom management (Lazarides et al., 2020; Hossain, 2024). A teacher needs to be self-equipped for the profession with his pre-service preparation. Previous education, motivation for teaching activities and growing as a adult all are necessary for the profession. When a teacher joins the profession, he/she may feel from identity problem (Dugas, 2021) but he needs to be full of self-efficacy and other teaching qualifications. After all of these, a teacher can manage the classroom very efficiently. Therefore, there is so much research that has been conducted on classroom management from different angles. This literature review will endeavor to understand the relationship between teachers' efficiency and classroom management, especially teachers' efficiency and content delivery because efficiency and delivery for anything is strongly related with each other. According to Walker (2009), as he observed, "The best teachers don't simply teach content, they teach people" (p-122). The other psychologists Martin and Sass (2010) concluded that classroom management is an "umbrella of definitions that includes learning interactions, learning, and the behavior of the students." So, an effective class entails teachers' strategical efficiency, availability of the teaching materials, delivering lessons and managing students in the class.

1.2. Teaching equipment and classroom delivery

In developing countries teaching equipment, which is very important for classroom delivery, is not so available as those are required. In one article Bizimana (2014) describes the difficulties of the teachers due to lack of equipment. Bizimana observed that there is a positive and significant correlation between most of the teaching and learning resources and level of classroom management and content delivery. (p-2). So, for a useful content delivery on behalf of the teachers not only teacher's efficiency but also the resources are very much important. If a teacher does not have proper equipment and teaching aids he cannot draw the attention of the students and cannot make the class engaging too.

2. Literature review

“Learning is the work of the head and the work of the art.” Posited Katharina (2015 p-1). She continued that teachers may have an in-depth understanding of the subjects they teach. But the knowledge of the subject matter is not sufficient to ensure that the teachers will be effective, and the students will be successful in the learning. To be effective teachers must have an understanding of their students' interest and styles of learning. Besides, teachers have to be responsible for creating the classroom settings, arranging the seats, decorating the rooms, putting routines, developing rules and communicating with the students (Hossain, 2021).

2.1. Classroom rules for effective management

According to Alter (2017) there should have some specific rules for classroom management. As he observed that two characteristics of classroom rules that are most important to their overall effectiveness. The classroom rules can be taught to the students through recitation, modelling, elaborate discussion, simulation, role playing and through other examples. So, a teacher plays a key role here to make the effective. According to (Macsuga-Gage et al. 2012), effective teaching is both an art and science. Successful teachers weave together academic, behavioral, and social threads to achieve a unique classroom tapestry. Teachers also should give priority to the material that can meet the objectives of the courses. Effective teachers introduce new courses sequentially. They assign the students the tasks that can promote their personal skills and motivations. Additionally, they use specific words, praise, feedback to give students a good understanding of the topic.

2.2. Effective teaching as art and science

A teacher's preparation, knowledge of subject matter, teaching style and organization play a great role in students' success. So, the research proves that the students show a good performance when they feel that their teacher is well prepared, knowledgeable, and organized. (ETS 2013, Klassen, et.al. 2013). Instructors should be clear about providing syllabus, course information, grading system, course policies, assignments, due dates, and proper schedule. After that a teacher can claim for a successful content delivery. A teacher should stimulate students because stimulation plays a vital role in student success. Research has shown that stimulation and experiencing positive emotion foster well-being and improve students' outcomes. (Williams, et.al. 2013). Williams et al. (2013) posited the view that students who experience positive emotions and stimulated by their instructors demonstrate greater academic success including studying, attendance, good participation in the lesson, better understanding of the course materials. They also show a positive outlook on their academic accomplishments. So, a teacher must create a positive stimulation while delivering the contents.

2.3. Cultural sensitivity and student engagement

Cultural sensitivity is also very important for students' success. Students will participate in the class activities more when they feel that their instructor is culturally aware and respects multiculturalism. Teachers can show cultural equity by encouraging all students to be active irrespective of their caste, creed, disability, race, language, religion, or social status (Fallon & Brown, 2010). Hossain (2024) emphasizes the role of nonviolence education in fostering racial justice and creating inclusive learning spaces. By promoting cultural awareness and equity, educators can build stronger communities within classrooms, ensuring that all students feel valued and respected. Cultural sensitivity is not just a matter of being polite; it's a crucial component of effective teaching and learning. By creating culturally responsive classrooms, educators can unlock the full potential of all students (Shade, et.al, 1997).

2.4. Teacher credibility and student growth

The research points to four components of a teacher credibility that play a vital role in students' growth in academic area: trust, competence, dynamism, and immediacy (Douglas. F -2021). i) Trust: As observed, students want to know that their teachers really care about them as individuals. Students also want to know that the teachers are true to their word. So teachers should keep their promise when made. Teachers should tell the truth about their performance. ii) Competence: Students expect an appropriate level of expertise from their teachers in terms of delivery and accuracy of information. So, the teachers should know the content well and should organize the lesson in a cohesive and coherent way. (iii) Dynamism: Dynamism is a quality to communicate enthusiasm- for subject matter and student learning. It also indicates the capability to capture students' interest to learning. The teacher should be careful about their own interest whether they love the content they are going to teach. Their lessons should be relevant too. (iv) Immediacy: Teachers should be immediate to respond to the students and learners should have easy access to the teachers. Then a confidence will grow up among the learners and a good relation will grow up among them.

Jane E. Pollok (2020) “Improving Student learning...”- advocates for the “Big Four” for a better instructional design. The Big Four are: i) standard-based curriculum ii) A plan for instruction iii) Varied assignments task iv) standard-based feedback, record keeping and reporting. The big four approach the following offers in detail: a) A clear well-paced curriculum standards that describe what the students will learn b) research-based lesson plan for delivery within units of study c) red-designed assessment for critical and creative thinking skills as well formative assessment d) tracking individual progress to provide accurate feedback.

Teaching experience has a great effect on content delivery especially compared to novice teachers. (James, 2018, P. 31). So, teaching experience matters a lot for effective teaching and students' achievement. Teachers who are both effective and experienced know the content and the students they teach use efficient planning strategies, practice interactive decision making, and spend less time for lesson planning. Becoming experienced from novice teachers takes a long time. Research showed that it takes five to eight years to become an experienced one. It is generally accepted that it takes 10,000 hours of practice in a field to become an expert in a field. In the United States, teachers work about 1050 hours to 1150 hours per year. (OECB, 2013b). So, according to the 10000 hours rule, it would take nine years of purposeful improvement to become a master teacher.

“Working with students is working with aliens from outer space who just landed on Earth. They do not know the rules – the customs and mores associated with the culture” observed Leslie J et. al, 29 July 2010. The schools play a vital role in transmitting the rules and culture via the teachers' instructional strategy (Hossain, 2024). Then the students come to internalize the norms of responsibility and discipline from the teachers. Besides, students should be taught to think about others not only for themselves. They should learn that they should not keep someone aside because they are going forward. Therefore, teaching students to be responsible should be a vital part of our curriculum and instructional design.

Imagination is a great quality of the students, specially in the adolescent period. Imagination lies in our perception, memory, idea generation, metaphor, and every perspective of our lives and it stronger in students' life (Egan, 2013). Therefore, a teacher should focus on the imaginative life, and this should be engaged in learning. Novelty in any ideas is strongly connected with our imagination. When we imagine something, we tend to feel that it is real and the images are tied with our emotions.

Information and Communication Technology (ICT) plays a vital role in affecting teaching and effective content management. Teachers believe that technologies are very effective in helping students to give feedback. "Technology makes it quicker, and the feedback enhances deeper understanding because it clarifies what was done earlier and embeds the information." (Mesilela, 2019, p 37). When technology is used the students can get feedback easily. It is also helpful for the teachers as well. Students can participate through online wherever they are. People can proceed with their learning according to their own pace and time. Besides, the teachers think that ICT helps them to access and acquire different kinds of sources of information. Thus, they can improve their pedagogy making lessons more effective. They also improve their content of whenever necessary. They can make it more attractive by using videos, colors, background etc. As a whole, by using technology has great effect on content delivery.

Teachers' personalities have a great impact on the class management and effectiveness of the class. Minghui Gao (2013) observed that, "effective teachers possess or demonstrate adaptability, enthusiasm, fairness, high expectations, good humor, patience, and responsibility, and they are agreeable, caring, friendly, honest, and respectful." With the strong personality a teacher draws the attention of the students makes the class content more attractive and understandable to the students. He is also able to maintain the 'withitness', 'class rippling' and 'overlapping' well (Hossain, 2021).

There is a strong relationship between education and culture because culture is an important part of the education system and education should reflect it (Merfat, 2015). Teachers who learn more about their students' backgrounds, cultures, and experiences will feel more capable and efficient in their work as teachers. Teachers should work continuously to improve the lives of their students (Landsman & Lewis, 2011). So, teachers should make group with the students so that they can feel trust among one another and enhance their better learning. The students can adapt to the new culture and new educational environment. They too can realize the importance of multiculturalism and build their future education.

In order to build a competent students society, after all a teacher needs to be prepared and well-versed in the subject matter, design courses, and reflect standards (P. Allison 2015, p-11). The teachers will encourage students by stimulating their interest through discussion, experimental activities, group work, pair work etc. They will connect the study materials with the real life of the students. The best teachers provide high expectations, challenge students beyond their comfort zone. They make the learning more interactive, cooperative and show awareness of students learning and growth as well academic success.

3. Discussion

The findings of this study highlight the crucial relationship between teachers' efficiency and content delivery in secondary classrooms. Effective classroom management requires a teacher to possess a combination of subject knowledge, pedagogical skills, cultural awareness, and adaptability. A content may be very difficult to understand for the learners, but a teacher can make it very interesting to the students with the help of presentation skill and then students might be engaged to the lesson. The delivery is an art as already mentioned and thus a teacher is the artist. An artist can make an art, a painting very meaningful and attractive to the audience, in the same way a teacher can do so to his/her audiences who are sitting before them as learners.

The literature reviewed underscores that while content knowledge is essential, it is the teacher's ability to present, engage, and manage students that truly defines successful content delivery. The impact of a teacher's credibility, cultural sensitivity, and instructional strategies plays a key role in students' learning outcomes. A teacher should bear in mind the student's age as every age has a learning stage, a teacher should be culturally responsive because a student may originate from different cultures and values. So in a multicultural classroom, a should conduct the classes so that equity, equality can be confirmed.

Moreover, classroom rules, teaching equipment, and structured lesson planning contribute significantly to maintaining an effective learning environment. Future research could explore how teacher training programs can further enhance efficiency in content delivery, considering evolving educational technologies and diverse classroom dynamics.

4. Recommendations

Based on the above discussion of articles from different perspectives, here are some recommendations for teaching efficiently. A teacher should follow the following strategies and techniques while delivering their lessons.

First, teacher should maintain focus on academic subjects. He should have the proper knowledge of the subject area. A teacher's expertise in their subject area is fundamental to their ability to effectively impart education to the students. Without a strong idea of the subject, a teacher cannot accurately convey information, answer student questions thoroughly, or foster a genuine appreciation for the subject in their students

Second, a teacher should have proper structure of content delivery. He should present new material step by step. Information should be presented in a coherent and sequential manner, building upon previous knowledge. A teacher should use different teaching strategies as necessary such as lectures, discussions, activities, and visual aids to cater to different learning styles. Thus, a teacher will promote a systematic and student-centered approach to teaching, where the focus is on facilitating meaningful learning through clear, organized, and progressive instruction.

Third, he should apply a variety of teaching styles according to the demand of time. This refers to the different methods and approaches a teacher can use to deliver instructions. It indicates a dynamic and responsive approach of teaching where teachers are equipped with a lot of strategies and are able to adapt their instruction to effectively meet the needs of their students and the demands of the learning environment.

Fourth, Contents and lesson should be enjoyable. If students enjoy the lesson they can learn more and the content delivery becomes easier.

Fifth, he should observe closely students' activities and provide necessary feedback.

5. Conclusion

This study emphasizes the essential link between teachers' efficiency and effective content delivery in secondary classrooms. While subject knowledge is fundamental, the way teachers engage students, manage the classroom, and adapt their instruction determines learning success. The literature highlights that teaching is both an art and a science, requiring strategic planning, cultural sensitivity, and the ability to foster a positive learning environment. Additionally, access to teaching materials and well-defined classroom management strategies further support effective instruction. Enhancing teacher training programs and promoting continuous professional development can significantly improve instructional efficiency. Future research should focus on how evolving educational technologies and culturally responsive teaching practices impact student engagement and achievement. By prioritizing teacher effectiveness, schools can create an enriched learning experience, ultimately leading to better.

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