



# REVIEW OF RESEARCH

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## A STUDY ON TEACHING EFFECTIVENESS OF TEACHER EDUCATORS IN RELATION TO THEIR ANXIETY AND STRESS

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### ABSTRACT—

*Teacher effectiveness constitutes one of the most important spheres of human behavior. The teacher plays a central role in the learning process of the pupil. In school, teacher effectiveness is essential for the purpose of effective teaching learning process.*

**KEYWORDS:** human behavior , teaching learning process.



### 1. INTRODUCTION

Thus, effective teaching, to some extent, is the result of teacher effectiveness. Teacher effectiveness depends to a great extent on anxiety and stress. This reveals that teaching effectiveness of teacher educators working in TEIs in relation to their anxiety and stress.

### 2. OBJECTIVES:

- 1) To compare teaching effectiveness of teacher educators working in Government teacher education institutions having high and low anxiety
- 2) To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high stress.
- 3) To compare the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having low anxiety.
- 4) To compare the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low stress.

### 3. HYPOTHESES:

- 1) There is no significance difference between the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low anxiety
- 2) There is no significance difference between the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high stress
- 3) There is no significance difference between the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low stress
- 4) There is no significance difference between the teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low stress
- 5) There is no significant relationship between the teaching effectiveness and anxiety of teacher educators working in Self-financed teacher education institutions”

6) There is no significant relationship between the teaching effectiveness scores and stress of teacher educators working in Self-financed teacher education institutions.

#### **4. REVIEW OF RELATED LITERATURE:**

1. Awoyemi (1985) studied the relationship between the characteristics of teachers in terms of sex, years of background, factor of choice of teaching and the history of teaching in the family on the one hand and the effectiveness of the teacher on the other hand. The research involved 1280 Forms IV & V secondary school students and 191 teachers in Kwara State. Using product moment correlation and z scores, he reported that first and broadly, teacher preparation in terms of qualification, factors of choice of subject as a career, age marital status and years of teaching experience had great influence on teacher effectiveness.
2. Rao (1995) working a study of teacher effectiveness in relation to creativity and interpersonal relationship, found no significant relation between teacher effectiveness and teaching experience. A significant relationship was found between creativity and teacher effectiveness interpersonal relation, so also found significant difference between rural-urban teachers with reference to interpersonal relationship.

#### **5. DEFINITIONS OF THE KEY TERMS USED:**

The following Definitions of the key terms were used.

##### **1.1. Teacher Effectiveness:**

The operational definition of teacher effectiveness has been adapted from Collin (1990) who states that "Effective Teacher is that who has the ability to clear concepts of a subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations effectively.

##### **1.2. Anxiety:**

Anxiety is a painful uneasiness of mind concerning some impending or anticipated ill. An anxiety reaction is a state of apprehension without an apparent object, in which attempts are made to discharge internally generated tension and to reduce anxiety through increased bodily activity. The essential aspect of anxiety is that, it brings on an internal or subjective condition. It represents a danger or threat within the person himself rather than solely on external danger.

##### **1.3. Stress:**

Stress may be defined as any characteristics of the job environment which poses a threat to the individual either due to excessive demands or insufficient supplies to meet his needs.

##### **1.4. Teacher Educators:**

In this study, teacher educators refers to the teachers who are teaching in Government, Government Aided and Self-financed teacher education institutions/Colleges

#### **6. Variables involved in the study:**

1. Dependent Variable: Teacher Effectiveness
2. Independent Variables: a) Anxiety and b) Stress

#### **7. DESIGN OF THE STUDY:**

##### **1.5. Method:**

As the present study aims to study the effectiveness of the teacher educators so the researcher used Descriptive Survey Research Method.

**1.6. Sample:**

All the B.Ed. Institutions/Colleges i.e. Government, Government aided and Self-financed institutions/colleges existing in the State of Karnataka constituted the population of the present study. There are 20 Government and Government Aided institutions/colleges and 40 Self-financed Colleges in the Karnataka State. All the Government and Government Aided colleges were included in the sample whereas the data from Self-financed colleges was collected from those colleges which were situated in the same district where the Government/Government Aided Colleges are situated. Thus, a sample of 200 teacher educators constituted the final sample of the study. The sample from all the colleges was collected randomly in such a way that each district was given equal representation.

**1.7. Tools used:**

For conducting this study, the following tools were used:

- 1) Teacher Effectiveness Scale (1999 Revised) by Pramod Kumar and D.N. Mutha.
- 2) Comprehensive Anxiety Test (CAT, 1992) by Dr. R.L. Bhardwaj, Dr. H. Sharma and Dr. M. Bhargava
- 3) Personal Stress Source Inventory (PSSI, 2005) by Arun Singh, Ashish K. Singh and Arpana Singh.

**1.8. Statistical analysis:**

In the present study, several basic statistical measures were used for describing and analyzing mass data in a meaningful way. (i) Mean, SDs, were worked out to describe the nature of data. (ii) ‘t’ test was applied to test the significance of different groups. (iii) to study the relationship between different variables, co-efficient of correlation was worked out.

**8. DATA ANALYSIS:**

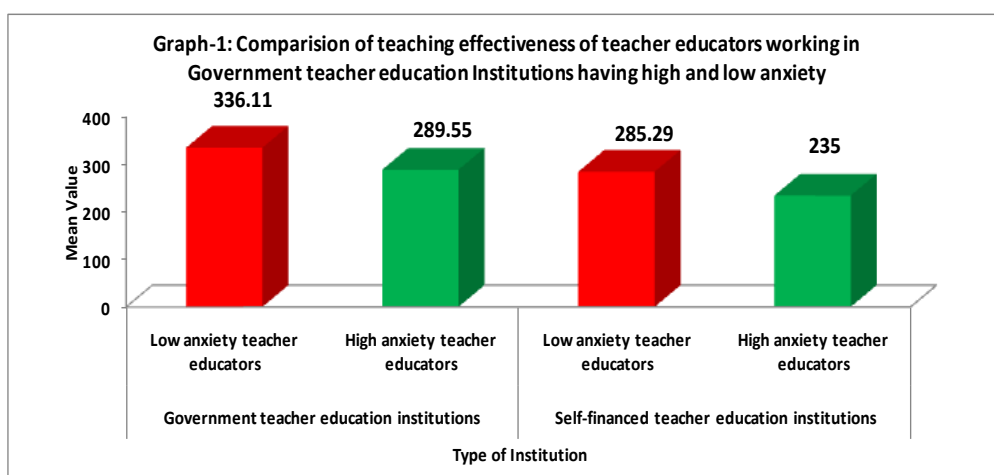
**Table-1: Means, SDs and ‘t’ value of teaching effectiveness of teacher educators working in Government teacher education Institutions having high and low anxiety.**

Type of Institution	Groups	N	Mean	S.D.	‘t’ Value	Level of Significance
Government teacher education institutions	Low anxiety teacher educators	25	336.11	6.90	25.28	0.01
	High anxiety teacher educators	25	289.55	6.93		
Self-financed teacher education institutions	Low anxiety teacher educators	25	285.29	4.41	21.34	0.01
	High anxiety teacher educators	25	235.00	12.00		

The table reveals that ‘t’ value (25.28 for df 1/50) for difference in the mean teaching effectiveness of Government teacher educators having low anxiety is significant at 0.01 level. When the mean teaching effectiveness was compared in case of Government teacher educators (M=336.11) having low anxiety, it was found that the teaching effectiveness is higher than that of teacher educators working in Government teacher education institutions with high anxiety having mean teaching effectiveness (289.55). It is clear that the teacher educators working in Government teacher education institutions having low anxiety have more teaching effectiveness as compared to the teacher educators working in Government teacher education institutions having high anxiety. It means that the teaching effectiveness of teacher educators working in Government teacher education institutions is affected by their high anxiety. Thus, the null hypothesis, “There is no significance difference between the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low anxiety” stands rejected. It means that the teacher educators working in Government teacher education institutions having low anxiety are more

effective in teaching as compared to the teacher educators working in Government teacher education institutions having high anxiety.

The table reveals that ‘t’ value (21.34 for df 1/52) for difference in the mean teaching effectiveness of Government teacher educators having high stress is significant at 0.01 level. When the teaching effectiveness was compared in case of Government teacher educators (M=285.29), it was found that the teaching effectiveness is higher than that of teacher educators working in Self-financed teacher education institutions having mean teaching effectiveness (235.00). It is clear that the teacher educators working in Government teacher education institutions having high stress have more teaching effectiveness as compared to the teacher educators working in Self-financed teacher education institutions having high stress. It means that the effectiveness of teacher educators working in Self-financed teacher education institutions has been affected by their high stress. Thus, the null hypothesis, “There is no significance difference between the teaching effectiveness of teacher educators working in Government and Self-financed teacher education institutions having high stress” stands rejected. It means that the teacher educators working in Government teacher education institutions having high stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher educators institutions having high stress.



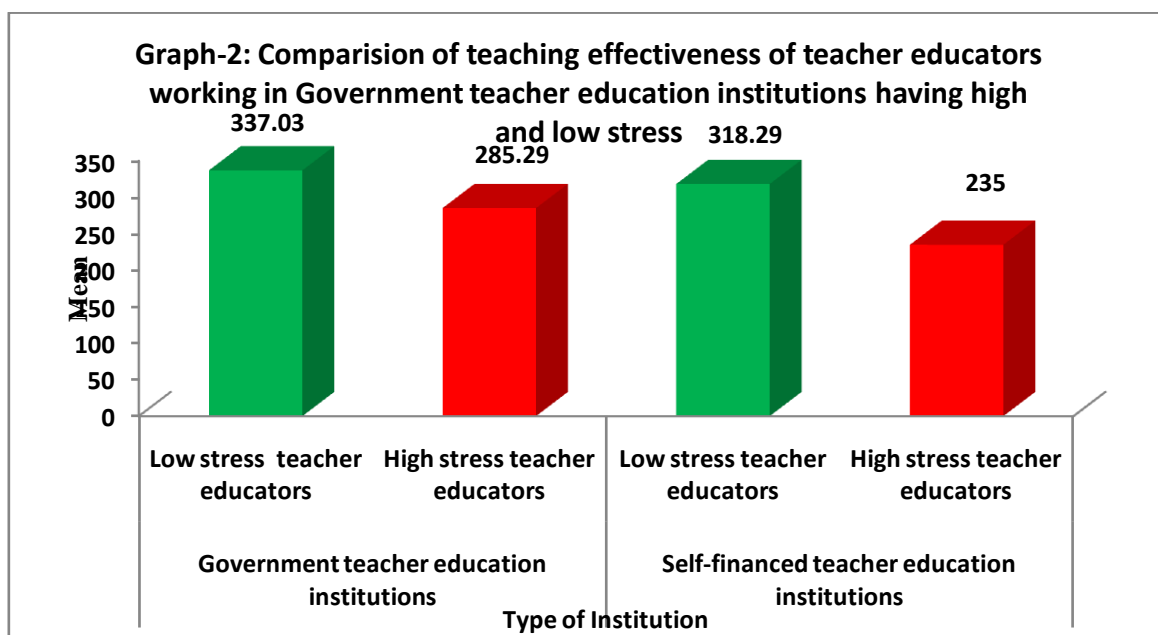
**Table-2: Means, SDs and ‘t’ value of teaching effectiveness of teacher educators working in Government teacher education institutions having high and low stress.**

Type of Institution	Groups	N	Mean	S.D.	‘t’ Value	Level of Significance
Government teacher education institutions	Low stress teacher educators	25	337.03	5.46	38.51	0.01
	High stress teacher educators	25	285.29	4.41		
Self-financed teacher education institutions	Low stress teacher educators	25	318.29	28.66	14.13	0.01
	High stress teacher educators	25	235.00	12.00		

The above table reveals that ‘t’ value (38.51 for df 1/52) for difference in the mean teaching effectiveness of teacher educators working in Government teacher education institutions having low stress is significant at 0.01 level. When the mean teaching effectiveness was compared in the case of the Government teacher educators (M=337.03) having low stress, it was found that the mean teaching effectiveness is higher than that of the teacher educators working in Government teacher education

institutions having mean teaching effectiveness (285.29). It is clear that the teacher educators working in Government teacher education institutions having low stress have more teaching effectiveness as compared to the teacher educators working in Government teacher education institutions having high stress. It means that the teaching effectiveness of teacher educators working in Government teacher education institutions is affected by their high stress. Thus, the null hypothesis, "There is no significance difference between the teaching effectiveness of teacher educators working in Government teacher education institutions having high and low stress" stands rejected. It means that the teacher educators working in Government teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in Government teacher education institutions having high stress.

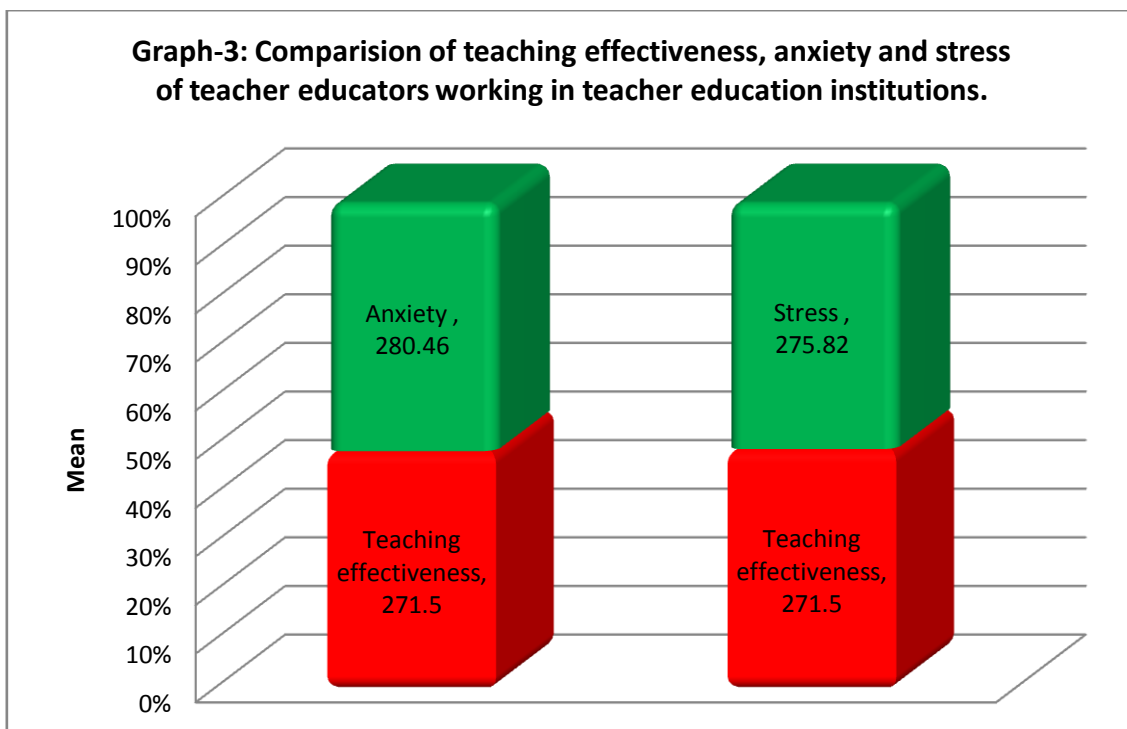
The Table reveals that 't' value (14.13 for df 1/52) for difference in the mean teaching effectiveness of teacher educators working in Self-financed teacher education institutions having low stress is significant at 0.01 level. When the mean teaching effectiveness was compared in case of Self-financed teacher educators (M=318.29) having low stress, it was found that the mean teaching effectiveness is higher than that of teacher educators working in Self-financed teacher education institutions having mean teaching effectiveness (235.00). It is clear that the teacher educators working in Self-financed teacher education institutions having low stress have more teaching effectiveness as compared to the teacher educators working in Self-financed teacher education institutions having high stress. It means that the teaching effectiveness of teacher educators working in Self-financed teacher education institutions is affected by their high stress. Thus, the null hypothesis, "There is no significance difference between the teaching effectiveness of teacher educators working in Self-financed teacher education institutions having high and low stress" stands rejected. It means that the teacher educators working in Self-financed teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions having high stress.



**Table-3: Means and 'r' ratio of teaching effectiveness, anxiety and stress of teacher educators working in teacher education institutions.**

Variables	Number	Mean	'r'	Level of Significance
Teaching effectiveness (a)	100	271.50	-0.724 (a & b)	0.01
Anxiety (b)	100	280.46	-0.871 (a & c)	0.01
Stress (c)	100	275.82		

The above table shows that the value of co-efficient of correlation between teaching effectiveness and anxiety is -0.724. It represents a strong degree of negative relationship between two variables which is an indicative of negative correlation between the above two variables. Hence, there is strong negative correlation between teaching effectiveness and anxiety of teacher educations working in Self-financed teacher education institutions. Therefore, the null hypothesis, “There is no significant relationship between the teaching effectiveness and anxiety of teacher educators working in Self-financed teacher education institutions” stands rejected. Thus, we can interpret that there is a strong negative correlation between teaching effectiveness and anxiety of the teacher educators of Self-financed teacher education institutions. On the basis of the above interpretation, it is concluded that teaching effectiveness and anxiety are correlated with each other. Change in the level of anxiety is indirectly proportional to teaching effectiveness. The above table shows that the value of co-efficient of correlation between teaching effectiveness and stress is -0.871. It represents a strong degree of negative relationship between two variables which is an indicative of negative correlation between the above two variables. Hence, there is strong negative correlation between teaching effectiveness and anxiety of teacher educations working in Self-financed teacher education institutions. Therefore, the null hypothesis, “There is no significant relationship between the teaching effectiveness scores and stress of teacher educators working in Self-financed teacher education institutions” stands rejected. Thus, we can interpret that there is a strong negative correlation between the teaching effectiveness and stress of the teacher educators of self-financed teacher education institutions. On the basis of the above interpretation, it is concluded that teaching effectiveness and stress are correlated with each other. Change in the level of stress is indirectly proportional to teaching effectiveness.



**9. FINDINGS:**

1) The teacher educators working in Government teacher education institutions having low anxiety are more effective in teaching as compared to the teacher educators working in Government teacher education institutions having high anxiety.

- 2) The teacher educators working in Government teacher education institutions having high stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher educators institutions having high stress.
- 3) The teacher educators working in Government teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in Government teacher education institutions having high stress.
- 4) The teacher educators working in Self-financed teacher education institutions having low stress are more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions having high stress.
- 5) Teaching effectiveness and anxiety are correlated with each other. Change in the level of anxiety is indirectly proportional to teaching effectiveness.
- 6) Teaching effectiveness and stress are correlated with each other. Change in the level of stress is indirectly proportional to teaching effectiveness.

#### **10. EDUCATION IMPLICATIONS:**

- 1) The teachers will come to know the difference between the teaching effectiveness of the Government teacher educators and the Self-financed teacher educators having high or low anxiety. The high or low Anxiety directly or indirectly affect the teacher effectiveness. The methods will be deployed to remove the difference of teaching effectiveness between the teachers. Efforts should also be made to remove the anxiety among the teachers inside and outside the class-room.
- 2) They will also come to know the relationship between teacher effectiveness and anxiety as teacher effectiveness and anxiety are inter-related. High or low anxiety affect the teacher effectiveness directly or indirectly.
- 3) The teachers will come to know the difference between the teaching effectiveness between the Government teacher educators and the Self-financed teacher educators having high or low stress. The high or low stress directly or indirectly affect the teacher effectiveness. The methods will be deployed to remove the difference of teaching effectiveness between the teachers. Efforts should also be made to remove the stress among the teachers inside and outside the class-room.
- 4) They will also come to know the relationship between teacher effectiveness and stress as teacher effectiveness and anxiety are inter-related. High or low stress affect the teacher effectiveness directly or indirectly.

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