

Vol 1 Issue 8 May 2012

ISSN No : 2249-894X

---

*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

Chief Editors

---

**Ashok Yakkaldevi**  
A R Burla College, India

**Flávio de São Pedro Filho**  
Federal University of Rondonia, Brazil

**Ecaterina Patrascu**  
Spiru Haret University, Bucharest

**Kamani Perera**  
Regional Centre For Strategic Studies,  
Sri Lanka

## Welcome to Review Of Research

RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Ecaterina Patrascu Spiru Haret University, Bucharest	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Anna Maria Constantinovici AL. I. Cuza University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
Romona Mihaila Spiru Haret University, Romania	Liu Chen Beijing Foreign Studies University, China	Ilie Pinte Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [ M.S. ]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V.MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S.KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept.English, Government Postgraduate College , solan

More.....

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.ror.isrj.net

---

Research Papers

---



## Emerging Teachers and Teaching Effectiveness

A. P. Joshi  
Associate Professor. D.E. S. College of Education,  
Dhule (Maharashtra)

---

### Abstract

*In this study, conducted in the region of North Maharashtra University, Jalgaon, Maharashtra State, the investigator tried to find out the Teaching Effectiveness of emerging teachers and found that, Maximum, 86.73% (586 out of 678) trainees, have very good teaching effectiveness. 1.12% (5 out of 448) trainees, belonging to arts faculty, have average teaching effectiveness. Significant mean difference is found in Teaching Effectiveness between male and female teacher trainees, between teacher trainees belonging to open class category and backward class category and between trainees belonging to aided and non-aided teacher training institutes, while no significant mean difference is found in Teaching Effectiveness between teacher trainees belonging to Arts and Science faculty.*

---

### INTRODUCTION:

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. It is usually associated with the imparting of knowledge of 3 R's—Reading, Writing and Arithmetic—representing various school subjects.

The word “teach” has a long history and its uses have varied from one period to another. From early times it has been associated with “learn”. “Learn” comes from Middle English 'lernen', meaning to learn or teach.

According to Albert Einstein (A Swiss Physicist 1879-1950) “The supreme art of teaching is to awaken joy in creative expression and knowledge.” According to Amidon and Hunter (1967) “Teaching is an interactive process, primarily involving classroom, which takes place between teacher and pupils and occurs during certain definable activities.”

It is generally agreed that the 'good-ness' of an educational programme to a large extent is dependent on quality of teachers available to implement it. A school may have excellent material resources- equipment, building, library, and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habit, desirable attitudes, value judgment and adequate personal adjustment of the students.

It is safe to say that everyone, every parent, grandparent, young person and citizen in India would like to have the assurance that all our children are being taught and prepared for college life, for future work and for life in twenty-first century. In order to achieve this, we need to ensure that those who teach our children incorporate the qualities of effective teaching in their professional lives. In essence, we need every teacher in our school to be an effective teacher. In teacher training institutes, emerging teachers are shaped. So it is necessary to study the effectiveness of emerging teachers.

**Objectives:**

- 1) To measure the Teaching Effectiveness of teacher trainees.
- 2) To compare the Teaching Effectiveness of male and female teacher trainees.
- 3) To compare the Teaching Effectiveness of teacher trainees belonging to Arts and Science faculty.
- 4) To compare the Teaching Effectiveness of teacher trainees belonging to open class category and backward class category.
- 5) To compare the Teaching Effectiveness of teacher trainees belonging to Aided institutes and Non-Aided institutes.

**Null Hypothesis:**

- 1) There is no significant mean difference in the score of Teaching Effectiveness of male and female teacher trainees.
- 2) There is no significant mean difference in the score of Teaching Effectiveness of teacher trainees belonging to Arts and Science faculty.
- 3) There is no significant mean difference in the score of Teaching Effectiveness of teacher trainees belonging to open class category and backward class category.
- 4) There is no significant mean difference in the score of Teaching Effectiveness of teacher trainees belonging to Aided institutes and Non-Aided institutes.

**Sample:**

For the study, 678 trainee teachers were randomly selected from three aided and three non-aided teacher training institutes, belonging to North Maharashtra University, Jalgaon, Maharashtra.

**Tool:**

Self rating, students rating, peer rating, administrator rating, parent rating, teacher tests, students achievement data, documents of academic and professional achievements, published works, unique contributions and creative endeavors are some methods for evaluating teaching effectiveness.

There are many standardized tests, which measure teaching effectiveness. Most of the tests are more useful for evaluating teaching effectiveness of experienced teachers. Some of the tests are useful for evaluating teaching effectiveness of teachers by observing their teaching. Considering the size of the sample, it would have been inconvenient to observe teaching of teacher trainees; hence, the researcher has considered marks obtained by the trainees, in annual lesson examination as teaching effectiveness.

The course for teacher trainees starts with the micro teaching programme. Under the programme, various teaching skills are acquired and mastered along with the theoretical aspect of teaching. The various skills acquired in micro teaching programme are practiced throughout the year through practice lessons.

Through the theory courses, as well as courses for methodology, the teacher trainees are enriched with the theoretical base of teaching.

At the end of the course, the trainee has to appear for annual lesson examination. Experienced experts, appointed by the University, observe the lessons.

The performance is a reflection of teaching skills acquired by teacher trainees. Hence the researcher has considered the marks obtained by trainees in their annual lesson examination as their teaching effectiveness. It is also considered that, higher marks indicate high teaching effectiveness.

**Procedure:**

After the declaration of result of annual examination, the researcher collected the marks obtained by teacher trainees in annual practice lessons, from 6 colleges, affiliated to North Maharashtra

University, Jalgaon, Maharashtra, for the study.

For further interpretation mean, standard deviation and t-test was applied.

### Result and Discussion:

**Table1**  
**Classification of teacher trainees with respect to Teaching Effectiveness.**

Group	N	Second Class (Average Teaching Effectiveness)	First Class (Good Teaching Effectiveness)	First Class With Distinction (Very Good Teaching Effectiveness)	Total
Total	678	13(1.92%)	77(11.36%)	588(86.73%)	100%
Male	457	10(2.19%)	54(11.82%)	393(86.00%)	100%
Female	221	03(1.36%)	23(10.41%)	195(88.24%)	100%
Arts	448	<b>05(1.12%)</b>	51(11.38%)	392(87.50%)	100%
Science	230	<b>08(3.48%)</b>	26(11.30%)	196(85.22%)	100%
Open Class	178	03(1.69%)	24(13.48%)	<b>151(84.83%)</b>	100%
Backward Class	500	10(2.00%)	53(1.60%)	437(87.40%)	100%
Aided College	233	05(2.15%)	21(9.01%)	<b>207(88.84%)</b>	100%
Non-Aided College	445	08(1.80%)	56(12.58%)	381(85.62%)	100%

From table1, it is concluded that, highest percentage, 88.84% (207 out of 233) trainees, belonging to aided colleges secured marks (i.e. teaching effectiveness) in the category of first class with distinction, while the lowest percentage, 84.83% (151 out of 178) trainees, belonging to open class category have secured marks in the category of first class with distinction ( i.e. very good teaching effectiveness).

The highest percentage, 3.48% (8 out of 230) trainees, belonging to science faculty secured marks in the lowest category i.e. of second class (average teaching effectiveness), while the lowest percentage, 1.12% (5 out of 448) trainees, belonging to arts faculty have secured marks in the lowest category of second class ( average teaching effectiveness).

**TABLE 2**  
**Comparison of teacher trainees with respect to the Teaching Effectiveness.**

Group	N	Mean	S.D.	T-Value	Level of Significance
Male	457	84.0	10.70	6.59	Significant
Female	221	78.0	11.31		
Arts	448	77.0	09.90	1.25	Non Significant
Science	230	76.0	09.90		
Open	178	78.5	12.02	1.96	Significant
B.C.	500	76.5	10.61		
Aided	233	71.0	07.46	4.36	Significant
Non aided	445	74.5	13.44		

**Level of Significance= 0.05**

- From table-2, it is found that, t-value=6.59 is significant at 0.05 level. Hence the null hypothesis (1) is rejected. It is concluded that there is significant difference in the Teaching Effectiveness between male and female teacher trainees.
- From table-2, it is found that, t-value=1.25 is non significant at 0.05 level. Hence the null hypothesis (2) is accepted. It is concluded that there is no significant difference in the Teaching Effectiveness between teacher trainees belonging to Arts and Science faculty
- From table-2, it is found that, t-value=1.96 is significant at 0.05 level. Hence the null hypothesis (3) is rejected. It is concluded that there is significant difference in the Teaching Effectiveness between teacher trainees belonging to open class category and backward class category.
- From table-2, it is found that, t-value=4.36 is significant at 0.05 level. Hence the null hypothesis (4) is rejected. It is concluded that there is significant difference in the Teaching Effectiveness between teacher trainees belonging to aided and non-aided teacher training institutes.

**CONCLUSIONS:**

Maximum, 86.73% (586 out of 678) trainees, have very good teaching effectiveness. 1.12% (5 out of 448) trainees, belonging to arts faculty have average teaching effectiveness. Significant mean difference found in Teaching Effectiveness between male and female teacher trainees, between teacher trainees belonging to open class category and backward class category and between trainees belonging to aided and non-aided teacher training colleges, while no significant mean difference found in Teaching Effectiveness between teacher trainees belonging to Arts and Science faculty

**REFERENCES:**

- Anne, Anastasi. (1961) Psychological Testing (2nd Ed.), New York: The Macmillan Company.  
 Biswal, Babagrahi, and Dash, Pramod Chandra (2006) Statistics in education, New Delhi: Dominant Publishers and Distributors.  
 Carole Wade, Carol Tavriss (1998). Psychology (15th ed.). New York: Longman.  
 Dandekar, W.N. (1990). Fundamentals of Experimental Psychology. (5 th ed.). Pune: Anmol Prakashan.  
 Garret Henry, E. Statistics In Psychology and Education. (10th ed.). Bombay: Vakils Feffer And Simons Ltd.  
 Geoffery Walford (1991). Doing Educational Research. New York: Routledge.  
 Rao, V.K., & Reddy, R.S. (1992), Teachers And Testing Techniques. New Delhi: Commonwealth Publishers.  
 Singha, H. S. (1974). Modern Educational Testing. New Delhi: Sterling Publishers Pvt. Ltd.  
 Journals and periodicals:  
 G. Vijayalakshmi. Factors affecting teacher-effectiveness. Edutracks, Vol.1, No.5, Feb.2002.  
 G, Viswanathappa. Attitude towards teaching and teaching competence. Edutracks, Vol.4, No.12, Aug.2005.  
 S. Santhana Krishnan. A study of teacher effectiveness in relation to some selected variables. The Progress of Education, Vol. LXIX, No.4-5, Nov-Dec.1994.



A. P. Joshi  
Associate Professor. D.E. S. College of Education, Dhule (Maharashtra)

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

## Associated and Indexed, India

- \* Directory Of Research Journal Indexing
- \* International Scientific Journal Consortium Scientific
- \* OPEN J-GATE

## Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.ror.isrj.net