



SELF – EVALUATION OF LESSONS BY INSERVICE TEACHER TRAINEE

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ABSTRACT :

The quality of teachers determines to a large extent the quality of education. The teachers can make education a thing of joy and success and / or a matter of frustration and despair. Selection and training of teachers play a major role in the qualitative improvement of education. Teacher training provides an opportunity to the teacher trainees to get a taste of the work and to test themselves in the practice teaching before actually they become teachers in real classrooms.



KEYWORDS : *quality of education , matter of frustration and despair.*

1. INTRODUCTION

Self-evaluation is an appropriate way to evaluate the effectiveness of teaching and to modify the teaching technologies and behaviours. Hence, the present study was intended to identify the effectiveness of student teaching through self-evaluation.

2. OBJECTIVES OF THE STUDY:

The objectives of the study were:

- 1) To identify the effectiveness of student teaching through self-evaluation,
- 2) To identify the merits and limitations of student teaching as perceived by the teacher trainees, and
- 3) To suggest appropriate measures to enhance the teaching effectiveness of teacher trainees.

3. HYPOTHESES:

Considering the aims of the study, the hypotheses formulated were:

- 1) The teacher trainees will have a greater satisfaction about their teaching,
- 2) There will be a significant difference in the teaching efficiency between men and women teacher trainees,
- 3) There will be a significant difference in the teaching efficiency between English medium and Kannada medium teacher trainees, and
- 4) There will be a significant difference in the teaching efficiency between the teacher trainees getting training in government aided and unaided Colleges of Education.

4. METHODOLOGY:

Student teaching is a crucial phase of any teacher education programme and, hence, it is necessary to evaluate the teachings of teacher trainees. That too, self-evaluation is an effective one in evaluation to realise the pros and cons of their own teachings.

Considering the role of self-evaluation of lessons, variables such as men versus women teachers, English medium versus Kannada medium teachers and government aided versus un-aided institutions' trained teachers were considered for comparison.

After a detailed study of all sample selection methods and after considering the aims and hypotheses of the present study, cluster sampling technique was found to be most suitable. For the present study 96 teacher trainees studying in two Colleges of Education affiliated to Gulbarga University were selected. The sub-sample consisted of men = 42, women – 54, English medium = 22, Kannada medium – 74, government aided college = 52 and un-aided college 44.

As the research tool plays a major role in determining a sound data to arrive at effective solutions to the problem under study, a self-evaluation of lessons check list was developed with appropriate care and statistical treatment. The check list was administered immediately after teaching a lesson by the prospective teacher and thus the data was collected.

The statistical treatment was given in the form of percentages to simplify the nature of understanding the data as the check list consisted of Yes and No after each statement. Thus each statement in the tool gets the percentages of Yes and No and by their percentages the relative acceptance or otherwise can be known easily (See Table 1).

5. OUTCOMES:

Table - 1 : Self-Evaluation of Lessons by Teacher trainees (Whole Sample):

Sl. No.	Statement	Whole Sample	
		Y	N
1	Did I achieved objectifies?	84	16
2	Did I motivate effectively?	90	10
3	Did I stimulate the students to further learning by my introduction?	90	10
4	Did I consider the individual differences?	70	30
5	Did I ask questions?	96	4
6	Did I rectify the students' faulty responses?	88	12
7	Did I utilise the students' responses in developing the lesson?	88	12
8	Did I use relevant audio visual aids?	73	27
9	Was the use of audio visual aids successful?	66	34
10	Did I use the chalk board to the full extent?	89	11
11	Did I draw clear diagrams on the chalk board?	43	57
12	Did I evaluate the major concepts as the Progressed?	88	12
13	Did I summarize the main concepts of the Lesson?	92	8
14	14. Did I give home assignment?	98	2
15	Did I finish the lesson in time?	96	4
16	Did I follow the systematic procedure in presenting the lesson?	94	6
17	Did I supervise the class during teaching?	90	10
18	Did I maintain the dicipline properly?	83	17
19	Did I experience any difficulty in the conduct of lesson?	47	53
20	Could I improve the lesson if I have second opportunity to teach the lesson?	78	22

All the teacher trainees have expressed their full satisfaction about their teaching. The objectives set for the lessons were achieved by 84% of the sample, 90% felt that their motivation was effective and their

introduction stimulated the students for further learning, 70% considered the individual differences, 96% asked the questions, 88% rectified the students faulty responses, 88% utilised the students responses in developing their lessons, 73% used relevant audio visual teaching aids, 66% used the teaching aids successfully, 89% evaluated the major concepts as the lesson progressed, 88% summarised the main concepts of the lesson, 97% gave home assignment, 94% finished the lesson within the given time, 94% followed a systematic procedure in presenting the lesson, 90% supervised the class activities during teaching, 83% maintained the discipline properly, 47% experienced difficulty in the conduct of lesson, and 78% expressed that they could improve the teaching if they get a second chance to teach the lesson.

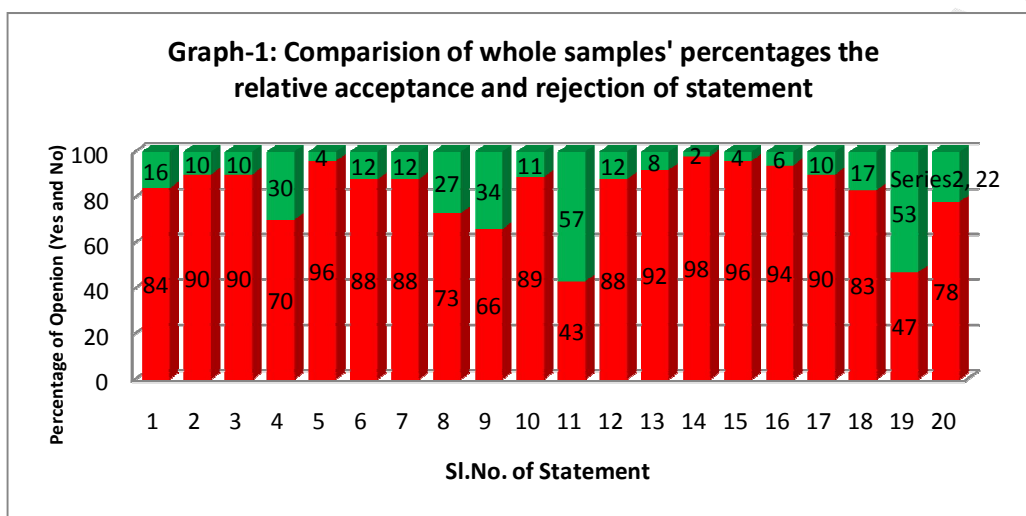


Table - 2 : Self-Evaluation of Lessons by Teacher trainees (Men and Women):

Sl. No.	Statement	Men		Women	
		Y	N	Y	N
1	Did I achieved objectifies?	83	17	85	15
2	Did I motivate effectively?	93	7	87	13
3	Did I stimulate the students to further learning by my introduction?	90	10	89	11
4	Did I consider the individual differences?	76	24	65	35
5	Did I ask questions?	95	5	96	4
6	Did I rectify the students' faulty responses?	90	10	85	15
7	Did I utilise the students' responses in developing the lesson?	81	19	92	8
8	Did I use relevant audio visual aids?	69	31	76	24
9	Was the use of audio visual aids successful?	57	43	76	24
10	Did I use the chalk board to the full extent?	79	21	96	4
11	Did I draw clear diagrams on the chalk board?	33	67	50	50
12	Did I evaluate the major concepts as the Progressed?	86	14	89	11
13	Did I summarize the main concepts of the Lesson?	88	12	94	6
14	14. Did I give home assignment?	95	5	100	0
15	Did I finish the lesson in time?	93	7	94	6
16	Did I follow the systematic procedure in presenting the lesson?	88	12	98	2
17	Did I supervise the class during teaching?	88	12	98	2
18	Did I maintain the discipline properly?	83	17	83	17
19	Did I experience any difficulty in the conduct of lesson?	52	48	43	57

20	Could I improve the lesson if I have second opportunity to teach the lesson?	74	26	81	19
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Both men and women teacher trainees were with the opinion that they have completed their teachings effectively, but relatively women teachers were a little bit more effective than their counter parts.

Table - 3 : Self-Evaluation of Lessons by Teacher trainees (Eng. Medium and Kannada Medium):

Sl. No.	Statement	Eng. Medium		Kannada Medium	
		Y	N	Y	N
1	Did I achieved objectifies?	86	14	84	16
2	Did I motivate effectively?	100	0	87	13
3	Did I stimulate the students to further learning by my introduction?	91	9	89	11
4	Did I consider the individual differences?	77	23	66	34
5	Did I ask questions?	95	5	96	4
6	Did I rectify the students' faulty responses?	95	5	85	15
7	Did I utilise the students' responses in developing the lesson?	86	14	88	12
8	Did I use relevant audio visual aids?	86	14	71	29
9	Was the use of audio visual aids successful?	77	23	65	35
10	Did I use the chalk board to the full extent?	86	14	91	9
11	Did I draw clear diagrams on the chalk board?	45	55	43	57
12	Did I evaluate the major concepts as the Progressed?	95	5	84	16
13	Did I summarize the main concepts of the Lesson?	95	5	92	8
14	14. Did I give home assignment?	95	5	99	1
15	Did I finish the lesson in time?	91	9	92	8
16	Did I follow the systematic procedure in presenting the lesson?	95	5	92	8
17	Did I supervise the class during teaching?	95	5	92	8
18	Did I maintain the dicipline properly?	91	9	88	12
19	Did I experience any difficulty in the conduct of lesson?	55	45	42	58
20	Could I improve the lesson if I have second opportunity to teach the lesson?	91	9	73	27

The teacher trainees teaching in English medium and in their native language Kannada have much satisfaction about their teaching, but English medium teachers have a negligible amount of additional teaching efficiency.

Sl. No.	Statement	Aided		Un-aided	
		Y	N	Y	N
1	Did I achieved objectifies?	83	17	86	14
2	Did I motivate effectively?	88	12	91	9
3	Did I stimulate the students to further learning by my introduction?	90	10	89	11
4	Did I consider the individual differences?	6	3	73	27
5	Did I ask questions?	94	6	98	2
6	Did I rectify the students' faulty responses?	85	15	91	9
7	Did I utilise the students' responses in developing the lesson?	87	13	89	11
8	Did I use relevant audio visual aids?	65	35	84	16
9	Was the use of audio visual aids successful?	62	38	75	25
10	Did I use the chalk board to the full extent?	94	6	82	18
11	Did I draw clear diagrams on the chalk board?	58	42	27	73
12	Did I evaluate the major concepts as the Progressed?	90	10	80	20
13	Did I summarize the main concepts of the Lesson?	96	4	89	11
14	14. Did I give home assignment?	96	4	100	0
15	Did I finish the lesson in time?	90	10	100	0
16	Did I follow the systematic procedure in presenting the lesson?	92	8	95	5
17	Did I supervise the class during teaching?	92	8	95	5
18	Did I maintain the dicipline properly?	83	17	86	14
19	Did I experience any difficulty in the conduct of lesson?	46	54	45	55
20	Could I improve the lesson if I have second opportunity to teach the lesson?	71	29	86	14

The teacher trainees getting training in government aided and unaided Colleges of Education have presented lessons to the best of their satisfaction.

All the sub-samples have followed a systematic procedure in presenting lessons, maintained good discipline and had the opinion of improving their teaching.

6. EDUCATIONAL IMPLICATIONS

The satisfaction expressed by teacher trainees shows the effectiveness of the training/ instruction given in Colleges of Education. Systematic procedure in teaching is necessary and it must be developed in all training programmes of teacher education. As women are more effective in teaching, they must be given due importance while appointing teachers in educational institutions. Provided opportunities, language is not at all a problem for effective teaching and learning. Whatever the salaries the teacher educators may be drawing, if they have interest in the profession they can train the teacher trainees to the heights of teacher education. As the teachers have to play many roles in the society, the teacher trainees must be well equipped with adequate teaching technologies.

7. CONCLUSION:

Let me conclude with the statement of the Framework for Action to Meet Basic Learning Needs of the World Declaration on Education For All which reads as "The pre-eminent role of teachers as well as of other education personnel in providing quality basic education needs to be recognised and developed to optimise their contribution. This must entail measures to respect teachers' trade union rights and professional freedoms, and to improve their working conditions and status, notably in respect to their recruitment, initial and in-service training, remuneration and career development possibilities, as well as to allow teachers to fulfil their aspirations, social obligations and ethical responsibilities".

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