



TEACHER EFFECTIVENESS OF PROSPECTIVE TEACHERS IN RELATION GENDER AND LOCALE

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ABSTRACT :

The present study was explored to find out the teacher effectiveness of prospective teachers. Survey method was used. The sample consists of 375 B.Ed. students from Kottayam district, Kerala. Data was analyzed by t-test. Result found that prospective teachers had average level of teacher effectiveness. Findings also indicated that there is significant difference in teacher effectiveness of prospective teachers in terms of gender and there is no significant difference in teacher effectiveness of prospective teachers with regard to locale.

KEYWORDS : Teacher Effectiveness, Prospective Teachers, Teaching Pedagogy.

INTRODUCTION

Teacher Effectiveness refers to the effects by a teacher on the pupils he teaches. It therefore refers to the progress the pupils make in achieving specified educational objectives as a result of teachers teaching. Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school/college administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved.

Effective teachers' are more often than not effective in achieving specified learning goals. In other words, there is some degree of consistency in these teachers' effectiveness vis-à-vis classroom conditions, time and goals. However, this effectiveness does not stem from rigid adherence to a standard set of behaviors, activities, methods or strategies in all situations. Rather, teachers who are consistently effective are those who are able to adapt their knowledge and skills to the demands inherent in various situations so as to best achieve their goals. Doing whatever is necessary in order to achieve these goals, rather than doing certain things in certain ways or using certain methods or techniques, is a hallmark of an effective teacher.

NEED AND SIGNIFICANCE OF THE STUDY

The progress of a country depends upon the quality of its teachers as they build the pillars of the nation. Teachers occupy a pivotal role in any nation. They are of high esteem and honor in the society. Their position and role in the society is unique. Teacher is one who imbibes, interprets and disseminates the culture. They are the makers of the future citizens of the society. They are philosophers, guides and men of higher ideas in molding the society. The teacher is one who sets up the standards, builds desirable attitudes, behaviors and characters among the students.

Teaching is the noblest profession among all professions. It is a career that shapes the minds of tomorrow. It provides the students with the skills for survival. Teaching is a complex set of task which demands the ability to understand, to communicate, to inspire and to motivate the students, to create patience, values, intelligence, enthusiasm, friendliness, personality, sense of humor and empathy. The

concept of teaching has changed from the teacher-centered to learner-centered. They have become a facilitator than the instructor and the source of all knowledge.

In this present situation the teachers require a new type of knowledge, attitude, atmosphere and facility to make his task easy, fruitful and confirming according to the demands of the society and the students. So the teachers must be properly equipped with necessary knowledge, skills and abilities to deal with children. The educational institutions have to play significant roles and to make possible the dreams of younger generation. Future teachers have to play bigger and crucial roles to incorporate, sustain and transmit competency-based and skill-based education.

OBJECTIVES

- To find out the level of teacher effectiveness of prospective teachers.
- To compare the significant difference in teacher effectiveness of prospective teachers based on gender and locale.

Hypotheses

1. There is no significant difference in teacher effectiveness of prospective teachers based on gender.
2. There is no significant difference in teacher effectiveness of prospective teachers based on locale.

METHOD & SAMPLE

Survey method was employed. The present study was carried out on a random sample of 375 B.Ed. students in Kottayam district, Kerala.

Tool

- Teaching Effectiveness Scale by Umme Kulsum (2006).

Data Analysis

Objective 1: To find out the level of teacher effectiveness of prospective teachers.

Table 1: Level of Teacher Effectiveness of Prospective Teachers

Level	High	Average	Low
Norms	M+ σ	M+ σ to M- σ	M- σ
Scores	167.57	167.57 to 143.9	143.9
No. of Students	51	273	51
Percentage	13.6%	72.8%	13.6%

From Table-1, the number of students with high teacher effectiveness is the number of obtained scores greater than M+ σ (167.57) and the number of students with low teacher effectiveness is the number of obtained scores less than M- σ (143.9). The average teacher effectiveness obtained scores in between M+ σ to M- σ (167.57 to 143.9). From the table 4.9, it is clear that 13.6% of students have high teacher effectiveness, 72.8% of students have average teacher effectiveness and 13.6% of students have low teacher effectiveness. Thus, it can be concluded that most of the students have average level of teacher effectiveness.

Hypothesis 1: There is no significant difference in teacher effectiveness of prospective teachers based on gender.

Table 2: Teacher Effectiveness of Prospective Teachers based on Gender

Variable	Gender	N	Mean	SD	t-value	Remark
Teacher Effectiveness	Male	58	151.40	12.72	2.864	Significant @0.05 level
	Female	317	156.533	11.502		

Table-2 shows that the obtained t-value for male and female students is 2.864 which is less than the table value (2.58) at 0.01 level of significance. Hence the hypothesis-1 is rejected.

Hypothesis 2: There is no significant difference in teacher effectiveness of prospective teachers based on locale.

Table 3: Teacher Effectiveness of Prospective Teachers based on Gender

Variable	Locale	N	Mean	SD	t-value	Remark
Teacher Effectiveness	Urban	112	157.174	11.931	1.70	Not Significant
	Rural	263	154.897	11.704		

Table-3 depicts that the obtained t-value for urban and rural students is 1.70 is less than the table value (1.96) at 0.05 level of significance. Hence the hypothesis-2 is accepted.

FINDINGS

- Prospective teachers had moderate level of teacher effectiveness.
- There is significant difference in teacher effectiveness of prospective teachers based on gender.
- Locale is not significantly differed in teacher effectiveness of prospective teachers.

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