

Vol 6 Issue 12 Sept 2017

ISSN No : 2249-894X

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*Monthly Multidisciplinary  
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*Review Of  
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## A STUDY ON TEACHER EDUCATION TEACHING EFFECTIVENESS

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### ABSTRACT :

**T**he present study aims at investigating the teaching effectiveness of teacher educators in relation in to gender and locality. Normative survey method was adopted for the present study. The sample of 30 teacher educators B.Ed. A college in Dharwad and belagavi district has been chosen through the random sampling techniques. Teacher effectiveness scale (kumar and muktha 1976) and personal information from were used to collect the data. They were subjected to descriptive and deferential analysis for varying null hypotheses. The result revealed that the teacher educators have very highest teaching effectiveness. Beside it is inferred that there is no significant deference between man and women teacher educators in their teaching effectiveness. Further it is concluded that there is significant deference between teacher educators working in urban and rural teacher education colleges with regard to their teaching effectiveness.



**KEYWORDS :** teacher educators teaching effectiveness.

### INTRODUCTION

The major responsibility of a teacher is to plan and carry out instructional activities taking in to account the need and capabilities of the students, resources available at his disposal and the constrains operating on him. He should be interested in assessing how far he has been successful in this process. Teaching effective to the extent that teaching acts in ways that are favorable to the development of basic skills, understanding, work-habits, desirable attitudes, value judgment and adequate personal adjustment of the pupils. (Ryan's, 1969). Effective teaching is a matter of the teacher finding the right niche i.e. the appropriate suitable or fitting situation in which to operate. So, if there is a match between the personal factors and the situation affective and happy relation are likely to prosper. (Cortes, 1977). Teaching is not merely a process of imparting information. Teaching is a complex skill, an applied science, a designed technology and a creative art. Effective teaching is that which leads to engaged and intelligence learning effective learning involves a desire on the part of the learning to grapple with and understand material in order to be able to carry out the higher cognitive function like application, extrapolation, integration or problem solving. There are general studies conducted on teacher effectiveness off school teachers (Rosyn 2011;Dhillon and Navdeepkumar) 2009; Mathew 2006; kumar, 2005; latha, 2005 paul and kumaravel 2003; Amsarani 2002; Raul 2002; kagathalal 2001. Dharma raja et al 2000; pandey and maikhuri, 1999; Biswas et al 1995; Ganaswara Rao 1995. The above reviewed literature indicates the death of information about the teacher effectiveness of teacher educators. Hence the present study is an attempt this direction.

### NEED OF THE STUDY

The possession of teaching skills and competence is an essential feature of teaching professionals. Teaching skill is a set of overt behaviors. It has three components; perception, cognition and action. Teaching skills are of three categories. Core teaching skills which are used by all the teachers across various subjects and levels of teaching; specific teaching skills to teach the various subject and to teach student at different levels of education and target group specific skills to recognize the individuality in the teaching- learning process. An index of teacher effectiveness can be had by specifying the attributes like instructional strategies; classroom management; personal disposition, temperament and tendencies; evaluation and feedback; interpersonal relation; job involvement; initiative and enthusiasm; professional values and innovativeness respectively in the everyday teaching-learning situation. (verma and Sharma 1998). Only the teacher who possesses all the skills, knowledge and values can function effectively both in academic and nonacademic spheres of educational enterprise. The teacher educators of teacher education colleges play a vital role in shaping the behavior of prospective teachers with all competencies. In the present context of digital era, when there are more expectations and demands for total quality management in higher education, the effectiveness of teacher educators is vital to face the emerging challenges of liberalization, privatization, globalization and mercerization on the one side and advancement of science and technology on the other. Therefore, the present study is an attempt in this direction.

### OBJECTIVES OF THE STUDY

**The present study has been carried out with the following objectives**

- \* To find out the teaching effectiveness of teacher education.
- \* To find out if there is any significant difference between men and women teacher educators in their teaching effectiveness.
- \* To find out if there is any significant difference between rural and urban area teacher educators in their teaching effectiveness.

### HYPOTHESES OF THE STUDY

**The following hypotheses were formulated:**

- \* The teacher educators have high level of teaching effectiveness.
- \* There is no significant difference between men and women teacher educator in their teaching effectiveness.
- \* There is no significant different between rural and urban area teacher educators in their teaching effectiveness.

### METHODOLOGY OF THE STUDY

The present study has been conducted on the teacher educators working in teacher education colleges in Karnataka. A random sample of 30 teacher educators of colleges of education in Dharawad and Belagavi has been selected for the study. Teacher effectiveness scale (Kumar and Mutha, 1976) has been used for the present investigation. The scale consists of 69 items. The 69 items of teacher effectiveness scale belonged to the follow:

- Information source
- Motivator
- Advisor and Guide
- Relationship with pupils, fellow teacher, and parents
- Teaching skills
- Co-curricular activities
- Professional knowledge
- General appearance and habits in relation to classroom
- Classroom management and personality characteristics

All the 69 items of the scale are positive statements. Items are given a score of '5', '4', '3', '2', and '1' for

strongly agree, agree, undecided, disagree and strongly disagree respectively. The subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher effectiveness. Data collected and analyzed by using statistical techniques such as mean and 't' test have been used for the verification of hypotheses.

### TESTING HYPOTHESES AND DISCUSSION

The score obtained by subject for teacher effectiveness were analyzed. The means and standard deviations teacher effectiveness are given in

**Table 1:** Mean and standard Deviation of Teacher Effectiveness score for Total sample Variable N Mean S.D  
Teacher Effectiveness 30 298 29.13 The above table 1 reveals that the mean score and standard deviation of teacher effectiveness of teacher educator are found to be 298.48 and 29.13 respectively. It is concluded that the teacher educator have very highest teacher effectiveness. Teaching effectiveness is a demonstrated collection of competencies involved with teaching plans and materials; classroom procedures, interpersonal skills and learners points out that effective teaching depends upon the personality characterization of a teacher, teaching acts and their effect on the educational outcomes reinforcement involvement reflected in teacher behavior. The result of the present study indicates that the teacher educators were comprehensively knowledgeable, enthusiastic, simulative, cooperative, suggestive democratic, kind and sympathetic.

**Table 2:** Mean difference between Men and women Teacher educators in Teaching Effectiveness score Table N Mean S.D "t" Value Level of Significant Man 21 295.84 35.84 0.67 Not Women 9 301.12 30.77 significant From the observation of table 2 shows that the 't' value for teaching effectiveness between men and women teacher educator in 0.67 and it is found to be not significant. Therefore, the null hypothesis 2 is accepted. The result of the present study is supported by k Kagathalal (2001) and paul and kumaravel (2003) who reported that there is no significant difference between male and female teacher with regard to their teaching effectiveness. Contradictory finding was reported by Biswas et al (1995) who reported that female teachers were most effective than those of male teachers.

**Table 3:** mean difference between Rural and urban Teacher educators in teaching Effectiveness. Variables N Mean S.D 't' value Level of significant Urban 7 300.30 26.67 3.80 Significant at the 0.01 level Rural 23 296.66 33.32 The table 3 clearly shows that values for teaching effectiveness is greater than the table value at the 0.01 level of significance. The teacher educators working in urban teacher education colleges do significantly higher in teaching effectiveness compared to the teacher educators of rural area colleges of teacher education. Therefore, the null hypothesis 3 is rejected. The competency based, commitment-oriented and performance-centered teaching is called effective teaching. Most important characteristics of teacher educator contributing effective teaching were comprehensive knowledge, interested, enthusiastic, good presenting skills, encourage active participation and provide prompt feedback. The result of the present study indicates that the urban teacher educators are better than rural teacher educators in the above mentioned characteristics of effective teaching. In contract the studies by padhi and joyoti verma (2010) kumar (2005) and Biswas et al (1995) reveal that the locality is not an influential factor of teaching effectiveness of school teacher.

### CONCLUSION

On the basis of the present study it is concluded that teacher educator exhibit very effectiveness in their teaching. Further it is inferred that the men and women teacher educator do not differ significantly in their teaching effectiveness and the urban institute teacher educator do significantly better in teaching effectiveness that those of their rural counterparts. Teacher effectiveness greatly depends on teacher clientele. The teachers attain the needed competence in their roles and functions such as the preparation and planning of teaching, classroom management, and knowledge of subject matter, vocational knowledge, emotional control, moral values, personality characteristics and interpersonal relations. Teacher effectiveness demands a contextual platform, where in the past experiences encompassing teaching components with all contents and methods play

a very significant role. Besides, qualitative position of the pupils, classroom environment, peer environment, teacher's involvement, pupil response and individual development are the parameters, which affect the teacher effectiveness. Teacher effectiveness is also very important for teacher training colleges because these colleges prepare effective teachers. So how teacher educator teaches the syllabus allotted to him/her in the best and most efficient manner should be taken note of. Effective teacher educators also lead to best academic performance and optimal all-round development of the prospective teachers.

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