

TEACHING EFFECTIVENESS AMONG TEACHER EDUCATORS

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ABSTRACT

Education is the foundation of National development. Education plays crucial part in the changing the behaviour of the peoples in desired way. Teacher is most important in the planning and execution of teaching learning process. Teacher's knowledge, passion, Punctuality, discipline and dedication toward their profession are the important aspects of effectiveness in the classroom. The present research paper is focused to evaluate teaching effectiveness among Teacher Educators of the Hamirpur district in Himachal Pradesh. For this we have selected 100 teacher Educators by stratified sampling of probability sampling.

KEYWORDS : Development, Punctuality, Effectiveness.....

INTRODUCTION

Teaching effectiveness refers to both the quality of teaching and the capability of teachers. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture.

CONCEPT OF TEACHING EFFECTIVENESS

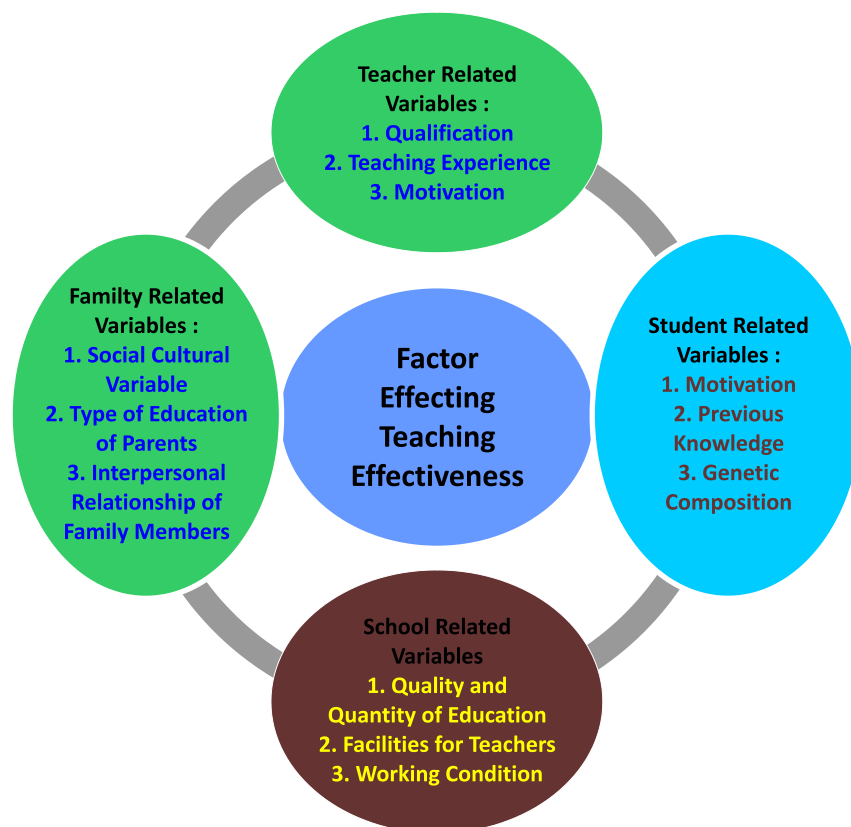
Teaching effectiveness refers to both the excellence of teaching and the potential of teachers. It requires teachers to frequently enhance practice by adopting an evaluative mind-set. Teaching effectiveness is informed by growth-focused evaluations of teaching practice, indicators of learning and wellbeing, and is facilitated by a positive school culture. An educational culture that encourages and supports teachers with their constant growth and development contributes to improving the standards of teaching and outcomes for learners.

Effective teaching directly and indirectly contributes to students':

- ☐ academic achievement
- ☐ improved relationships with teachers
- ☐ improved wellbeing
- ☐ motivation and willingness to learn
- ☐ Feelings of belonging within the school

FACTORS CONTRIBUTING TO TEACHING EFFECTIVENESS

According to Simon and Boyer (2010) [10] some important factors or variables that affect Teaching Effectiveness as well as students' achievement to a great extent. They categorized them into four broad dimensions or variables.



Source : Simon and Boyer (2010, p.85)

TEACHING EFFECTIVENESS: MEANING & DEFINITIONS

Teaching is a complex phenomenon which requires great practice, passion, teaching material and constant feedback to teachers for continuous improvement. McKeachie (1997) [6] noted that “student ratings are the single most valid source of data on teaching effectiveness”. Ajoy Kumar Mahanty (2006) conducted a study on “Evaluation of Teacher Effectiveness through Student Rating” and suggests that there is a need for implementing student rating as a policy indicator for evaluation of teacher effectiveness. Evans (2006) [4] argued that Effective Teaching is synonymous with Teaching Effectiveness and has been defined in three basic ways. These include definitions in terms of (i) Teachers' personalities (ii) Teacher-pupil interactions and (iii) Teachers' impact on pupil's behaviour.

Afe (2003) [2] defined Teaching Effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students.

REVIEW OF THE RELATED LITERATURE

Keeping in mind the nature of study, the review of related literature has been presented in two parts

Pachaiyappan & Raj (2014)[8] major findings were that there was a significant difference between the teacher effectiveness of rural and urban school teachers.

Chowdhury (2014)[3] study revealed that majority of the teachers have no significant difference in the effectiveness in terms of their gender and age among of secondary schools.

Chouhary & Arora (2015) [7] revealed that there is no significant difference of teacher effectiveness exists between urban and rural teachers of Punjab at secondary level.

Raju & Vardhini (2020) [9] found that Age is the highly influenced in teacher effectiveness of Secondary school teachers. High age group secondary school teachers have better teacher effectiveness than the low age group secondary school teachers. Locale is highly influenced in teacher effectiveness of Secondary school teachers. Urban secondary school teachers have better teacher effectiveness than the rural secondary school teachers.

M.R.Ali (2020) [1] conducted a study to find out the professional commitment of teacher educators for their locality of the colleges. The moderate level of professional commitment was found among teacher educators and a significant difference was also seen for their locality of institutions.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching effectiveness is the one of the most important aspects of teaching learning process. The current era is competition oriented and if someone wants to achieve their goals, teaching learning process must be advance. A teacher must be knowledgeable, skillful, technically strong, good personality, punctual, disciplined and experienced. These qualities will make a teacher more effective in the classroom. Thus, we can conclude that the teaching effectiveness is the most important aspect of teaching learning process hence it is appropriate to conduct a study on “Teaching Effectiveness among Teacher Educators”.

OBJECTIVES

1. To Study the difference in Effectiveness of Teacher Educators based on age.
2. To Study the difference in Effectiveness of Teacher Educators based on Residence.

HYPOTHESES

- H₀** There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on age.
- H₀** There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on Residence.

RESEARCH METHOD

The Present study was conducted through Descriptive Survey method of research.

POPULATION

All Teachers Educators of education colleges in Hamirpur District.

THE SAMPLE

The sample consisted of 100 Teacher Educators selected by Stratified random sampling of Probability sampling.

TOOL

Standardized tool is used for the present study for collection of data. The tool is prepared for teachers by Dr. Pramod Kumar and D.N Mutha (1974) (Revised version). In this tool 69 questions are there. This tool has .77(N=50) validity and 0.75(N=50) reliability. Items are given a score of 5,4,3,2 and 1 for strongly agree, agree, uncertain, disagree, strongly disagree respectively. The sum of these values gives the teacher-effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher effectiveness to highest teacher-effectiveness in teaching learning process.

STATISTICAL TECHNIQUES USED

In the present study statistical techniques of the 't'-test were used for testing the research hypothesis.

ANALYSIS AND INTERPRETATION OF COLLECTED DATA

H₀ Significant difference in Teacher Effectiveness among Teachers Educators Based on Age

Table 1 shows the calculated statistical values of High Age and Low Age Teacher Educators

Table 1

Group	N	Mean	SD	DF	t' -Value	Significance
High Age	68	284.1618	22.6443	98	0.16	NS
Low Age	32	291.375	25.04029			

NS = Not Significant

Table - 1 reflects the t' - value of High Age and Low Age Teacher Educators is 0.16, which is non-significant at 0.05 level of significance. That means High Age and Low Age Teacher Educators are significantly not different with regards to Teacher Effectiveness. In other words, we can say that, High Age and Low Age Teacher Educators have similar Level of Teacher Effectiveness in College of Education. Hence, the hypothesis which is “There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on age” is retained.

H_0 Significant difference in Teacher Effectiveness among Teachers Educators Based on Locale

Table 2 shows the calculated statistical values of Rural and Urban Teacher Educators

Table 2

Group	N	Mean	SD	DF	t' -Value	Significance
Rural	53	279.1321	24.56235	98	0.20	NS
Urban	47	294.7447	19.49411			

NS = Not Significant

It is clear from the Table -2 that obtained ' t' ' value of Rural and Urban Teacher Educators is 0.20, which are not significant at 0.05 level of significance. That means Rural and Urban Teacher Educators differ non significantly towards their Teaching Effectiveness. So, we can say that, Rural and Urban Teacher educators have same level of Teaching Effectiveness. Hence, the hypothesis which is “There is no significant difference in Teacher Effectiveness of Teacher Educators in Colleges of Education based on Residence” is accepted.

FINDINGS OF THE STUDY

1. There is No significant difference found in Teacher Effectiveness of High Age and Low Age Teacher Educators in Colleges of Education.
2. There is No significant difference found in Teacher Effectiveness of Rural and Urban Teacher Educators in Colleges of Education.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. This study concluded that there is no difference in effectiveness in High Age and Low Age Teacher Educators hence it shows that there are same teacher training programmes, quality teaching, occupational security, good salary and good environment and subject mastery in Teacher Education.
2. The study revealed that there are no significant differences were found in Rural

and Urban teacher educators teaching in teacher education colleges in Himachal Pradesh. This may be due to same passion, increasing human resources and conducting other seminar, conference, workshop programs and accountability towards teaching.

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