



A critical study of teacher educators teaching effectiveness in relation to their teaching subjects and teaching experience

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ABSTRACT

The present study aims at investigating the teaching effectiveness of teacher educators in relation to their teaching subjects and teaching experience. Descriptive survey method is adopted for the present study. The sample of 100 teacher educators (with experience / without experience) of B.Ed. colleges in Gautam Buddha Nagar District of Uttar Pradesh has been chosen through the random sampling technique. Teacher effectiveness scale (Kumar and Mutha, 1976) and personal information form have been used to collect the data. The data is subjected to descriptive and differential analyses for verifying null hypotheses. The result revealed that the teacher educators have very highest teacher effectiveness. Beside it is inferred that there is no significant difference between arts and science teacher educators in their teaching effectiveness. Further, it is concluded that there is a significant difference between experienced and non-experienced teacher educators with regard to their teaching effectiveness.

Keywords: Teaching effectiveness, Teacher educator, Teaching experience.

1. INTRODUCTION

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake. The major responsibility of a teacher is to plan and carry out instructional activities taking into account the needs and capabilities of the students, resources available at his disposal operating on him. He should be interested in assessing how far he has been successful in this process. Teaching is effective to the extent that teacher acts in ways that are favorable to the development of basic skills, understanding, work-habits, desirable attitudes, value judgments and adequate personal adjustment of the pupils. The term "Teacher Effectiveness" is mainly used to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. The implication of this is that Teacher Effectiveness must be defined, and can only be expressed in terms of the behavior of pupils and not behaviors' of teachers, for this reason, because the amount that pupils learn is also strongly affected by factors, not under the teacher's control.

2. 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 subjects and to teach students 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 relations; job involvement; initiative and enthusiasm; professional values and innovativeness respectively in the everyday teaching-learning situation. Only the teacher who possesses all the skills, knowledge and values can function effectively both in academic and non-academic spheres of the 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 the 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 and, Globalization on the one side and advancement of science and technology on the other. Therefore, the present study is an attempt in this direction.

3. OBJECTIVES OF THE STUDY

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

- To find the teaching effectiveness of teacher educators.
- To find if there is any significant difference between Arts and Science teacher educators in their teaching effectiveness.
- To find if there is any significant difference between experienced and non-experienced teacher educators in their teaching effectiveness.

4. HYPOTHESES OF THE STUDY

The following hypotheses were formulated from the above objectives.

- The teacher educators have a high level of teaching effectiveness.
- There is no significant difference between Arts and Science teacher educators in their teaching effectiveness.
- There is no significant difference between experienced, non-experienced teacher educators in their teaching effectiveness.

5. METHODOLOGY

The present study has been conducted on the teacher educators (with teaching experience of B.Ed classes more than 5 years and without having experience of B.Ed classes) working in teacher education colleges /institutes affiliated to Chaudhary Charan Singh University, located in Gautam Buddha Nagar District of Uttar Pradesh. A random sample of 100 teacher educators 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 following eleven teaching behavior categories:

Information source

- Motivator
- Advisor and Guide
- Relationship with pupils, fellow teachers, and parents
- Teaching skills
- Co-curricular activities
- Professional knowledge

General appearance and habits in relation to class room management and personality characteristics.

All the 69 items of the scale are positively worded. Items are given a score of '5', '4', '3', '2', and '1' for strongly agree, agree, undecided, disagree and 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. Data collected and analyzed Statistical techniques such as mean and 't' test have been used for the verification of hypotheses. RESULT AND DISCUSSION

The scores obtained by subjects for teacher effectiveness were analyzed. The means and standard deviations of teacher effectiveness are given in table 1.

Table 1 Mean and Standard Deviation of Teacher Effectiveness Score for Total Sample

Variable	N	Mean	S.D
Teacher effectiveness	100	255.5	26.02

Table 1 reveals that the mean score and standard deviation of teacher effectiveness of teacher educators are found to be 255.5 and 26.02 respectively. It is concluded that the teacher educators 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 characteristics of a teacher, teaching acts and their effects on the educational outcomes reinforcement-involvement reflected in teacher behavior. The result of the present study indicates that the teacher educators are comprehensively knowledgeable, enthusiastic, simulative, cooperative, suggestive democratic, kind and sympathetic.

Table 2 Mean difference between arts and science Teacher Educators in Teaching Effectiveness

Variable	Groups	No	Mean	SD	df	t-value	Level of Significance
Teaching Subjects	Arts	68	15.84	3.88	98	0.22	Not significant
	Science	32	15.93	3.91			

An observation of table 2 shows that the 't' value for teaching effectiveness between arts and science teacher educators is 0.22 and it is found to be insignificant. Therefore, the null hypothesis 2 is accepted. The result of the present study inferred that the teaching effectiveness of teacher educators does not vary significantly with respect to their teaching subjects.

Table 3 Mean difference between experienced and non-experienced Teacher Educators in Teaching Effectiveness

Variable	Groups	No	Mean	SD	df	t-value	Level of Significance
Teaching Experience of B.Ed classes	Without Experience	40	14.83	3.97	98	2.24	Significant at the 0.01 level
	With Experience (More than 5 years)	60	15.86	4.34			

The table 3 clearly shows that 't' values for teaching effectiveness is greater than the table value at the 0.01 level of significance. The teachers educators with teaching experience of B.Ed classes (More than 5 years) have higher level of effectiveness of teaching than teacher educators without have experiences of B.Ed classes. So the experienced teacher educators do significantly higher in teaching effectiveness in comparison to the non-experienced teacher educators. 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 educators contributing effective teaching were comprehensive knowledge, interested, enthusiastic, good presentational skills, encourage active participation and provide prompt feedback. The result of the present study indicates that the experienced teacher educators are better than non-experienced teacher educators in the above mentioned characteristics of effective teaching.

6. CONCLUSION

- On the basis of the present study it is concluded that teacher educators exhibit very effectiveness in their teaching. It is also inferred that the teacher educators are comprehensively knowledgeable, enthusiastic, simulative, cooperative, suggestive democratic, kind and sympathetic.
- Further it is concluded that the arts and Science teacher educators do not differ significantly in their teaching effectiveness.
- It is concluded that the experienced teacher educators with teaching experience of B.Ed classes (More than 5 years) do significantly better in teaching effectiveness than non-experienced teacher educators.
- 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, subject matter knowledge, vocational knowledge, emotional control, moral values, personality characteristics and interpersonal relations.

Teacher effectiveness is also very important for teacher training colleges because these colleges prepare effective teachers. So how teacher educators teach 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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