

**A STUDY ON TEACHER EDUCATORS TEACHING EFFECTIVENESS****Dr. Sunilkumar B. Dodmani.** Teaching Assistant K.U.C.E. Dharwad, Karnataka**ABSTRACT:**

*The present study aims at investigating the teaching effectiveness of teacher educators in relation to Gender and locality. Normative survey method was adopted for the present study. The sample of 30 teacher educators of B.Ed. colleges in Dharwad and Hubli district of Karnataka state in India has been chosen through the random sampling techniques. teacher effectiveness scale (Kumar and Mutha 1976) and personal information form were used to collect the data. The data were subjected to descriptive to descriptive and differential analysis for verifying null hypothesis. The result revealed that the teacher educator have very highest teaching effectiveness. beside it is an inferred that there is no significant difference between men and woman teacher educators in their teaching effectiveness. Further it is concluded that there is significant difference between teacher educators working in urban and rural teacher education colleges with regard to their teaching effectiveness.*

**Keyword:** *Teacher Educator Teaching Effectiveness*

**INTRODUCTION:**

The major responsibility of a teacher is to plan and carry out instructional activities taking into account the needs and capabilities of the student, resources available at his disposal and the constrains operating on him. He should be interested in assessing how far he has been successfully in this process. Teaching is effectiveness to the extent that teacher acts in ways that are favorable to the development of basic skills, understanding, work habits, desirable attitude, value judgments 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 finding situation in which to operate. So, if there is a much between the personal factors and the situation effective and Happy relations are likely to prosper. (Cortes, 1977). Teaching is not merely a process of important 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 involves a desire on the part of the learner to grapple with and understand material in order to the able to carry out the higher cognitive function like application, extrapolation, integration or problem solving. There are general studies conducted on teacher effectiveness of school teacher (rosy 2011; Dhillon and Navdeepkumar 2009; Mathew 2006; kumar, 2005; Latha, 2005and Kumarvel 2003; Amsarani 2002; Rahul 2002). The above reviewed literature indicates the dearth of information about the teacher effectiveness of teacher educator. hence the present study is an attempt this direction.

**NEED OF THE STUDY:**

The possession of teaching skills and competence is an essential features of teaching professional. Teaching skill is a set of overt behaviors. It has three components; perceptions, cognition and action. Teaching skills are of three categories. Core teaching skills which are used by all the teachers across various subjects and level of teaching; specific teaching skills to teach the various subject 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 attribute like instructional strategies; classroom management; personal depositions, temperament and tendency; evaluation and feedback interpersonal relations; job involvement; initiative enthusiasm; professional values and innovativeness respectively in the everybody teaching learning situation. (Verma and Sharma 1998). Only the teacher who possesses fossils all the skills, knowledge and value can function effectively both in academic and non-academic spheres of education enterprise. The teacher education of teacher education colleges plays a vital role in shaping the behavior of prospective teacher with all competence.

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, and globalization and marketization on the one side and advancement of science and technology on the other. Therefore, the present study is an attempt in this direction.

**OBJECTIVE OF THE STUDY**

The present study has been carried out with the following objectives

1. To find out the teaching effectiveness of teacher educators.
2. To find out if there is any significant difference between man and woman teacher educators in their teaching effectiveness.
3. 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 hypothesis were formulated.

1. The teacher educators have high level of teaching effective.
2. There is no significant difference between men and women teacher educator in their teaching effectiveness.
3. There is no significant difference 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 state in India. A random sample of 30 teachers educators of colleges of education in Dharwad and Hubli 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 Classroom
- Classroom Management and Personality Characteristics

All the 69 items of the scale are positive statements. items are given a source of '5', '4', '3', '2', and '1' for strongly agree, agree, undecided, disagree and strongly disagree respectively. The some of these values gives the teacher effectiveness score for the subject. the total score varies from 69 to 345, showing list teacher effectiveness to highest teacher effectiveness. Data collected and analysed by using Statistical Techniques such as mean and 't' test have been used for the verification of hypothesis.

**TESTING HYPOTHESIS AND DISCUSSION:**

The scores obtained by subject for teacher effectiveness where analysed. the mean and standard division of teacher effectiveness are given in table-1

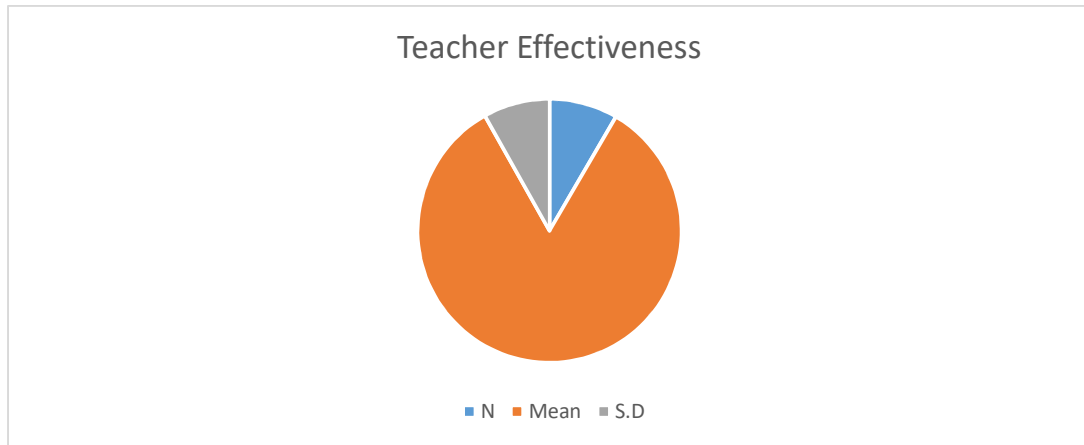
**Table-1 mean and standard division of teacher effectiveness score for total sample**

Variable	N	Mean	S.D
Teacher Effectiveness	30	298.48	29.13

The above table-1 reveals that the means score and standard division of teacher effectiveness of teacher educators are found to be 298.48 and 29.13 respectively. It is a concluded that the teacher educators have very highest teacher effectiveness. Teaching effectiveness in a demonstrated collection collection of competencies involved with teaching plans and materials; classroom procedures, interpersonal skills and learners point out 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. that the result of the present

study indicates that the teacher educator were comprehensively, knowledgeable, enthusiastic, simulative, Cooperative, suggestive, democratic, kind and sympathetic.

**Graph-1 mean and standard division of teacher effectiveness score for total sample**

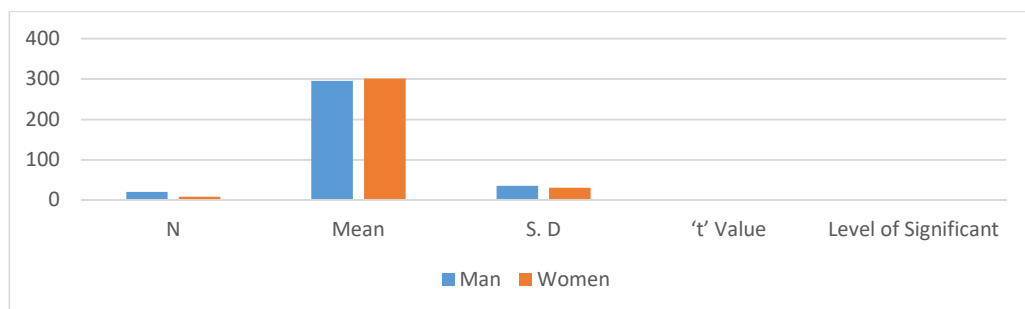


**Table-2 mean difference between men and women teacher educators in teaching effectiveness score**

Variable	N	Mean	S. D	't' Value	Level of Significant
Man	21	295.84	35.84	0.67	Not significant
Women	9	301.12	30.77		

From the observation of table-2 shows that the t value for teaching effectiveness between men and women teacher educators 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 (kagathalal 2001 and Paul and Kumarvel 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 teacher were most effective than those of male teacher.

**Graph-2 mean difference between men and women teacher educators in teaching effectiveness score**

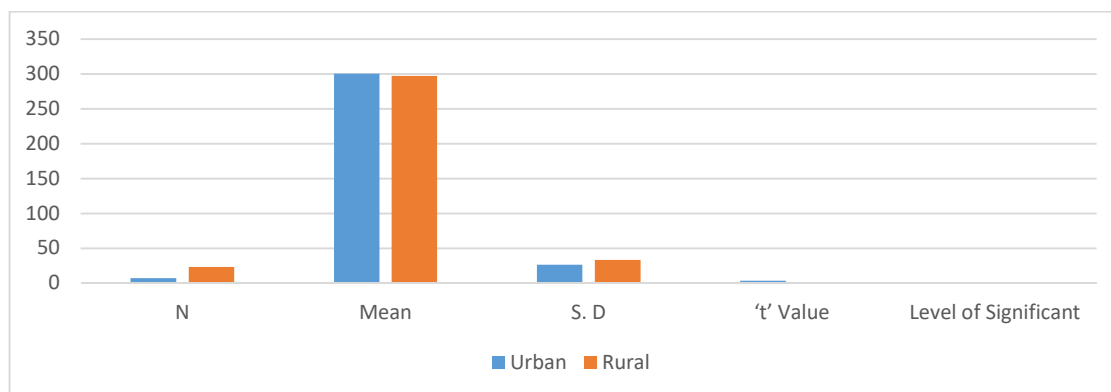


**Table-3 mean difference between rural and urban teacher educators in teaching effectiveness**

Variable	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 the t value of 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 educator of rural area colleges of teacher education. Therefore, the null hypotheses 3 is rejected. The competency based, commitment-oriented and performance-center teaching is called effective teaching. Most important characteristics of teacher educators contributing affective 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 urban teacher educators are better than rural teacher educators in the above-mentioned characteristics of effective teaching. In contrast and studies by (padhi and Jyoti Verma 2010 Kumar 2005 and Biswas et al 1995). Reveal that the locality is not an influential factor of teaching effectiveness of school teachers.

### Graph-3 mean difference between rural and urban teacher educators in teaching effectiveness



### CONCLUSION

On the basis of the present study, it is concluded that teacher educators exhibit very effectiveness in their teaching. Further it is inferred that the men and women teacher educators do not differ significantly in their teaching effectiveness and the urban Institute teacher educators do significantly better in teaching effectiveness than 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, wherein the past experience 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, pupils' 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 teacher. So how teacher educator 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 for performance and optimal all-round development of the prospective teachers.

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