

Teaching Efficiency and Problem Solving Methods of B.Ed. Students

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Abstract: The present discourse is the investigator's attempt to study the Teaching Efficiency and Problem Solving Methods of B.Ed. Students. The sample consisted of 100 students, who were studying B.Ed. degree in St.Mary's College (B.Ed and D.El.Ed), Ranaghat, Nadia. The investigator conducted the Survey Method. The findings of the study conclude that there was no significant difference between male and female B.Ed. students in their teaching efficiency and there is no significant difference between male and female B.Ed. students in their problem solving methods.

Key words: Teaching efficiency, problem solving methods.

Introduction:

Teaching efficiency means using time during class and outside the class to the maximum use of the teaching time. An effective teacher is one who teaches to get an effective result. Teaching Efficiency is the skill, proficiency, cleverness and expertness by the teachers so as to make the teaching and learning environment effective and creative there by ascertaining the full potential of the teacher as well as the students and in turn achieving the goals of education. Problem solving methods are congruent individual differences in the ways people set up to plan and approach challenges or opportunities in order to gain clarity, produce ideas and prepare for action. Teaching efficiencies are functional abilities which teachers show in their teaching activities. A teacher who has flair for teaching is intelligent and in the process can originate any number of strategies to make his/her teaching effective.

Statement of the problem:

The statement of the problem is entitled as "Teaching Efficiency and Problem Solving Methods of B.Ed. Students."

Objectives of the study:

- To determine the level of teaching efficiency of B.Ed. students.
- To know the level of problem solving Methods of B.Ed. students.
- To study teaching efficiency in a classroom situation.

HYPOTHESIS:

The investigator has conducted the study on the basis of the following research hypothesis:

1. There is no significant difference between male and female B.Ed. students in their teaching efficiency.
2. There is no significant difference between male and female B.Ed. students in their problem solving methods.

Methodology:

In the present study the investigator has conducted the Survey Method.

Population and Sample:

The population for the present study consisted of B. Ed Teachers' under WBUTTEPA in West Bengal, who were teaching B. Ed. in St. Mary's College (B.Ed and D.El.Ed). The investigator has used Incidental Sampling Method as sample from the population. The sample consisted of 100 B.Ed. students.

Tools of the Study:

Teaching efficiency scale and problem solving methods inventory were developed and validated by the investigator.

Statistical Techniques Used:

Percentage analysis and "t"-test were used in this study.

DATA ANALYSIS AND INTERPRETATION:

Hypothesis-1: There is no significant difference between male and female B.Ed. students in their teaching efficiency.

Table-1: Difference between male and female B.Ed. students with Regard To Teaching Efficiency.

Gender	N	Mean	S.D	Calculated 't'-value	Significance At 0.01 Level
Male	54	35.40	6.23	2.60	S**
Female	46	32.45	8.07		

S**-Significant.

The obtained 't'-value 2.60 is significant since it is greater than critical value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected.

The above table expresses that there is significant difference between male and female B.Ed. students with regards to teaching efficiency and its dimensions. While assimilating the mean scores, the female B.Ed. students have better dimensions of efficacy of teaching, use of appropriate techniques and teaching efficiency than the male B.Ed. students.

Hypothesis-2: There is no significant difference between male and female B.Ed. students in their problem solving methods.

Table-2: Difference between male and female B.Ed. students with Regard To Problem Solving Methods.

Locality	N	Mean	S.D	Calculated 't'-value	Significance At 0.05 Level
Rural	55	35.18	6.41	1.712	NS*
Urban	45	32.71	7.99		

NS*-Not significant.

The obtained 't'-value 1.712 is not significant since it is less than the critical value 1.96 at 0.05 level of significance. Hence, the null hypothesis is accepted.

The above table expresses that there is no significant difference between male and female B.Ed. students in the dimensions of feeling, thinking and problem solving methods. But there is significant difference between male and female B.Ed. students in the dimension of thinking. While assimilating the mean scores, the male B.Ed. students have done better in the dimension of thinking than the female B.Ed. students.

FINDINGS:

In the teaching efficiency the female B.Ed. students have more involvement in their work. So they use many techniques in their teaching. They have the innate habits like honesty, inscription and responsibility. But in the problem solving methods the male B.Ed. students are more calculating, goal-oriented and good planners in nature. Further the male B.Ed. students may have more to achieve, accomplish good problem solving methods to increase success in life and his works and hence, the female B.Ed. students have better teaching efficiency skills than the male B.Ed. students.

Conclusion:

Teaching Efficiency clearly differed by everybody everywhere in all times. Teachers must develop their teaching efficiency. That means the several methods used must be regarded to the content. It should produce positive results. Problem solving methods are congruent individual differences in the ways people set up to deal with new thoughts, manage, change and respond effectively to complex, open-ended opportunities and challenges, knowledge of methods are important in education in a number of ways. Enhancing the quality of teaching relate to the degree of demonstration of students acquiring skills and methods. Hence, students potential of problem solving skills should be determined besides that problem solving methods should be gained by students.

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