



“Teacher Effectiveness of Teacher Educators in Colleges of Education”

¹Vidyalakshmi M V

Research Scholar

DOS in Education

University of Mysore

Email- chitralkha298@gmail.com

&

²Dr.Praveena K B

Professor

Department of Studies in Education

University of Mysore

Email- friendlypraveen@gmail.com

Abstract:

The research is in the form of a descriptive survey method. The purpose of this study is to determine the effectiveness of teacher educators in colleges of education. It also contrasts Teacher Effectiveness of Teacher Educators with two types of background variables, such as gender and college type. The study's findings reveal that the level of Teacher Educators has a very low level of teacher effectiveness, And Male and female teacher educators, as well as government and private teacher educators, have similar mean scores of Teacher Effectiveness.

Key words: Teacher Effectiveness, Teacher Educators, Colleges of Education.

Introduction:

“Teacher Effectiveness refers to the influence of classroom characteristics such as instructional techniques, teacher expectations, classroom structure, and resource utilization or student’s performance”. Gage (1962) defined teacher effectiveness as the influence of the teacher on the realisation of some value, where

value is defined as some educational objectives determined through child behaviour, aptitude, or qualities. Teacher effectiveness is a research topic concerned with the links between teacher traits, teaching activities, and their influence on classroom teaching educational results. The degree to which a teacher accomplishes the desired effects on students is referred to as teacher effectiveness. Teacher effectiveness is described as the level to which a teacher possesses the necessary knowledge and abilities, while teacher performance is defined as how a teacher acts during the teaching process (Dunkin, 1997). The effectiveness of a teacher is determined by the degree to which the objectives are met and the extent to which they are able to teach in the most effective manner possible by utilising their intellectual readiness, perseverance, creativity, and ability to apply knowledge and collaborate effectively with others. Communication, expressive skills, personality, and ability are all factors that impact the traits of an effective teacher. Teacher effectiveness refers to a person's ability to enable good change in other people's lives in addition to being proficient with teaching methods that lead to student achievement. Teacher effectiveness encompasses traits such as a teacher's personality, attitudes, and processes such as teacher-pupil interaction, as well as production variables such as teacher-learning process outcomes, such as students' achievement.

Significance of the study:

Teacher Effectiveness is a very useful argument for teaching. Teaching impact can change into the classroom environment and improve students' learning; human values can also be developed. Intrinsic and extrinsic traits develop better in students and change in teacher's behaviour can be seen in other traits. Therefore Teacher behaviour is an essential factor for teacher effectiveness that supports the growth of teacher him/her-self, students and the schools they work in. Thus, the understanding of the research problem was thought to be essential to conduct a study on "Teacher Effectiveness of Teacher Educators in colleges of Education".

Objectives:

- To assess the level of Teacher Effectiveness of Teacher Educators in colleges of education.
- To compare Gender wise Teacher Effectiveness of Teacher Educators in colleges of education.
- To compare the Teacher Effectiveness of Teacher Educators of Government and Private colleges of education.

Hypotheses:

- There is no significant difference between Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education.

- There is no significant difference between Teacher Effectiveness of Teacher Educators of Government and Private Colleges of Education.

Variables:

Main Variable:

- Teacher Effectiveness

Background Variables:

- Gender
- Type of Colleges

Research design:

Descriptive survey method is used to this study the “Teacher Effectiveness of Teacher Educators in Colleges of Education”

Sample of the study:

Stratified random sampling technique is adopted in this study. Teacher Educators of 10 Colleges of Education affiliated to University of Mysore was selected; from the total population, 69 teachers working in these selected colleges were selected randomly.

Tool:

For the present study standardized tool used for collection data. The tool is Dr. Pramod Kumar and D.N Mutha(1974) prepare. This tool prepared for teachers in this tool 69 question. This tool also has validity and reliability. 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, 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.

Statistical Technique:

The collected data was analyzed applying the descriptive statistical measures and t-test.

Analysis and Interpretation of Data:**TABLE 1: Level of Teacher Effectiveness of Teacher Educators.**

Sl. No	Level	Percentage	Teacher Educators
1	Very High Effectiveness	14.5%	10
2	High Effectiveness	7.2%	05
3	Average	13.1%	09
4	Low Effectiveness	20.3%	14
5	Very Low Effectiveness	44.9%	31

The above table shows the following points are:

14.5% of Teacher Educators are Very High Effectiveness, 7.2% of Teacher Educators are High Effectiveness, 13.1% of Teacher Educators are Average Effectiveness, 20.3% of Teacher Educators are low Effectiveness, and 44.9% of Teacher Educators are very low Effectiveness.

It inferred that most of Teacher Educators level possesses is very low level of teacher effectiveness.

TABLE 2: Showing that the Number of population, mean, SD, and t-test difference of male and female Teacher Effectiveness of Teacher Educators.

Gender	N	Mean	SD	d.f	t-value	Remarks
Male	22	252.82	46.67	67	0.33	Null hypothesis Accepted
Female	47	257.09	49.84			

The above table shows the following points are:

In this t-value for the means of Teacher Effectiveness of male and female teacher educators is not significant at 0.01 level. Hence the null hypothesis was accepted and generalized that there is no significant difference in the Teacher Effectiveness of Male and Female Teacher Educators in Colleges of Education. This shows that the mean scores of Teacher Effectiveness is similarity between Male and Female Teacher Educators.

TABLE 3: Showing that the Number of population, mean, SD, and t- test difference of Government and Private Colleges of Teacher Effectiveness of Teacher Educators.

Type of Colleges	N	Mean	SD	d.f	t-value	Remarks
Government	10	278.50	46.03	67	1.62	Null hypothesis Accepted
Private	59	251.86	48.27			

The above table shows the following points are:

In this t-value for the means of Teacher Effectiveness of Government and Private teacher educators is not significant at 0.01 level. Hence the null hypothesis was accepted and generalized that there is no significant difference in the Teacher Effectiveness of Government and Private Teacher Educators in Colleges of Education. This shows that the mean scores of Teacher Effectiveness is similarity between Government and private Colleges of Education.

Results of the study:

- 14.5% of Teacher Educators are Very High Effectiveness, 7.2% of Teacher Educators are High Effectiveness, 13.1% of Teacher Educators are Average Effectiveness, 20.3% of Teacher Educators are low Effectiveness, and 44.9% of Teacher Educators are very low Effectiveness.
- The mean scores of Teacher Effectiveness of Male and Female Teacher Educators are similar.
- The mean scores of Teacher Effectiveness of Government and Private Teacher Educators are similar.

Educational Implications:

- It is evident from the above points are known as only 7.2% of teacher educators are high effectiveness. Since the qualitative education depends on the effectiveness of teaching is essential to enhance the qualitative teachers. In this regards the government, private and other institutions have a duty to provide quality education and should take necessary actions to develop the quality teaching, occupational security, good salary and good environment it gives a positive and effective educational system.
- It is also reveals that 14.5% of Teacher Educators are Very High Effectiveness, 13.1% of Teacher Educators are Average Effectiveness, 20.3% of Teacher Educators are low Effectiveness and 44.9% of Teacher Educators are very low Effectiveness. Therefore as the system education demands quality of teachers for quality education it is necessary to enhance the effectiveness of teaching to the upgrade level. This means increasing human resources and conducting other seminar, conference, workshop programs for teachers to be self motivated and develop their own knowledge regarding this.

- In this study also shows that the gender wise male and female Teacher educators are similar teacher effectiveness. So that here no gender discrimination and in this study give educational opportunity to all the teacher educators their build their own personality and knowledge themselves.
- The study also shows that between Government and Private Teacher Educators is similar teacher effectiveness. So in this, that most of the human resources and physical resources in government and private institutions have a same good system and here no difference between both of it. It gives also teachers is expressed with 100% of results. Teachers have been provided with all kinds of facilities in colleges. This has resulted in positive change in both the institutions and has been instrumental in building a better society.

Conclusion:

Hence, the goal of Teacher effectiveness is essential for the National growth. However, it is the duty of the educators to provide the best environment and intellectual resources to develop such teacher. And also motivated to teachers, participate in the seminars, conference and workshops related with the enhancement of effectiveness of teaching.

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