

A Study of Impact on Teaching Effectiveness of Teacher Educators

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Abstract

Education is a procedure of human enlightenment and strengthening. Teachers are, without a doubt, as the nature of instruction relies upon the nature of teacher and beyond this an educator is the foundation of any country. The educators are viewed as extremely fundamental and imperative factor of any training framework. The objective of the study is to investigate the impact on teaching effectiveness among the teacher educators. It has been carried out on 300 teacher Educators those teaches in deferent teacher training college or Institute in the region of Ch. Charan Singh University, Meerut UP.

Key Words: Impact, teaching, effectiveness, teacher educator

Teaching Effectiveness:

Operational Meaning of the Terms

Teaching Effectiveness: The term Teaching Effectiveness means the collections of characteristics, competencies and behaviors of teachers at all educational levels that enable students to reach desired outcomes. Teaching effectiveness is the aptitudes, ideas, and mentalities required by educators for the demonstration of guidance in an instructive organization. Teacher viability assumes a critical job in educating – learning process. A successful teacher does not make a picture of the pupils rather assist the pupils with creating the picture of their own by understanding the issues of the pupils and helping them, by making any subject intriguing, by controlling the class and by being reasonable with the pupils while managing them. Teacher adequacy is a region of research which is worried about

the connection between the attributes of teachers, showing acts and their impacts on training and segregating between pretty much viable teachers. A teacher is said to be powerful when the teacher has accomplished the fundamental skill in their jobs and capacities, for example, arrangement and anticipating classroom administration, learning of topic, teacher attributes, and their rational relationship. Amplifying teacher adequacy is a noteworthy objective of training.

Teacher Educator:

Teacher Educators those who provide all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. The term 'educating' can be characterized as an arrangement of noticeable instructor

practices that encourage or achieve student learning and the term. A competent educator ought to have authority over his/her topic, as well as his/her competency ought to be estimated by the student's (Pupil Teacher) learning. The Teacher-Educators are straightforwardly connected with to show the future education and in-benefit of teachers. Nowadays, teacher training is a vital piece of any instructive framework

INTRODUCTION

When the general consensus is that teachers are the most important in – school factor influencing the quality of their pupils' learning, it seems appropriate to assume that teacher education is an important factor influencing the quality of the learning of student teacher. The issue of the quality of the teacher educator then becomes an issue of paramount importance. An educator by the excellence devoted to playing out his obligations truly, was useful in freeing the human spirit from the servitude of obliviousness, superstition and visually impaired confidence and taking the country on the way of financial thriving, social inspiration, and mechanical progression. Be that as it may, when we cast our look over the present educators, at that point it tends to be effortlessly induced that they are definitely not equipped for boring the obligations allocated to them. This is the primary reason that the plans of our instructive remaking are not appropriately executed. Our government through the new training approach had attempted to give new shape to our instructive framework.

OBJECTIVES OF THE STUDY:

The study will be initiated with the following objectives: -

• To compare the teaching effectiveness of teacher educators.

- To compare the teaching effectiveness of teacher educators with regards to their gender (male – female).
- To compare the teaching effectiveness of teacher educators with regard to their faculty (science – arts).
- To compare the teaching effectiveness of teacher educators with regard to location of colleges (rural – urban).

HYPOTHESIS:-

The study will be initiated with the following hypothesis: -

Teacher educators will not differ with regard to them teaching effectiveness.

Ho1- Teaching effectiveness of teacher educators will not differ significantly with regard to their gender (male – female)

Ho2- Teaching effectiveness of teacher educator will not differ significantly with regard to their faculty (science – arts)

Ho3- Teaching effectiveness of teacher educators will not differ significantly with regard to rural and urban area.

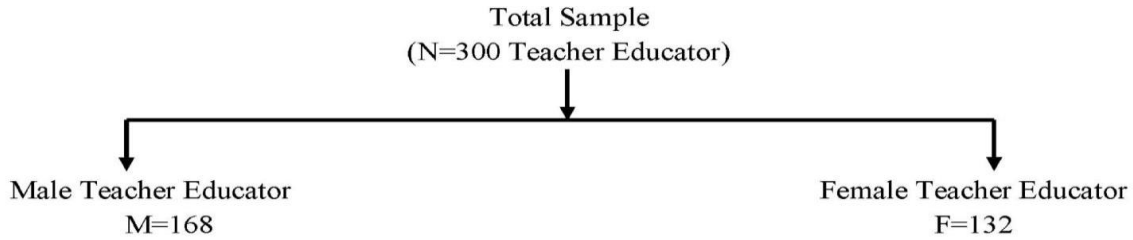
METHODOLOGY

Survey method was adopted for the study. The reason of selection of this method is very apparent because this method is concerned with the present and attempts to determine the present status of the phenomena under investigation. On the basis of teacher effectiveness, the population of the study will include the teacher educators, teaching in various govt., aided, & self – finance B.Ed. educational institutes and colleges affiliated to Chaudhary Charan Singh University, Meerut. There are more

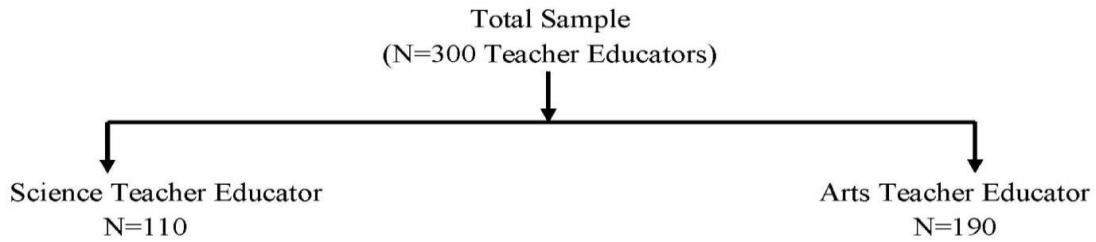
than 250 B.Ed. College & Institutes affiliated to Ch. Charan Singh University,

Meerut having (approx 1750) Teacher Educator.

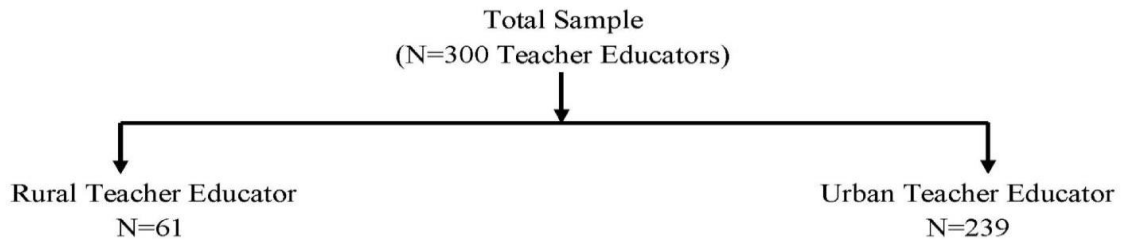
Distribution of teacher educators:-



B-Distribution of teacher educators according to their Faculty:-



C-Distribution of teacher educators according to their Locality:-



INSTUMENTATION

Teacher Effectiveness scale produced by Pramod Kumar and D N Mutha. The TES is a self- administering scale. There are 69 items of the scale which are positively worded. Items are given a score of ‘5’, ‘4’,

‘3’, ‘2’, ‘1’ for ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’, and ‘strongly disagree’ respectively. The sum of these values gives the teacher effectiveness score for the subject.

ANALYSIS AND ITERPRETATION:

Table No.01

Groups	N	M	SD	t Value	Level of Significance
					0.01
Effective male teacher educators	112	316.78	5.78	1.80	NS
Effective female teacher educators	96	314.96	5.89		

From the table no 01 it is clear that the calculated value of t lies in Not significant (N S) region(1.80) at the level of 0.01(1.96). Therefore Ho1accepted hence there is no difference find in mean of male and female teachers group.

Table No.02

Groups	N	M	SD	t Value	Level of Significance
					0.01
A-Effective science teacher educators	78	317.50	5.77	1.49	NS
B-Effective arts teacher educators	130	315.93	6.17		

From the table no 02 it is clear that the calculated value of t lies in Not significant (N S) region(1.49) at the level of 0.01(1.96). Therefore Ho2 accepted hence there is no difference find in mean of Science and Arts teachers group.

Table No. 03

Groups	N	M	SD	t Value	Level of Significance
					0.05
Effective rural teacher educators	36	313.72	5.10	3.79	Significant
Effective urban teacher educators	172	317.67	6.08		

From the table no 03 it is clear that the calculated value of t lies in significant region (3.79) at the level of 0.05(2.58). Therefore Ho3 rejected hence the difference found in mean of male and female group are actual. It means urban teacher educator effective in respect to rural teacher educator.

CONCLUSION

- 1- The Teacher effectiveness of male and female teacher educators demonstrates that a lion's share of them are predominant with 54 % are male and 46 % are female.
- 2- The mean scores in teacher effectiveness of male teacher educators are 316.78 while that of female teacher educators is 314.96. This again shows the mean score of male teacher educator is more

prominent than that of female teacher educators. But there are no noteworthy contrasts in teacher effectiveness of male and female teacher educators.

3. Male and Female teacher educators have been found similarly effective
4. The mean score in teacher effectiveness of science educator teachers is 317.50 and expressions teacher educators is 315.93. But there are no contrasts in science and expressions teacher educators.
5. Science and Art teacher educators have been found similarly effective
6. In the 'Effective' teacher educators gathering in urban, urban teacher educators have been discovered more effective than rural teacher educator.

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