

A STUDY OF TEACHING EFFECTIVENESS OF PROSPECTIVE TEACHERS IN RELATION TO STREAM AND GENDER

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Abstract

In the present investigation an attempt has been made to study the effect of Pre service teacher education on teaching effectiveness of Prospective teachers in relation to their gender and stream. The sample consisted of 200 Pupil teachers of central universities of Delhi. The teacher effectiveness scale developed and standardized by Umme kulsum was used. The results show that the Impact of pre-service teacher education training on teaching effectiveness of the pupil-teachers was found to be significant at 0.01 level of confidence. There was no significant effect of gender on teaching effectiveness of the pupil-teachers. It was found that effect of stream on teaching effectiveness of pupil-teacher was significant.

Key words: Teaching Effectiveness, Prospective Teachers, Pre service teacher education

INTRODUCTION

Teacher is the pivot of an education system and the effectiveness of instruction depends mostly on the quality he/she possesses. This has been accepted by all the educational thinkers, policy-makers, administrators and all Indian as well as foreign committees and commissions. The skilled teachers only can help in realizing the appropriate educational outcomes and to carry the programme in the right track. The valuable change, to advance the standard of education, is possible only when we recruit teachers who not only are effective, but also have required positive attitude toward teaching profession.

Teaching needs a person with thirst for knowledge and social service, a sense of perseverance and patience, assurance, loyalty, and dedication. Teacher is expected to play a varied roles ranging from duties related with maintaining order, leading extracurricular events, duties for reaching curricular and co-curricular goals, attending outreach activities in the community, to protecting the school environment, meeting with parents and so on. The choice of right type of prospective-teachers is a must for qualitative growth in secondary education of our nation. This needs not only refining the teaching effectiveness and knowledge of prospective-teachers but also to inculcate in them required teacher like talents and healthy skilled attitudes. Therefore, acquiring the right type of

Prospective-teachers for training is very important. Unless such prospective-teachers are found our secondary schools cannot deliver as per our hopes. Secondary Education Commission (1952-53) studied the problems of teachers' training programme in great depth. On parallel lines Kothari Commission (1964-65) stated that "nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional training and creating satisfactory conditions of work in which they can be fully competent and responsible". Including the recommendations of Kothari Commission, the National Policy on Education (1968) suggested that teacher education, mainly in-service education, should receive due importance. The Government of India declared a New Education Policy in 1985. It made the recommendation that the favorable attitudes, skills, new knowledge and responsibility sense should be developed among teachers to meet the present requirements. Thus, through successive committees and commissions teacher training has undergone a number of changes.

Good (1959) defines teaching effectiveness as "the degree of success of a teacher in performing instructional and other duties specified in his contrast and demand by the nature of his position". According to **Flander (1969)**, "Teaching effectiveness is concerned with relationship between characteristics of teacher, teaching acts and their effects on educational outcomes of classroom teaching."

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Teacher effectiveness is one of the important areas of research problems. Still it is not known what kind of persons would be effective and efficient teachers?

OBJECTIVES

The study aimed to realize the following objectives-

1. To study the change in teacher effectiveness of teacher trainees due to the impact of B.Ed. programme.
2. To compare the change in teacher effectiveness of male and female teacher trainees due to the impact of B.Ed. programme.
3. To compare the change in teacher effectiveness of teacher trainees of arts and science streams due to the impact of B.Ed. programme.

Hypothesis

H₁: There is significant difference in teacher effectiveness of prospective teachers after doing B.Ed.

H₂: There is significant difference in teacher effectiveness of male and female prospective teachers after doing B.Ed.

H₃: There is significant difference in teacher effectiveness of prospective teachers of Arts and Science stream after doing B.Ed.

METHODOLOGY

The study was descriptive in nature, in which “pre-test and post-test design” was adopted. The research work was non-experimental in nature. Survey method was selected which was most appropriate for the study under investigation. A sample of 200 pupil teachers from teacher training institutions of Delhi were selected through random technique of sampling. The data collected here was analyzed through different descriptive and statistical techniques.

TOOL USED

Teaching Effectiveness Scale (2000) by Umme Kulsum, **Hypothesis 1**

The testing of hypothesis was done as under.

H₁: There will be significant difference in teacher effectiveness of prospective teachers after doing B.Ed

In order to reject or retain this hypothesis, the null hypothesis was formulated.

H₀: There will be no significant difference in teacher effectiveness of prospective teachers after doing B.Ed.

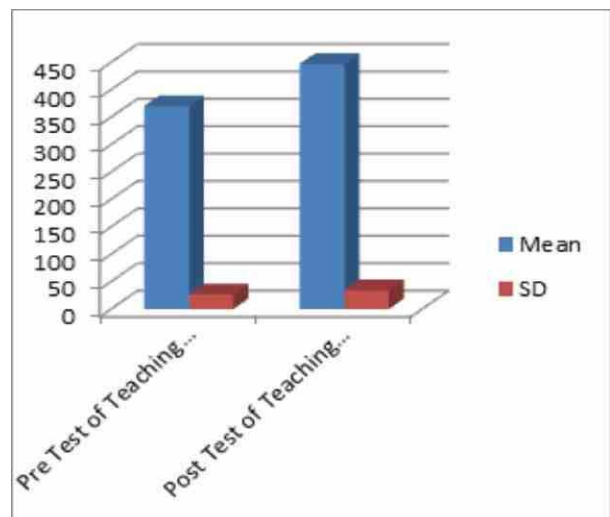
The purpose of this hypothesis was to find out that how teaching effectiveness was affected by teacher training. To test this hypothesis the scores of the pre-test and posttest of teaching effectiveness of the students were compared by using t-test, results are given in table 1.01

Table 1.01
The Significance of difference between Pre-Test and Post Test of Teaching effectiveness scores of Prospective Teachers

Variable	N	Mean	SD	t-value	Result
Pre Test of Teaching Effectiveness	200	370.79	27.07	4.80	Significant
Post Test of Teaching Effectiveness	200	447.54	34.37		

(Table value of ‘t’ at 0.05 level of significance is 1.96)

Figure No.1
Bar Diagram Showing Significance of difference between the scores of pretest and posttest of teaching effectiveness



Results as shown in table 1.01 shows that

- The Mean Score of teaching effectiveness of prospective teachers at pretest and posttest was found to be 370.79 and 447.54 respectively. The Mean score is higher during post-test.
- The standard deviation of the score of teaching effectiveness of prospective teachers at pretest and posttest is 27.07 and 37.54 respectively. Standard deviation of the score of teaching effectiveness of the post test is higher.
- The t Test value is 4.80 (df=98) which is more than the table value 1.96. Therefore the null hypothesis that “There is no significant difference in teacher effectiveness of prospective teachers after doing B.Ed.” is rejected. In other words the alternate hypothesis i.e. “There is significant difference in teacher effectiveness of prospective teachers after doing B.Ed.” is accepted. This means that the B.Ed. programme enhances the teacher effectiveness.

Table 1.02

The Significance of difference between Pre-Test and Post Test of Teaching effectiveness scores of Prospective Teachers

Sr. No		Pre Test M1		Post Test SD1		t value M2	Result SD2
1.	Preparation and Planning For teaching	124.30	10.10	85.50	8.46	2.01	Significant
2.	Classroom Management	95.26	11.23	124.31	9.50	7.83	Significant
3.	Knowledge of Subject	56.96	6.68	68.38	5.39	6.91	Significant
4.	Teacher Characteristics	128.96	10.11	144.77	34.22	2.32	Significant
5.	Interpersonal Relations	66.39	8.75	79.43	6.89	1.00	Not significant

(Table value of “t” at 0.05 level of significance is 1.96)

Figure No.2

Bar Diagram Showing Significance of difference between the scores of pretest and posttest of teaching effectiveness each dimension

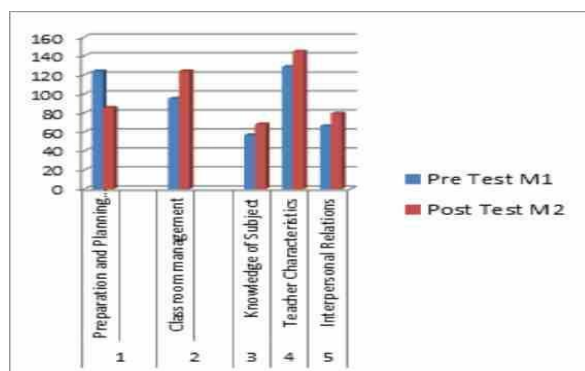


Table 1.02 reflects the significance difference between the **performance** of pretest and posttest scores on different variables of teaching effectiveness. The means and standard deviation was found to be 124.3(10.10) and 85.50(8.46) for the variable **preparation and planning** for teaching. This value of (t=2.01) showed a significant difference between the pretest and posttest of the prospective teachers. This means that the preparation and planning of prospective teachers becomes effective due to the B.Ed. programme. In case of **classroom management** means and SD’S were found to be 95.26(11.23) and 124.31(9.5) for pretest and posttest respectively. A t-value of 7.83 reflected a significant difference between classroom management of trainees. In case of third component **Knowledge of subject**, the t-value was found to be 6.91 which shows there is significant difference on this dimension between the pretest and posttest. The Mean and SD was found to be 128.96(10.11) and 144.77(34.22) for the variable **teacher characteristic**. This value of (t=2.32) showed a significant difference between the pretest and posttest of prospective teachers. In case of fifth component **interpersonal relations** the t-value 1.0 shows there is no significant difference between the pretest and posttest of prospective teachers. The Mean and SD was found to be 66.39(8.75) and 79.43(6.89).

Objective 1.1: To study the effect of Education Training, Gender, Institute and Stream on Teaching Effectiveness. For this analysis of covariance (ANCOVA) has been computed. The detailed analysis is presented in Table 1.03

Table 1.03**Test of significance of the interaction effect of Gender, Institute and stream on the effectiveness of prospective teachers**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Effectiveness Pre	61403.29	1	61403.29	429.19	0.000
Gender	633.71	1	633.71	4.42	0.037
Institute	13.85	1	13.85	0.09	0.756
Stream	10.85	1	10.85	0.07	0.783
Gender * Institute	238.52	1	238.52	1.66	0.198
Gender * stream	16.08	1	16.08	0.11	0.738
Institute * stream	15.53	1	15.53	0.10	0.742
Gender * Institute * stream	39.62	1	39.62	0.27	0.599
Error	176012.73	191	143.06		
Total	238384.18	199			

(Table value of 'F' at 0.05 level of significance is 3.86)

The variable wise interpretation and discussion is given in the following paragraphs.

Effect of B.Ed. training on teaching effectiveness

As we have assumed that there is significant impact of teacher education training on teaching effectiveness, it is evident from the table 1.03 that the computed F value for the effect of teacher training on teaching effectiveness is 429.19. The computed F value is significant at 0.01 level of confidence. Hence there is significant effect of teacher training on teaching effectiveness.

Effect of gender on teaching effectiveness

Table 1.03 further depicts that the computed F value for the effect of gender on teaching effectiveness is 4.42. The obtained F value is significant at acceptable level of confidence that is, at 0.05 level of significance. Hence the effect of gender on teaching effectiveness does exist

meaning thereby that gender affect the teaching effectiveness of the pupil teachers. In the present study, difference in teacher effectiveness was found between male and female teachers. This result goes in line with some of the studies done earlier while some other studies had revealed different views. Vijaylakshmi (2002) based on her study stated that sex, marital status, qualification, experience, subject of teaching, designation, status of college and management didn't have any significant influence on teacher effectiveness. However Mutha (1980) found that gender was significantly associated with teacher effectiveness. Biswas and De (1995) had also found that the female secondary school teachers of Tripura were more effective than their male counterparts.

Effect of Institute on Teaching Effectiveness

Table 1.03 shows that the computed F value for the effect of Institute on teaching effectiveness is 0.096. The calculated F value is not significant at acceptable level of confidence

that is, at 0.05 level of significance in any case. Hence the Type of Institute does not affect the teaching effectiveness of the pupil teachers.

Effect of Stream on Teaching Effectiveness

Table 1.03 further depicts that the computed F value for the effect of stream on teaching effectiveness is 0.075 the obtained F value is not significant at 0.05 level of confidence. Hence the effect of stream on teaching effectiveness does not exist meaning thereby that stream does not affect the teaching effectiveness of the pupil teachers.

Interaction Effect of Gender and Institute on Teaching Effectiveness

Table 1.03 shows that the computed F value for the interactive effect of Gender and Institute on teaching effectiveness is 1.66. The calculated F value is not significant at acceptable level of confidence that is, at 0.05 level of significance in any case. Hence the Gender and Type of Institute are insignificant on the teaching effectiveness of the pupil teachers.

Effect of Gender and Stream on Teaching Effectiveness

Table 1.03 shows that the computed F value for the interactive effect of Gender and Stream on teaching effectiveness is 0.112. The calculated F value is not significant at acceptable level of confidence that is, at 0.05 level of significance in any case. Hence the Gender and stream are insignificant on the teaching effectiveness of the pupil teachers.

Effect of Institute and Stream on Teaching Effectiveness

Table 1.03 shows that the computed F value for the interactive effect of Institute and stream on teaching effectiveness is 0.108. The calculated F value is not significant at acceptable level of confidence that is, at 0.05

level of significance in any case. Hence the Institute and stream are insignificant on the teaching effectiveness of the pupil teachers.

Effect of Gender, Institute and Stream on Teaching Effectiveness

Table 1.03 shows that the computed F value for the interactive effect of Gender, Institute and stream on teaching effectiveness is 0.276. The calculated F value is not significant at acceptable level of confidence that is, at 0.05 level of significance in any case. Hence the Gender, Institute and stream are insignificant on the teaching effectiveness of the pupil teachers.

EDUCATIONAL IMPLICATIONS

The major findings show that teacher education training programme enhanced the effectiveness of pupil-teachers in a significant way. It has an implication that to bring improvement in teaching effectiveness of the pupil-teachers, the improvement in teacher education training programme is needed. For this, various skills related to teaching effectiveness may be developed and inculcated among the prospective teachers during their teacher training programme. It will ultimately enhance their teaching effectiveness in due course of time. Hence more emphasis should be laid on the practical aspect of teacher education training in the B. Ed. Course.

CONCLUSION

There was no significant effect of gender on teaching effectiveness of the pupil-teachers. A significant difference between classroom management was found in pupil teachers. There was a significant difference on the dimension of Knowledge of subject of pupil teachers. A significant difference between teacher characteristic was found in pupil teachers. It was found that there was

insignificant difference between the interpersonal relations of pupil teachers. It was found that effect of stream on teaching effectiveness of pupil-teacher was significant. Interaction effect of gender, and stream on teaching effectiveness of pupil-teacher was not significant.

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