



A study on the teacher effectiveness of teachers working in B.Ed. colleges of Rayalaseema Region of Andhra Pradesh State

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Abstract

Teacher effectiveness is the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position. Generally Teaching is delivered by a teacher to enhance the amount of learning of a learner. To make learning more meaningful, understandable and fruitful to a learner, effectiveness of teaching delivered by a teacher is very essential condition. The present study is an attempt has been made by the investigators to study the level of Teacher Effectiveness of teachers working in B.Ed. colleges who are working in different Universities & Government and Private-unaided B.Ed. colleges in Rayalaseema Region of Andhra Pradesh State. The investigators have used Survey method for the present study. The investigators have developed a Teacher Effectiveness Rating Scale with different dimensions (motivational aspects, classroom management, professional competences, and intra and interpersonal relationship) to measure the teacher effectiveness of teachers working in B.Ed. colleges. The random sampling technique has been used for the selection of sample. For the analysis of data Mean, S.D., t-Test and Graphs have been used by the investigators in the present study. The overall results of the study explore that the level of teacher effectiveness of teachers working in B.Ed. colleges is moderately effective. It is also revealed that Teacher Effectiveness of University & Government B.Ed. college teachers are comparatively better than that of the teachers who are working in different Private-unaided B.Ed. colleges in Rayalaseema Region.

Keywords: teacher effectiveness, teaching, dimensions of teaching effectiveness

Introduction

The society of the 21st century is facing a tumultuous change. The chief focus of the education system should be to provide adequate and appropriate information in all its dimensions so that the stakeholders can really get benefited and can achieve their goal. Because of these concerns, the whole education system is straining its nerve to bring in teacher effectiveness among the teachers. No stone is being left unturned to make the teacher education institutions improve not only quantitatively but also qualitatively. As a result, teacher effectiveness has become an issue of primordial concern for policymakers, researchers and practitioners. The teacher must be able to perform his best in the classroom while imparting education. However, when we take into consideration the complex task of teacher effectiveness happens to be a highly elusive concept.

Teachers play a highly preponderant in influencing role in the educational framework of any society. The up liftment of the student community can be achieved by the teacher in the right educational settings. To make the formidable challenges of the present age the students apart from being academically vibrant must also be very skilful and intellectually enlightened. This can be made possible only through the teacher effectiveness of a teacher. To meet the growing demands of the stakeholders and the learning community teacher effectiveness in all dimensions has become highly essential. It is highly imperative that the teachers should be very versatile with regard to the classroom management techniques, interpersonal

relations, use of Audio-Visual aids for making the learning environment to be interesting and conducive. The teachers also need to be proficient with regard to their subject knowledge.

The teachers should be endowed with professionalism and must create the necessary unsatisfactory factors which can really influence the quality of education that is being imparted to the students. The working conditions of the teacher should be very salubrious and favorable which will ultimately result in enhancing the professional development of the teachers. The teacher has a very effective role to play in the classroom in terms of transforming the students to adapt to pragmatic approaches which will really help them to adapt to fast changing social and economic life patterns which are undergoing sea changes both in individual life and in the lives of families and societies. A huge burden is being placed on the shoulders of the teachers in making the student community adapt to these changes without any hassles. For this to be materialized the teacher has to keep himself abreast with the changes that are taking place around him and he must be dynamic enough so that he can be a step to ahead of these well knowledgeable learners.

Empirical evidences shows that the teacher effectiveness is an asset to the educational system

Anjali (2005)^[1] conducted a study on the Integration of ICT in education: Pedagogical issues. In this study the researcher tries to find out how the use of ICT in education is making the

teacher become automatically effective. Various activities that the teachers perform in relation to ICT which is enhancing their effectiveness are discussed in the research study. Arockiadoss (2005) ^[2] conducted a study to assess the teacher effectiveness of the college teachers. The main intention of the study was to : 1) to assess the extent of the teacher effectiveness which was found among the teachers who are working in colleges, 2) how the various dimensions of teacher effectiveness like: (a) the personal factors such as gender, age, academic qualification, subject of teaching, designation, (b) type of Institute, private or public; (iii) nature of Institute, Unisex/coeducation (d) location-rural/urban; (iv) courses offered are influencing the teacher effectiveness. Jain (2006) ^[3] carried out a study related to teaching effectiveness of teachers who are trained through formal and distance education mode. The researcher found in his research study that skills are mostly required for the 'development of the lesson plan' play primordial role in determining the teacher effectiveness. Pandey and Maikhuri (1999) ^[4] had done a study on attitude of the ineffective teachers and effective teachers towards the teaching profession. The findings of the study revealed that 1) there exists no difference between the attitude of the teachers with regard to having low or high experience in terms of the profession, 2) when compared to the low experienced ineffective teachers, the high experienced teachers' attitude was very positive towards the teaching profession, 3) with regard to their attitude towards teaching profession, the age of an effective teacher was not a differentiating factor, and 4) when compared to the ineffective old teachers, the young ineffective teachers had a negative attitude towards teaching. Rani (2000) ^[5] made a study on teacher effectiveness and says that it happens to be a selective term which consisted of two words, namely, teacher and effectiveness. While 'teacher' refers to a person who possesses teaching skills, 'effectiveness' refers to how he/she teaches. Teacher effectiveness is a function of several factors such as: 1) having a thorough knowledge of the subject matter along with the knowledge of child's process of learning and development, 2) ability to learn and adopt commensurate strategies and techniques in classroom teaching which are in consonance with the pupil's abilities and interests, and 3) maintain harmonious interpersonal relations principal, colleagues, parents and pupils. Vasanthi and Anandhi (1997) ^[7] carried out a study on the influence of some factors on the teacher effectiveness of student-teachers. It was revealed through the findings of this research study that there exist a high positive relation between the fact of intelligence on one hand and the teacher effectiveness. Research studies that focus on the teacher effectiveness of teachers are sporadic in nature in Indian context and such studies are warranted. The present study is an attempt to study the teacher effectiveness of teachers working in B.Ed. colleges of education.

Need and Importance of the study

Teacher education today is an integral part of any educational system. But Teacher education in our country has to face the challenge of producing teachers for a new society. That is why in order to meet the challenges successfully, it is very necessary to improve the quality of Teacher Educators. The number of teachers is increasing rapidly and fresh

postgraduates are entering into the system of teacher preparation to meet the demands of huge number of teacher education. Besides this, majority of the private institutions entered and are being entered year by year into the field of teacher education. As a result, the quality of teaching-learning process is not being properly maintained in most of the B.Ed. colleges especially in the self-financing B.Ed. colleges. Due to this reason, the quality of preparation of student-teachers has become a big question in the field of education. Hence, through the present study, it has been tried to find out the level of teacher effectiveness of teachers and what are the factors responsible for Teacher effectiveness of teachers working in B.Ed. colleges. Along with this, it has been also tried to find out the difference between University & Government, and private unaided B.Ed. College teachers in respect to their level of teacher effectiveness.

Objectives of the study

The following are the objectives of the present study:

1. To develop a tool to assess the level of teacher effectiveness of teachers working in B.Ed. colleges of Rayalaseema Region of Andhra Pradesh State.
2. To find out the significant differences, if any, in the teacher effectiveness of teachers working in B.Ed. colleges due to variations in their Gender (men/women), and Management of college (university and government/private unaided).

Hypotheses of the study

1. There exists a significant difference in the teacher effectiveness of teachers working in B.Ed. colleges of education due to variations in their gender.
2. There exists a significant difference in the teacher effectiveness of teachers working in B.Ed. colleges due to variations in management of college.

Methodology Used in the Study

i) Method used in the study

Survey method is used in the study

ii) Tools used in the study

For the purpose of the study, the researcher developed the Rating Scale to assess the Teacher Effectiveness of Teachers working in B.Ed. colleges. The Teacher Effectiveness Rating Scale was developed based on the 4 dimensions i.e. motivational aspects, classroom management, professional competences, and intra and interpersonal relationship with 62 statements. These statements are selected based on the literature and the earlier studies conducted in this area. The statements are given to a panel of experts and their opinions are incorporated in revising of the statements. The content validity, face validity, intrinsic validity and criterion validity of the tool have been established through appropriate procedures. Similarly, Split-half method is used to establish the reliability of the tool.

iii) Locale and Sample of the study

The locale of the study was the Rayalaseema region of Andhra Pradesh State. Rayalaseema region of Andhra Pradesh State consists of four districts i.e. Anantapuram, Chittoor, Kurnool

and Kadapa districts. The investigator selected 90 teachers are working in 14 B.Ed. colleges in Anantapuram district, 81 teachers are working in 13 B.Ed. colleges in Chittoor district, 81 teachers are working in 15 B.Ed. colleges in Kurnool district and 80 teachers are working in 13 B.Ed. colleges in Kadapa district. Thus, the total sample of the study was 332 teachers working in private un-aided B.Ed. colleges, government B.Ed. colleges and university departments offering B.Ed. course, at the time of collection of data for the study.

iv) Data Collection and Analysis

The developed tool was administered to the teachers working in the selected B.Ed. colleges, after establishing good rapport with the principals and teachers. The B.Ed. college teachers were directed to go through the instructions carefully before rating the statements in the respective tools. The collected data were analyzed by using number and percentage, mean, SD,

mean±1SD, t-test.

Results and Discussion

1. Number and Percentage of Teachers working in the B.Ed. Colleges with Low, Moderate and High Levels of Teacher Effectiveness

Table-1 illustrate the number and percentage of teachers falling under low, moderate and high level of Teacher Effectiveness with reference to the dimensions- motivational aspects, classroom management, professional competences, intra and interpersonal relationship, and teacher effectiveness as a whole.

From table-1 it is clear that, out of 332 teachers working in B.Ed. colleges, 212 (63.86%) teachers possess moderate level of teacher effectiveness, followed by 64 (19.28%) teachers with high level of teacher effectiveness and the remaining 56 (16.87%) with low level of emotional intelligence.

Table 1: Number and Percentage of Teachers working in the B.Ed. Colleges with Low, Moderate and High Levels of Teacher Effectiveness.

Teacher Effectiveness Dimensions	Number and Percentage of B.Ed. College Teachers with Low, Moderate and High Levels of Teacher Effectiveness					
	Low ≤ Mean - S.D		Moderate In Between		High ≥ Mean + S.D	
	No.	%	No.	%	No.	%
Motivational Aspects	76	22.89	197	59.34	59	17.77
Classroom Management	56	16.87	206	62.05	70	21.08
Professional Competences	73	21.99	197	59.34	62	18.67
Intra and Interpersonal Relationship	60	18.07	209	62.95	63	18.98
Teacher Effectiveness as a whole	56	16.87	212	63.86	64	19.28

Note: The Number and Percentage of B.Ed. College Teachers with Low, Moderate and High Levels of Teacher Effectiveness has been arrived based on mean ± 1S.D (M ± 1σ) for each item for the sample of the study.

The present findings are in agreement with the results of Arockia Doss (2007) [8]; Chandramma, M. (2013) [7]; and Renjith Kumar, R. and Fezeena Khadir (2013) [13]. It is inferred that, more than 80 % of teachers working in B.Ed. colleges possess moderate and low level of teacher effectiveness. This trend indicates that there is a need to enhance the teacher effectiveness of the teachers working in

B.Ed. colleges that help them to balance their emotions and manage various sources of stress and enhance teaching attitude towards teaching profession.

Bar diagram showing the number and percentage of teachers working in B.Ed. colleges with low, moderate and high levels of teacher effectiveness is shown in Figure-1.

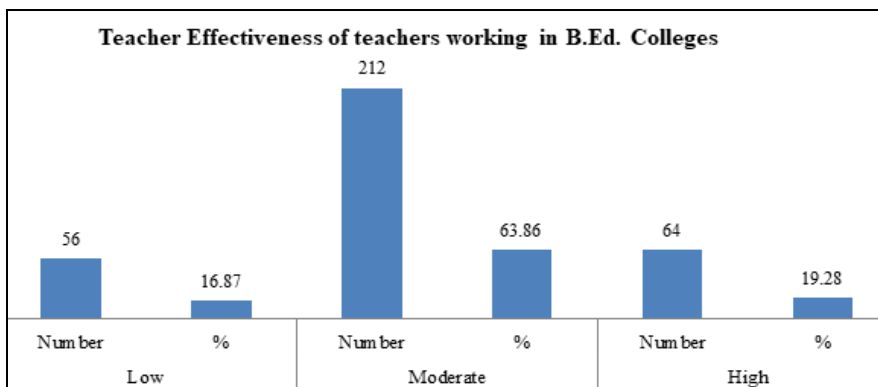


Fig 1: Number and Percentage of teachers working in B.Ed. colleges with low, moderate and high teacher effectiveness.

2. Effect of 'gender' on the Teacher Effectiveness of Teachers working in B.Ed. Colleges

Mean and S.D of the dimensions of teacher effectiveness of

teachers working in B.Ed. colleges with their gender and the calculated t-values are presented in table-2.

Table 2: Mean and S.D. of Teacher Effectiveness of Men and Women teachers working in B.Ed. Colleges and the calculated t-values

Teacher Effectiveness Dimensions	Gender				Calculated t-value
	Men (N= 244)		Women (N= 88)		
	Mean	S.D.	Mean	S.D.	
Motivational Aspects	42.93	12.99	46.28	14.53	2.01 *
Classroom Management	48.88	12.29	51.49	14.95	1.61 @
Professional Competences	54.96	14.98	59.05	17.46	2.09 *
Intra and Interpersonal Relationship	42.99	11.45	45.31	13.59	1.54 @
Teacher Effectiveness as a whole	189.76	46.93	202.13	56.26	2.01 *

Note: @ Not significant at 0.05 level; * Significant at 0.05 level.

From table-2, it is clear that the obtained t-values with respect to the dimensions of teacher effectiveness i.e. motivational aspects (2.01), professional competences (2.09), and teacher effectiveness as a whole (2.01) are significant at 0.05 level. Hence, the formulated hypothesis *‘there exists significant difference in the teacher effectiveness of teachers working in B.Ed. colleges due to variations in their gender’* is accepted only for teacher effectiveness as a whole and it’s above mentioned dimensions. Further, the mean scores of women teachers for teacher effectiveness as a whole (202.13), motivational aspects (46.28), and professional competences (59.05) are higher compared to the mean scores of their counterparts i.e. men teachers (189.76, 42.93 and 42.99 respectively). This may be due to the fact that, men teachers generally go for multiple frame of leadership in contrast to female teachers who are more oriented towards structural and

humanistic frame and also teaching is viewed as a female profession. In Indian culture it is a general saying that female is another name of tolerance, patience and humbleness and she is good in developing rapport and comfort in dealing with students. These results are supported by the findings of Ajoy Babu and Mandakini Kumari (2013) [11]; Arockia Doss (2007) [8]; Chandramma, M. (2013) [7]; Kamalpreet Kaur Toor (2014) [12]; Renjith Kumar, R. and Fezeena Khadir (2013) [13]; Sharadha and Pareswaram (2008) [10]; and Vijayalakshmi (2005) [9]. On the other hand, the t-value with respect to classroom management (1.61), and intra and interpersonal relationship (1.54) are not significant at 0.05 level, indicating men and women teachers are similar in these dimensions of teacher effectiveness. The bar diagram representing the significant mean scores of the dimensions of teacher effectiveness are shown in Figure-2.

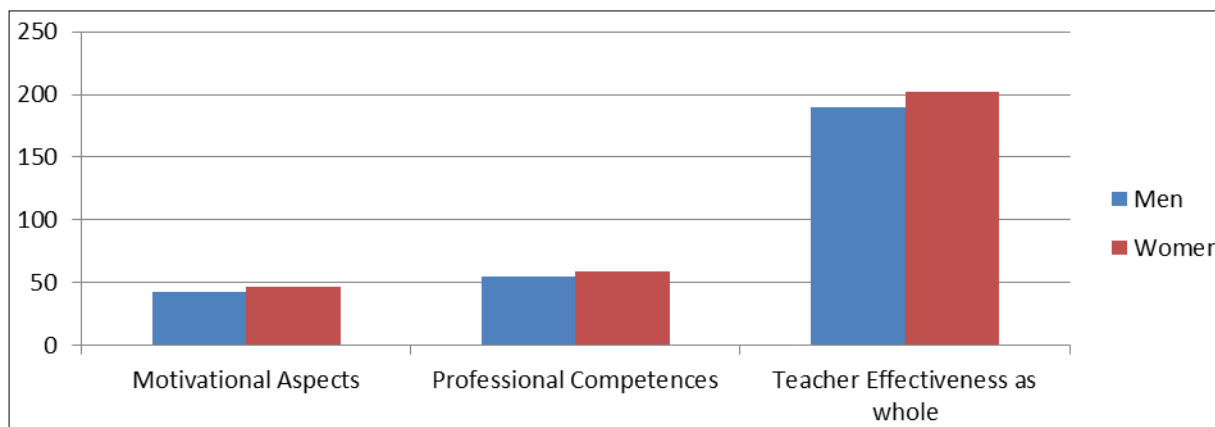


Fig 2: Mean Scores of the dimensions of teacher effectiveness of teachers working in B.Ed. colleges with respect to their Gender.

3. Effect of ‘management of college’ on the Teacher Effectiveness of Teachers working in B.Ed. Colleges
 Mean and S.D of the dimensions of teacher effectiveness of

teachers working in B.Ed. colleges with respect to management of college and the calculated t-values are presented in table-3.

Table 3: Mean and S.D. of Teacher Effectiveness of teachers working in B.Ed. Colleges with respect to Management of College and the calculated t-values

Emotional Intelligence Dimensions	Management of College				Calculated t-value
	University & Govt. (N=46)		Private (N= 286)		
	Mean	S.D	Mean	S.D	
Motivational Aspects	59.13	5.64	41.35	12.72	9.32 **
Classroom Management	67.13	7.89	46.74	11.45	11.64 **
Professional Competences	75.39	11.77	52.93	14.01	10.30 **
Intra and Interpersonal Relationship	58.00	8.95	41.29	10.86	9.91 **
Teacher Effectiveness as a whole	259.65	31.96	182.32	42.42	11.58 **

Note: ** Significant at 0.01 level.

From table-3, it is clear that the obtained t-values with respect to the dimensions of teacher effectiveness i.e. motivational aspects (9.32), classroom management (11.64), professional competences (10.3), intra and interpersonal relationship (9.91) and teacher effectiveness as a whole (11.58) are significant at 0.01 level. Hence, the formulated hypothesis 'there exists significant difference in the teacher effectiveness of teachers working in B.Ed. colleges due to variations in management of college' is accepted for all dimensions of teacher effectiveness.

Further, the mean scores of teachers working in University and Government B.Ed. colleges for teacher effectiveness as a whole (259.65), motivational aspects (59.13), classroom management (67.13), professional competences (75.39), and intra and interpersonal relations (58) are higher compared to the mean scores of their counterparts i.e. teachers working in Private unaided B.Ed. colleges (182.32, 41.35, 46.74, 52.93

and 41.29 respectively). The mean values clearly indicate that the teachers working in universities and government B.Ed. colleges more than their counter parts i.e. private unaided B.Ed. colleges. These results are supported by the findings of Ajoy Babu and Mandakini Kumari (2013) ^[11]; Arockia Doss (2007) ^[8]; Chandramma, M. (2013) ^[7]; Kamalpreet Kaur Toor (2014) ^[12]; Renjith Kumar, R. and Fezeena Khadir (2013) ^[13]; Sharadha and Pareswaram (2008) ^[10]; and Vijayalakshmi (2005) ^[9]. The University and Government B.Ed. college teachers are comparatively more effective than the Private unaided B.Ed. college teachers in respect to their subject mastery, presentation style, motivational strategy, Effective communication, Interaction with students, interpersonal relations, academic support and personal attribute. The bar diagram representing the significant mean scores of the dimensions of teacher effectiveness are shown in Figure-3.

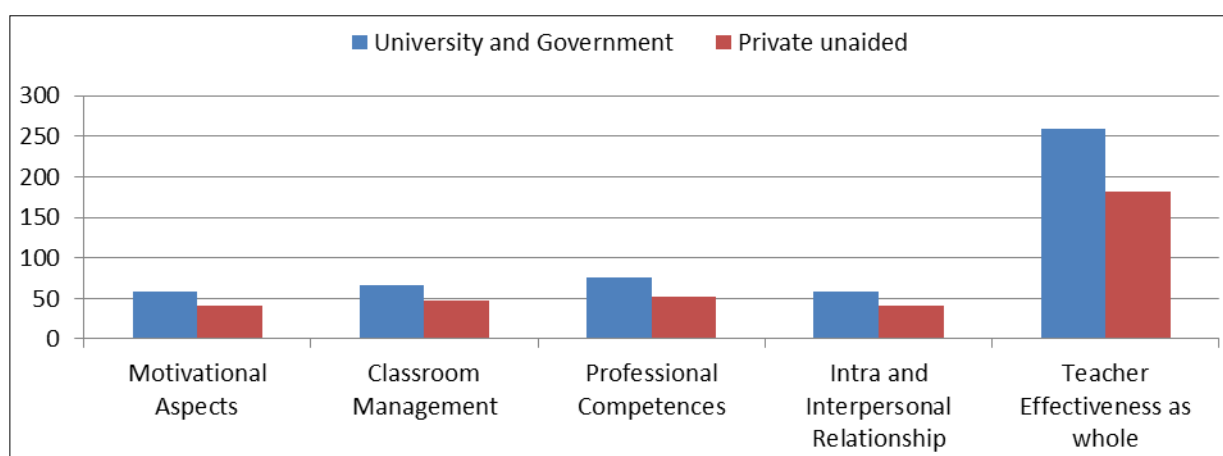


Fig 3: Mean Scores of the dimensions of teacher effectiveness of teachers working in B.Ed. colleges with respect to the management of college.

Findings of the study

- 80.7% of the teachers working in B.Ed. colleges possess moderate and low levels of teacher effectiveness which indicates that there is a need for teachers to enhance motivational aspects, classroom management, professional competences, and intra and inter personal relationship. On the other hand, 19.3% of the teachers working in B.Ed. colleges possess high level of teacher effectiveness.
- The variable 'gender' has significantly influence on teacher effectiveness dimensions- motivational aspects, professional competences and teacher effectiveness as a whole. On the other hand, the variable is not having significant bearing on teacher effectiveness dimensions- classroom management, and intra and interpersonal relationship. Further, the mean values indicate that women teachers are possessing more teacher effectiveness compared to men teachers owing to motivational aspects, professional competences, and teacher effectiveness as whole.
- The variable 'management of college' had a significant influence on the teachers working in B.Ed. colleges with respect to the teacher effectiveness dimensions- motivational aspects, classroom management, professional competences, intra and interpersonal

relationship, and teacher effectiveness a whole. Further, the mean values indicate that the teachers working in University and Government B.Ed. colleges had significantly better than the teachers working in private unaided B.Ed. colleges with respect to the teacher effectiveness dimensions- motivational aspects, classroom management, professional competences, intra and interpersonal relationship, and teacher effectiveness a whole.

Educational implications of the study

The study revealed that 80.7% of the teachers working in B.Ed. colleges possess moderate and low levels of teacher effectiveness, and there is a need for enhancing and improving the teacher effectiveness of teachers working at colleges of education. Teachers' working conditions, relationship with superiors, colleagues, subordinates, students and their parents, communication should be conducive. To be effective in their teaching, the teachers need to be self-reliant and decisive in making realistic and effective performance as and when they handle the classes. This facilitates them to work effectively even under pressure and maintain positive approach. Also, the teachers should possess empathy, stress tolerance, high levels of emotional intelligence, self-regarding, high level of attitude towards teaching, and flexibility. On the other hand, it is

essential to provide favorable working environment; improve planning and programming; provide modern teaching aids and technology; and conduct of orientation classes, refresher courses, in-service training programmes, and short term bridge courses.

The study revealed that the teacher effectiveness of women teachers is better than their counterparts in terms of motivational aspects, professional competences and teacher effectiveness as a whole; and 'management of college' had its significant influence on teacher effectiveness dimensions- motivational aspects, classroom management, professional competences, intra and interpersonal relationship and teacher effectiveness as a whole with teachers working in University and Government B.Ed. colleges better than their counterparts i.e. teachers working in private un-aided B.Ed. colleges. The reform in the teaching process should not only be dependent on a new curriculum but should also concentrate on its quality and focus on more interaction between teachers and their students. It is necessary to create various projects, in order to give teachers more information about burnout and how they can overcome it and to understand how they can deal with the problems of their students and at work generally.

Conclusions

Teacher educators occupy a very important place in the entire education system. Actually teacher educators are the architectures of teachers. Teachers are playing a very important role in making the future citizens of our nation by providing proper education to their students. Therefore, it is very clear that the quality of education as well as the future of our nation largely depends on the quality of teacher educators of the nation. To meet the tremendous demands of teacher training programmes of the future teachers, a huge number of B.Ed. training colleges have been established and are being established year by year throughout the country as well as in the state of Andhra Pradesh. And most of them are private-unaided B.Ed. colleges. They are suffering from so many problems like, lack of infrastructure, inadequate number of teachers, poor quality of teachers, problems of management and so on. As a consequence, a big question is arising regarding the quality of teacher training programmes and also the quality of teacher educators working in different types of B.Ed. colleges. Through the present study it has been proved that the Private-unaided B.Ed. college teachers are comparatively less effective than the University and Government B.Ed. college teachers in respect to their Teaching Performance. Therefore, if we want to improve and maintain the quality of education, the quality of teachers has to be ensured at first by appointing good quality teachers in different types of B.Ed. colleges especially in the Private-unaided B.Ed. colleges.

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