



Teaching Effectiveness of Teacher Educators in Gangtok

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Abstract:

Intellectual ability is undoubtedly an important factor in predicting teacher's success. However, just possessing high level of intelligence, high academic and educational qualifications are not entirely indicative of the teacher's success in teaching profession. Rather, skills and teaching effectiveness are essential ingredients to be professional teacher. A teacher's effectiveness in 21st century according to UNESCO (2008) is that an effective teacher should have firm knowledge of the curriculum of his/her subject and to use technology into the curriculum. Teaching effectiveness refers to the knowledge, attitude, skills and self-perception that come from by mixing these behaviors and resulting in consistent pattern of behavior leading to the attainment of expected outcomes. The objectives of the study were to study teaching effectiveness of teacher educators in relation to gender, subjects, educational qualification and teaching experience variations. Normative survey method was used for the study. A random sample of 100 teachers had been selected out of the total population using lottery system. The 100 samples taken for the study had been stratified under gender, teaching subject, educational qualification and teaching experience. To measure the teaching effectiveness of teacher educators, tool developed by Mohapatra (1988) had been used for data collection. The findings of the study were that there was significant difference in teaching effectiveness in relation to gender variation and teaching experience but non-significant difference in teaching effectiveness of teacher educators teaching science and non-science subjects, teacher educators who had B.Ed. General and B.Ed. secondary educational qualification.

Keywords: Teaching Effectiveness, Teaching Profession, Intellectual Ability.

Introduction

One of the major tasks of a teacher is to teach effectively so that the learners get the best from the teacher. Quality of teaching determines the quality of education. The teacher's personal qualities, attitude and dedication towards teaching profession, content knowledge and professional skills play a vital role in education. Achievement of effective education can be brought about by the efforts of a team of high-quality teachers. Therefore, the role of a teacher is pivotal in arousing enthusiasm and inspiring a person for learning and sharpening one's intelligence and wisdom. The teacher has to layout a strong foundation for stable preparation of a person to fit into society by enabling him to earn his livelihood. How an individual learns and how a school performs are largely determined by the competence and effectiveness of teachers.

In establishing a productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline and transitions. Kulsum (2006) stated that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement whereas Anderson (1991) stated that an effective teacher is one who achieves the goals set by him or have set for him by others. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved.

Parihar (2011) viewed that an effective teacher is one who consistently achieves his goals that are related either directly or indirectly to student learning. Teacher educators are, such, the avenues of effective teaching and the strategies adopted for that purpose needs orientation and reorientation with changing needs and priorities in teacher education. The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends indirectly upon the quality of teacher education. The quality of teacher education depends more than any other factor, upon the quality of their teachers, so the education of teachers should be given more importance.

Review of Related Literature

Arokiadoss (2005) designed a study to examine teacher effectiveness of 275 college teachers from Madurai Kamaraj University in Tamil Nadu. Teacher effectiveness scale and personal information schedule were used for the study. The study demonstrated that 18% teachers had a high level of teacher effectiveness and 15% had a low level of teacher effectiveness whereas 67% were at the average or moderate level of teacher effectiveness. Women teachers were effective in advising and guiding and possessed better skills of teaching and evaluation. Male teachers were effective motivators. Arts teachers had higher mastery in their subjects and involvement in college activities. Private college teachers showed more involvement in college activities. Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. Teachers with research degrees had mastery over their subjects, motivating skill and developed rapport with the students effectively.

Pandey & Maikhuri (2005) conducted a study on the difference between effective and ineffective teachers towards teaching profession. The sample of study was 100 teachers of 10 selected secondary schools of Pauri and Tehri districts. Out of those 100 teachers 40 were identified as effective teachers and 31 were identified as ineffective teachers. The remaining 29 teachers were left out. Thus, the final sample of the study was 71 teachers. Effective and ineffective teachers were compared in respect of their attitude towards the teaching profession. The result presented no difference between effective and ineffective teachers. No significant difference between effective and ineffective male teachers regarding their attitudes towards the teaching profession. Insignificant difference between effective and ineffective female teachers so far as their attitudes towards teaching profession was concerned. Male and female ineffective teachers were almost similar in their attitudes towards the teaching profession.

Bansibihari & Surwade (2006) compared teacher effectiveness of emotionally mature groups with that of emotionally immature groups. The sample consisted of 180 male and 175 females belonging to secondary schools for Navapur and Dhule cities of North Maharashtra. Emotional Maturity Scale by Bhargava and Singh and Teachers Effectiveness Scale by Kumar and Mutha used for data collection. Results of the study indicated that emotionally more mature teachers were more effective than their counterparts. There was no sex difference in emotionally mature group with respect to teacher effectiveness.

Roul (2007) investigated the teacher effectiveness and organizational climate of autonomous and non-

autonomous college teachers. The sample consisted of three general autonomous colleges and three non-autonomous colleges of Orissa. As many as 7 departments and 7 teachers from each department were selected, on a random basis. Tools included Teacher Effectiveness Scale by Kumar and Mutha, Organizational Climate Description Questionnaire (OCDQ) by Sharma and Teachers Rating scale. There was a significant difference between autonomous college teachers and non-autonomous college teachers on teacher effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous colleges were found more effective than the male teachers of non-autonomous colleges. Female teachers of autonomous colleges were more effective than the female teachers of non-autonomous colleges. Autonomous college teachers were found to have a more effective organizational climate than the non-autonomous college teachers. Combined effect of the type of college and organizational climate did not produce a significant effect on teacher effectiveness.

Vibha (2008) in her study on relationship between nonverbal classroom communication and teaching effectiveness on a sample of 75 pupil teachers representing various faculties of Dayalbagh Education Institute, Agra reported that the nonverbal classroom communication ability is not homogeneous in pupil teachers. Overall, the nonverbal classroom communication of the pupil teachers was found to be above average. Most of the pupil teachers' pay more attention to keeping proper eye contact and using proper paralanguage in classroom teaching. Pupil teachers do not pay proper attention towards creating artifacts and use of haptics in their classroom teaching. A large number of B.Ed. trainees were moderately effective. The study revealed that nonverbal classroom communication behavior of pupil teachers was highly positively correlated with teaching effectiveness. There was a significant difference between the mean scores of gestures, eye contact, posture, kinesics and paralanguage of highly effective pupil teachers and less effective pupil teachers. But there was no significant difference between the haptics and artifacts types of nonverbal classroom communication behavior of highly and less effective pupil teachers.

Rationale of the study

Teacher effectiveness resembles the combination of characteristics, competencies and teacher behavior at all levels of education which is directed to reach the desired outcomes that are determined in terms of various broader goals. It plays a vital role in the overall development of the student. Teacher effectiveness is the measure of success of a teacher in carrying out institutional and other specified duties demanded by the nature of his /her position. Teachers are the natural role models to the younger generation. Today's teachers are required to be more effective and truer to their profession. In order to be able to articulate teaching with a new paradigm of learning, be adoptive and supportive in dealing with new sets of students belonging to different age groups, diverse ethnicities and with a broad range of background and prior knowledge, teachers need to be lifelong learners themselves. Teacher effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. From the above discussion it becomes clear that teacher effectiveness is directly related to student achievement. Moreover, the qualities of an effective teacher have an impact on students' performance. Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and destined to do poorly. They believe every student is capable of achieving success at school and they do all they can to find ways of making each student successful. (Habib 2017). Therefore, the present study is being undertaken by the researcher to find answers to the following questions regarding the teaching effectiveness of teacher educators.

- Does gender variable influence the teaching effectiveness?
- Is there any difference in effectiveness level among teacher educators teaching science and non-science subjects?

- Does educational qualification affect teaching effectiveness?
- Will there be any difference in teaching effectiveness in terms of teaching experience variation?

Therefore, the present study stated as: "Teaching Effectiveness of Teacher Educators in Gangtok" was taken by the investigator as the area of interest for study.

Objectives of the study

1. To study teaching effectiveness of teacher educators in relation to gender variation.
2. To study whether the teaching effectiveness of teacher educators teaching science and non-science subjects differ.
3. To study whether the educational qualification of teacher educators makes significant difference in teaching effectiveness.
4. To study whether the teaching experience makes significant difference in teaching effectiveness of teacher educators.

Hypotheses of the study

- HO₁:** There is no significant difference in teaching effectiveness of teacher educators in relation to gender variation.
- HO₂:** There is no significant difference in teaching effectiveness of teacher educators teaching science and non-science subjects.
- HO₃:** There is no significant difference in teaching effectiveness of teacher educators in relation to educational qualification variation.
- HO₄:** There is no significant difference in teaching effectiveness of teacher educators in relation to teaching experience variation.

Operational definitions of the terms used

Teaching Effectiveness: In the present study teaching effectiveness means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also, these teachers excel in their other personality characteristics. They are said to be effective teachers. Teaching effectiveness includes characteristics of a teacher, his personality, attitudes etc., and processes like teacher-pupil interaction and production variables like outcomes of teaching- learning process, namely pupil achievement.

Educational Qualification refers to the teachers who have done B.Ed with General Subjects viz. English, Mathematics, Science, Social Studies and physical Education.

The Methodology of the Study: The Design

The investigator had followed normative survey method to obtain precise and accurate information concerning the current status of the phenomenon. The present study demanded to gather evidence in the existing situation. Therefore, descriptive research had been adopted.

Sample: A random sample of 100 teacher educators had been selected out of the total population using lottery system. The 100 samples taken for the study had been stratified under gender, teaching subject, educational qualification and teaching experience.

Tools used: To measure the teaching effectiveness of teacher educators, tool developed by Mohapatra (1988) had been used for data collection. This tool consisted of two sections. It is in 4-point scale format illustrating the effectiveness of the teachers in classroom transaction process. The score for General Teaching effectiveness lies between maximum of 80 and minimum 20. The score for Specific Teaching effectiveness lies between maximum of 200 and minimum 50.

Results and Discussions

Descriptive measures of teaching effectiveness of the total sample

In order to study the normality in distribution of scores on teaching effectiveness of teacher educators, the descriptive measures of mean, median, mode, standard deviation and percentile of score were calculated and presented in table 1.

Table 1: Descriptive measures on Total Teaching effectiveness of teacher educators of the total sample

Variables		No. of Sample	Mean	Median	Mode	SD	P ₁₀	P ₂₅	P ₇₅	P ₉₀
Total Teaching Effectiveness	GTC	100	64.4	65.1	66.5	5.06	56.4	62.0	67.7	70.7
	STC	100	142.5	143.2	144.6	9.9	127.2	135.3	154.3	161.3
	TTC	100	206.5	206.0	205	13.2	187.3	196.7	216.5	225.9

In above table the total mean of the score had been calculated as 206.5 and the median as 206.0. The class interval of 200 - 209 contains the highest percentage (31%) which is treated as the model class interval. The scores were not normally distributed. Since the values of median and mode was greater than the mean, it was negatively skewed. For the General Teaching effectiveness, the calculated Skewness was - 0.12 and the Kurtosis was 0.209. From this information it can be concluded that the score was negatively skewed and leptokurtic. For the specific teaching effectiveness, the calculated value of Skewness was - 0.21 and Kurtosis as 0.293. From this information it can be concluded that the graph was negatively skewed and platykurtic. For the total teaching effectiveness, the calculated skewness was 0.204 and kurtosis as 0.256. From this information it can be concluded that the score was positively skewed and leptokurtic.

Differential Analysis of the teacher educators' Teaching Effectiveness sub-sample wise

The sub sample wise analysis was attempted to check the hypotheses framed. The level of significance for the test has been selected and the data were subjected to the test of significance on the basis of 't' value or 'f' value for the corresponding degrees of freedom.

Gender wise differential analysis on teaching effectiveness

In order to check if there exist any difference in teaching effectiveness of male teacher educators and female teacher educators, the test of significant difference between the means of the two sub samples through 't' test was calculated. The detail of the result had been presented in table 2.

Table 2: Gender wise differential analysis

Sections	Contrast	No. of sample	Mean	SD	SE _D	't'	Remarks
General Teaching Effectiveness	Male	50	63.4	4.5	0.98	2.14	Significant at 0.05 level but not at 0.01 level
	Female	50	65.5	5.3			
Specific Teaching Effectiveness	Male	50	139.3	9.1	1.89	3.38	Significant
	Female	50	145.7	9.8			
Total Teaching Effectiveness	Male	50	202.6	10.9	2.77	3.10	Significant
	Female	50	211.2	13.96			

From the above table, it was revealed that the 't' ratio in specific teaching effectiveness and total teaching effectiveness due to gender variation was found to be significant at 0.01 level and 0.05 level corresponding to the table value of 2.63 and 1.98 respectively at 98 degrees of freedom. However, in case of General Teaching effectiveness it was significant at 0.05 level but not at 0.01 level. Therefore the null hypothesis H_{01} that "There will be no significant difference in teaching effectiveness of teacher educators in relation to gender variation" is rejected. The mean of the female teacher educators in all three categories of effectiveness was greater than the male teacher educators. Hence it was concluded that the female teacher educators are more effective than the male teacher educators. The finding was in conformity with the study conducted by Choudhary (2015) and Anbhutasan and Balakrishnan (2013).

Teaching Subject wise differential analysis in teaching effectiveness

In order to check if there exist any difference in teaching effectiveness of teacher educators teaching science subjects and teachers teaching non-science subjects, the test of significant difference between the means of the two sub samples through 't' test was calculated. The result had been presented in table 3.

Table 3: Teaching Subject wise differential analysis

Sections	Contrast	No. of sample	Mean	SD	SE _D	't'	Remarks
General Teaching Effectiveness	Science	50	63.7	5.3	0.99	1.41	Not significant
	Non science	50	65.1	4.6			
Specific Teaching Effectiveness	Science	50	143	10.2	1.98	0.3	Not significant
	Non science	50	142.4	9.6			

Total Teaching Effectiveness	Science	50	206.8	13.5	2.64	0.11	Not significant
	Non science	50	207.1	12.9			

From the above table, it was revealed that the 't' ratio of (1.41, 0.3 and 0.11) in general teaching effectiveness, specific teaching effectiveness and total teaching effectiveness respectively due to teaching subject variation was found to be not significant at 0.01 level and 0.05 level corresponding to the table value of 2.63 and 1.98 respectively at 98 degrees of freedom. Therefore, the null hypothesis HO_2 that "There will be no significant difference in teaching effectiveness of teacher educators teaching science subjects and non-science subjects" is accepted. In general teaching effectiveness, the value of 't' is slightly higher than specific teaching effectiveness and total teaching effectiveness. From the above finding it can be concluded that there is no significant difference in teaching subject. The finding was in conformity with the study conducted by Widyoko (2005).

Educational Qualification wise differential analysis in teaching effectiveness

In order to check if there exist any difference in teaching effectiveness of teacher educators in relation to educational qualification, the test of significant difference between the means of the two sub samples through 't' test was calculated. The result had been presented in table 4.

Table 4: Differential analysis in relation to educational qualification variation

Sections	Contrast	No. of sample	Mean	SD	SE _D	't'	Remarks
General Teaching effectiveness	B.Ed. Sec.	50	64.6	5.76	1.01	0.29	Not significant
	B.Ed. Gen.	50	64.3	4.24			
Specific Teaching effectiveness	B.Ed. Sec.	50	143.7	10.24	1.97	1.27	Not significant
	B.Ed. Gen.	50	141.2	9.45			
Total Teaching effectiveness	B.Ed. Sec.	50	208.3	14.07	2.63	1.06	Not significant
	B.Ed. Gen.	50	205.5	12.2			

From the above table, it was revealed that the 't' ratio (0.29, 1.27 and 1.06) in general teaching effectiveness, specific teaching effectiveness and total teaching effectiveness respectively due to educational qualification variation was found to be not significant at 0.01 level and 0.05 level corresponding to the table value of 2.63 and 1.98 respectively at 98 degrees of freedom. Therefore, the null hypothesis HO_3 that "There will be no significant difference in teaching effectiveness of teacher educators in relation to educational qualification" is retained. From the above finding it can be concluded that there is no significant difference in educational qualification (B.Ed. General and B.Ed. Secondary) of teacher educators. The finding was in conformity with the study conducted by Hamdam (2010).

Teaching experience wise differential analysis in teaching effectiveness

In order to check if there exists any difference in teaching effectiveness of teacher educators in relation to teaching experience, the test of significant difference between the means of the two sub samples through 'f' test was calculated. The result is presented in table 5.

Table 5: Differential analysis in relation to teaching experience variation

Sections	Contrast	No. of sample	Mean	SS _t	SS _b	SS _w	'f'	Remarks
General Teaching effectiveness	< 5 years	25	63.2	2408.3	180.6	2227.7	3.89	Significant
	5-10 years	45	63.6					
	> 10 years	30	66.7					
Specific Teaching effectiveness	< 5 years	25	139.5	9840.6	881.7	8958.9	4.92	Significant
	5-10 years	45	140.8					
	> 10 years	30	147.4					
Total Teaching effectiveness	< 5 years	25	202.8	17175	1849.3	15326	5.79	Significant
	5-10 years	45	204.4					
	> 10 years	30	214.1					

The above table revealed that the 'f' ratio of (3.89, 4.92 and 5.79) in general teaching effectiveness, specific teaching effectiveness and total teaching effectiveness respectively due to Teaching Experience variation was found to be significant at 0.01 level and 0.05 level corresponding to the table value of 3.09 and 4.82 respectively at 97 and 2 degrees of freedom. Therefore, the null hypothesis H_{04} that "There will be no significant difference in teaching effectiveness in relation to teaching experience variation" is rejected. From the above finding it was concluded that there was significant difference in teaching experience of teacher educators. The teacher educators having more than 10 years of experience has the highest mean followed by the teacher educators having 5 to 10 years' experience in all three categories. From here it was concluded that more experienced teacher educators have higher level of teaching effectiveness. The finding was in conformity with the study conducted by Mustafa (2013).

Major findings of the study

- There was significant difference in teaching effectiveness in relation to gender variation. The mean of female teacher educators was found higher than the male teacher educators. From this it was concluded that the female teacher educators have better teaching effectiveness than the male teacher educators.

- There was no significant difference in teaching effectiveness of teacher educators teaching science and non-science subjects.
- There was no significant difference in teaching effectiveness of teacher educators who had B.Ed. General and B.Ed. secondary educational qualification.
- There was significant difference in teaching effectiveness in relation to teaching experience variation. The mean of the teacher educators having more than 10 years of teaching experience was the highest compared to teacher educators having less than 5 years teaching experience and teacher educators having 5 to 10 years of experience. It was concluded that teacher educators having longer teaching experience had higher teaching effectiveness.

Conclusion:

Teacher educators are, such, the avenues of effective teaching and the strategies adopted for that purpose needs orientation and reorientation with changing needs and priorities in teacher education. The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends indirectly upon the quality of teacher education. The quality of teacher education depends more than any other factor, upon the quality of their teachers, so the education of teachers should be given more importance.

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