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**A STUDY OF TEACHER EFFECTIVENESS OF DEGREE AND
B.ED. COLLEGE TEACHERS OF RAJASTHAN IN
RELATION TO LOCALITY**



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ABSTRACT

This study aimed to find out difference in teacher effectiveness of degree and B.Ed. college teachers of Rajasthan. The Teacher Effectiveness Scale by Dr.Shallu Puri and Prof. S.C. Gakhar was used to assess the teacher effectiveness of degree and B.Ed. college teachers of Rajasthan. The scale was administered on 160 degree and B.Ed. college teachers. The present study revealed that there is no significant difference in teacher effectiveness of degree and B.Ed. college teachers.

KEY WORDS: Teacher effectiveness, teacher effectiveness of degree

INTRODUCTION

Since independence, India has been attempting to raise the living standard of her inhabitants. The success of such efforts, depends to a great extent on the quality of human resources which, in turn, is influenced by the standard of education in the country. The role of teachers' importance in advancing the plans and programmes of national development is becoming increasingly important. The teacher is, after all, the point of contact between the educational system and the pupil. It is therefore quite accurate to say that school effectiveness depends directly on the effectiveness of its teachers.

A good teaching is the main criterion of an effective teacher. Teaching efficiency is considered as the process factor. Effective teaching comprises teaching competence and ability to teach. An effective teacher may be understood to be one who helps in the development of basic skills, understanding, proper habits, desirable attitude, value judgement and adequate adjustment of the

students.

In lateral sense, the teacher effectiveness is defined in terms of what the teacher and pupil do. The assessment of teacher effectiveness is measured through its effects on students in terms of gains, growth, changes, all of which involves measurement of changes in behaviour and some of which can be attributed to the impact of individual teachers.

Teacher effectiveness simply could not be defined in term of any particular trait or method. Good teachers are 'considerate' or child centered. Teacher effectiveness therefore, is not a function of general trait or method alone. Teacher effectiveness must be defined and can only be assessed in terms of behaviour of pupils, not the behaviour of the teacher. The main objective of teaching is to make desired behavioural changes among students in all the three dimensions:

- i) Cognitive
- ii) Affective
- iii) Psychomotor

The responsibility to fulfill these objectives lies mainly on teachers :

- ❖ The term 'teacher effectiveness' is used to refer to the results a teacher gets or to the amount of progress the pupil make towards some specific goal of education.
- ❖ Teacher effectiveness must be defined and can only be assessed in terms of behaviours of pupils, not the behaviour of teachers.
- ❖ Teacher effectiveness is regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher's characteristics and other factors that vary according to the situation in which the teacher works.

OBJECTIVES

1. To study Teacher Effectiveness of urban and rural teachers of degree colleges of Rajasthan.
2. To study Teacher Effectiveness of urban and rural teachers of B.Ed. colleges of Rajasthan.

HYPOTHESES

1. There will be no significant difference between Teacher Effectiveness of urban and rural teachers of degree colleges of Rajasthan.
2. There will be no significant difference between Teacher Effectiveness of urban and rural teachers of B.Ed. colleges of Rajasthan.

METHOD

Descriptive survey method was applied in this study to find out the teacher effectiveness of degree and B.Ed. college teachers.

SAMPLE

The sample consisted of 160 degree and B.Ed. college teachers including 80 urban and 80 rural teachers from Sri Ganganagar and Hanumangarh district.

TOOL

Teacher Effectiveness Scale by Dr.Shallu Puri and Prof. S.C. Gakhar was used to assess the teacher effectiveness of the degree and B.Ed. college teachers. There are 68 statements related to the

behaviour of the teacher categorized as: Academic and Professional Knowledge. Preparation and Presentation of Lesson Plan, Classroom Management, Attitude towards Students, Parents, Colleagues, Head of the Institution, Use of Motivation, Reward and Punishment and Interest in all round development of students', Result, Feedback Accountability and Personal Qualities.

PROCEDURE

160 degree and B.Ed. college teachers (80 urban and 80 rural) were given the above test with introduction and instruction. The data collected from them were scored following the scoring procedure in the manual.

RESULTS AND DISCUSSION

It is evident from results that rural teachers (279.23) of degree colleges are high in teacher effectiveness than urban teachers (273.63) of degree colleges. Further t-ratio was computed to check this difference of urban and rural degree college teachers in regard to their teacher effectiveness. The value of t-ratio is .702 which is insignificant at any acceptable level of confidence.

By analyzing teacher effectiveness of B.Ed. college teachers it is concluded that urban teachers (274.05) of B.Ed. colleges are high in teacher effectiveness than rural teachers (268.95) of B.Ed. colleges. Further t-ratio was calculated to check this difference. The value of t-ratio is -.628 which is not significant at any level of significance.

Table – 1

Variable	N		Mean		SD		t-Ratio		Level of Significance
	Degree College	B.Ed. College							
Urban	40	40	273.63	274.05	32.342	40.522	.702	-.628	Not Significant
Rural	40	40	279.23	268.95	38.728	31.619			
Total	80	80							

CONCLUSION

It is concluded that no significant difference was found between teacher effectiveness of urban and rural teachers of degree and B.Ed. colleges of Rajasthan. Hence, the null hypothesis of no significant difference between teacher effectiveness of urban and rural teachers of degree and B.Ed. colleges of Rajasthan stands accepted.

The main conclusion of the study is that no significant difference was found in the mean scores of teacher effectiveness of urban and rural teachers of degree and B.Ed. colleges of Rajasthan.

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