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EFFECTIVENESS OF TEACHING AND
PROFESSIONAL PERFORMANCE OF TEACHER
EDUCATORS THROUGH STUDENT
TEACHERS RATING

Ms. Sushma H.B¹

*¹Research Scholar, Department of Studies and Research in Education, Gulbarga University,
Gulbarga, Karnataka, India.*

ABSTRACT

The author attempts to find out teaching effectiveness and professional performance of teacher educators in Gulbarga through student teachers rating which acts as one of the quality control indicator. To carry out this work, research survey has been conducted covering 10 B.Ed colleges of Gulbarga with a study population of 40 student teachers.. The main objective is to find out teacher educators professional knowledge, planning, content organization, instruction transactions, use of teaching methods, personality, interaction with student teachers and evaluation pattern. The results found that there is a need to update and adopt new teaching techniques to have better student centered learning.

KEY WORDS:Teacher Educator, Student teachers, Indicator, Effective Teaching, Professional performance.

INTRODUCTION

“The quality of a nation depends upon the quality of its citizen. The quality of its citizens depends not exclusively, but in critical measures upon the quality of their education, the quality of their education depends more than upon any single factors, upon the quality of their teacher.” (American Commission on Teacher Education). Though the country entered the era of conventional wisdom through typical doing of things with the onslaught of information technologies, definite parameters are required to be laid down which can be



applied for an objective assessment of teacher educator by student teachers. Because “Without Good teacher, even the best of system is bound to fail. With good teachers, even the defects of a system can be largely overcome.” (Prof. Humayun Kabir). Many practical difficulties plague a teacher educator in attempting to bolster students confidence in teacher educator as teacher educator lack the required skill or are handicapped in imparting with the know-how though being a distinguish teacher, which leads to rendering a large chunk of teacher educators pure intelligence in them redundant. Thus re-inventing things is need of the hour for attaining a meaningful educational standards, for which honing a teacher educators skill is the dire need under the given educational scenario, where innovative skills lack in teacher educators which makes rating by student teachers difficult in identifying best and excellent and among the popular teacher in the given field to trigger better learning and locating born teachers, who invariably is a dedicated teacher who play a vital role in moldings future in particular and the country’s at the large. Such teacher educator gem, consciously work towards accomplishing this onerous task assigned to him by the society in finding a long lasting solution in the field of education.

That, for long, student teacher have shied away from investigating in the skills of teacher educators, as they neither had theoretical back up nor dependable tools to participate meaningfully in the analysis of the emerging new and latest teaching skills of evaluating the teacher educators who generally stay aloof due to the generational gap in the latest learning which remains has a hurdle in motivating student teachers, it is in this context assessing teacher educator is inevitable to cope

up with the modern trends in education worldwide and to remain in the rats race actively and competitively. It has been aptly remarked “If you educate a boy you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community.” Thus up grading the skills of teacher educator has become a must to be in line with the educational skills of the educators of advanced nations to ensure student teachers are in parallel to the world’s modern systems in education.

SIGNIFICANCE OF THE STUDY

Teachers play a vital role in education system. To cope up with the present teaching – learning situation teachers are expected to be more efficient, innovative and posses’ professional knowledge. In order to produce such best teachers, teacher educators should possess such required qualities. As teacher educators are responsible for producing quality teachers. Thus by adopting the system of rating teacher educators which acts as an indicator, we are positively unlocking the potentials of best teacher in a teacher educator. This results in producing innovative and practical teacher educators through student teachers.

LITERATURE REVIEW

NAAC (2007) In India an important work was undertaken by National Assessment and Accreditation Council to identify 75 quality indicators for teacher education in six key areas namely curriculum design, planning, curriculum transaction and evaluation , research, development and extension, infrastructure and learning resource, student support and progression and organization and management.

Yackulic and Noonan (2001) have pointed out 34 quality indicators for the teacher training in Canada, which were rated by different groups of respondents.

NASET (2005) National Alliance for Secondary education and systems has identified separately quality standards and indicators in five areas, schooling, career preparatory expediencies, youth development and connecting activities.

Jahanzaid and Akhtar (2005) suggested following core indicators, leadership, and quality of faculty, quality of students, infrastructure facilities, research learning, environment, governance, strategic planning, assessment procedure and market force.

Chande (2006) with reference to Indian higher education has surveyed teachers' opinions about 28 performance indicators in six areas including student teachers, institution, research, higher education outcomes and syllabus.

OBJECTIVES

- ★ To know the professional knowledge possessed by teacher educators.
- ★ To know how best teacher educators plans their lesson.
- ★ To understand how well a teacher educator organizes the content, transact the instruction and the use of teaching methods..

- ★ To understand the student teachers and teacher educators interactions, personality and evaluation style followed by teacher educators.

METHOD

A survey technique was conducted.

SAMPLE

For collecting the requisite data from student teachers studying in B.Ed College, out of 19 B.Ed colleges of Gulbarga city 10 colleges were selected on the basis of convenience.

TOOL

The data was collected from student teachers by administering questionnaire on "Assessing Effectiveness: Student teachers rating teacher educator's performance survey."

PROCEDURE

For the present study the researcher visited selected 10 B.Ed colleges out of 19 of Gulbarga city. Standardized questionnaire consisting of 08 areas with 48 questions was given and next day it was collected back and based on the response analysis was carried by applying percentage for the total responses.

DISCUSSION

Table-01 Professional Knowledge of - Teacher Educators

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Knows their subject matter and education related legislation.	30	75%
02. Knows variety of effective teaching and assessment practice.	26	65%
03. Knows variety of effective classroom management strategies.	30	75%
04. Knows how student teachers learn and the factors that influence learning and achievement.	25	63%
05. Knows to organize subject matter into meaningful lessons.	35	88%
06. Dedicated in his/her efforts to teach and support learning and achievement.	25	63%
07. Knows to organize content in meaningful way that fosters understanding.	31	78%

Above table reveals 88% of teacher educators knows to organize subject matter into meaningful lessons, 78% of teacher educators Knows to organize content in meaningful way that fosters understanding, 75% of teacher educators Knows their subject matter and education related legislation and knows variety of effective classroom management strategies,

65% Knows variety of effective teaching and assessment practice, 63% of teacher educators Knows how student teachers learn and the factors that influence learning, dedicated in his/her efforts to teach and support learning and achievement and dedicated in his/her efforts to teach and support learning and achievement.

Table -02 Planning by Teacher Educator

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Plans lesson using variety of sources and resources.	29	73%
02. comes well prepared for the class.	28	70%
03. Uses updated information for teaching.	32	80%
04. Notes or learning material are provided.	22	55%

Above table reveals 80% of teacher educators Uses updated information for teaching, 73% of teacher educators Plans lesson using variety of sources and resources. 70% of

teacher educators come well prepared for the class, and 55%. Of teacher educators provided notes or learning material .

Table- 03 CONTENT ORGANISATION BY TEACHER EDUCATOR

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Organizes content logically.	35	88%
02. defines relationship with previous lesson.	33	83%
03. Shows relationship among various ideas.	36	90%
04. Coverage of theory/practical is as per syllabus.	36	90%
05. Information beyond learning is also given for more learning.	28	70%

Above table reveals 90% of teacher educators Shows relationship among various ideas and Covers theory/practical as per syllabus. 88% of teacher educators Organizes

content logically, 83% of teacher educators defines relationship with previous lesson and 70% of teacher educators gives Information beyond learning for more learning.

Table- 04 Instructions By Teacher Educators

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Presents accurate and up to date information.	31	78%
02. Delivery of lecture or demonstration in practical.	27	68%
03. Mastery of subject matter and related skills.	31	78%
04. Audibility of voice in classroom/laboratory.	26	65%
05. Explanations and emphasis on important points in class.	34	85%
06. Clarification of students' doubts in classroom.	31	78%
07. Provides practical examples.	30	75%
08. Utilizes class time efficiently for delivery of lecture.	30	75%
09. Ability to communicate in the class.	30	75%
10. Ability to create interest in the course.	34	85%
11. Communicates effectively in class.	36	90%
12.Presents the lesson (lively, cheerful, effective body language, tone, pitch etc)	23	58%

Above table reveals 90% of teacher educators Communicates effectively in class. 85% of teacher educator's explanations and emphasis on important points in class and ability to create interest in the course. 78% of teacher educators presents accurate and up to date information and has Mastery over subject matter and related skills and Clarifies students' doubts in classroom. 75% of teacher educators

provides practical examples, utilizes class timeefficiently for delivery of lecture and has the ability to communicate in the class. 68% of teacher educators deliver lecture or demonstration in practical. 65% of teacher educator's voice is audible in classroom/ laboratory. 58% of teacher educators present the lesson (lively, cheerful, effective body language, tone, pitch etc).

Table -05 Teaching Methods Used By Teacher Educators

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Use variety of effective teaching techniques.	22	55%
02. Provides time for discussions in class.	28	70%
03. Teaching methods are appropriate to the course.	33	83%
04. Use appropriate technologies in class.	20	50%

Above table reveals 83% of teacher educators use teaching methods appropriate to the course. 70% of teacher educators provide time for discussion in class. 55% Of teacher

educator's uses variety of effective teaching techniques and 50% of them uses appropriate technologies in class.

Table- 06 Teacher Educator- Student Teacher Interaction

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Discipline in the class	37	93%
02. Approachable for help and guidance	34	85%
03. opportunity for asking questions in classroom	36	90%
04. Flexibility to change according in students' need	26	65%
05. Treats equitably and with respect.	27	68%

Above table reveals 93% of discipline is maintained in the class during interaction between teacher educators and student teachers. 90% of teacher educators provide opportunity for student teachers to ask

questions in classroom. 85% of teacher educators are approachable to seek help and guidance. 68% of teacher educators treat student teachers equally and with respect.

Table- 07 Personalities Of Teacher Educators

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Punctuality	31	78%
02. Sincerity	33	83%
03. Patience	29	73%
04. Empathy	25	63%
05. Enthusiasm	34	85%
06. Cordial	23	58%

Above table reveals 85% of teacher educators are enthusiastic. 83% of them are sincere. 78% of them are punctual. 73% of them

have patience's. 63% of them are empathetic while 58% of them are cordial.

Table- 08 Evaluation By Teacher Educators

OPTIONS	RESPONDENTS(yes)	PERCENTAGE
01. Fair in evaluation	27	68%
02. Timely evaluation	29	73%
03. Feedback is used to motivate students	29	73%
04. Evaluates student teachers achievement and report result to them.	14	35%

Above table reveals 73% of teacher educators do timely evaluation and feedback is provided to motivate students. 68% of them are fair in their evaluation. 35% Of teacher educators evaluate student teachers achievement and report result to them.

SUGGESTIONS AND CONCLUSION

The results discussed above indicate that the teaching effectiveness and professional performance of teacher educators is moderate. Following suggestions are recommended for their growth.

1. Teacher educators should be cordial, dedicated and should know how student teachers learns and should also make an effort in supporting learning and achievement.
2. Teacher educators should present the lesson lively with cheerfulness along with effective body language and also with pleasant tone and pitch.
3. Teacher educators should use variety and appropriate teaching techniques.
4. Should be flexible to change according to students needs and should provide notes and learning materials.
5. Should evaluate student teachers achievement and report result i.e. feedback at right intervals.

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