

Effectiveness of Teacher Educators of Diet, Thadlaskein, West Jaintia Hills District

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Abstract

Teaching is the noblest profession of all the professions and teachers are regarded as backbone of any educational institution. They play a significant role in moulding and shaping of the all-round development of students. It is a well-known fact that quality of a nation depends on the quality of its citizens and quality of its citizens depend on the quality of their education. Similarly, quality education depends on the quality of teachers and quality of teachers depend on the quality of teacher educators.

Teacher educators are the key players in DIET colleges and other teacher training institutions for improving the quality and standard of education at the elementary level. They are like a burning lamp which give light to the mind and hearts of pupil teachers.

DIET teacher training institutions are generally treated as teacher production hub or centre at the elementary level. At present there are only seven DIETs in Meghalaya namely DIET Cherrapunjee, DIET Rusubelpara, DIET Thadlaskein, DIET Nongpoh, DIET Baghmara, DIET Nongstoin and DIET Tura. Some of the main roles of DIET institutions are: (i) Preparation of Elementary and Upper Primary School Teachers through Pre-service and In-service Education and Training. (ii) Development of District specific curricular and Teaching Learning Materials. (iii) Support to Resource Centres at sub-District levels i.e. to BRCs and CRCs. (iv) Research to build and improve understanding of Elementary Education in the District. (v) Activities to improve and support community involvement in Elementary Education. (vi) Support to Training Programmes in Adult Education. (vii) Strengthening of their own capacities and (viii) Initiatives to upgrade the quality of teaching, Learning Process at the District Elementary School Level. But the number of pupil teachers keep on increasing at a rapid rate. There is an urgent need to increase the number of DIETs teaching institutions and the number of teaching faculties. Since a huge numbers of pupil teachers are generated every year from all the seven DIETs in our state, the roles and responsibilities of teacher educators are highly appreciable. The professional development of teacher educators should be encouraged at all levels. They should be motivated and provided with different incentives so that they are satisfied and content in their profession which ultimately leads to effectiveness.

Introduction

Teachers are very important in any field of teaching learning situation, without them no teaching is effective or fruitful but, in the modern world, with huge population explosion, poverty, unemployment, lack of proper guidance and interest, dropout rate, etc., teacher educators may face a great variety of challenges. Hence, there is an urgent need for teacher educators who are effective and competent equipped with all kinds of human psychological knowledge, pedagogical skills and problem-solving abilities to bring about a desirable change among pupil teachers which indirectly brings a positive

impact to all the elementary education in Meghalaya. Through awareness programs, proper career guidance and counselling programs, refresher course, workshop, seminar, etc, helps to improve the effectiveness of DIET teacher educators. In order to meet the objectives of teacher education where the challenges of DIET teachers occupy a great important role. For that, teachers must have expertise in different spheres of life.

The rules and function of DIET teacher educators who act as social reformers are unquestionable. For the all-round development of pupil teachers, DIET teacher educators need to have certain qualities. Apart from preparation for teaching and planning, classroom management, knowledge of the subject matter, teacher characteristics and interpersonal relations; teachers have to engage themselves in other activities such as panel discussion, group discussion, awareness programs, etc., which ultimately helps for human development, this helps teacher educators achieve its objectives and uplift the educational scenario at all dimensions. Thus, the government and other agencies should look upon the different factors which affects teacher effectiveness of teacher educators such as content knowledge, work motivation, job satisfaction, commitment, etc., so that teacher education in our country will achieve the objectives by producing quality human resources.

Various studies conducted on teacher effectiveness have shown as: Dunne & Wragg (1994) designed a model for teacher effectiveness which is measured through student achievements outcomes. Harris (1998) asserts that despite the diversity of approach, there is a degree of consensus about generic features of effective teaching. Although Patrick and Smart (1998) claim that, there appear to be little agreement on the number of dimensions that represent teaching effectiveness, their views are not shared by most of the researchers. Evans and Abbot (1998) pointed out there can be no consensus about what characterizes effective teaching until the aims of higher education are agreed upon. Raj, T. (2000) found that teacher motivation to work as significant effect upon teacher effectiveness was positively correlated with the level of motivation to work. Skelton (2005) provides a useful framework to consider notion of excellence in higher education teaching. Amandeep and Gurpreet (2005) found that female teachers are more effective than male teachers in their teaching. Newa, D. R. (2007) found that positive relationship with work satisfaction, media utilization and attitude towards information and communication technology. More effective teachers exhibited better work satisfaction, attitude towards media utilization and attitude towards information and technology. Kaur, S. (2008) found that highly effective teachers were more satisfied with their jobs than less effective teachers. Further, the study has shown that job satisfaction is a positive correlate of teacher effectiveness. Goyal & Duggal (2012) found that gender showed significant influence on teaching effectiveness of college teachers. Kothawale, P.L. (2014) found that strong positive relationship in the teaching effectiveness and job satisfaction of higher secondary school teachers and no significant difference was found in the teaching effectiveness of teachers of arts and science faculty. Ms. Preeti Bala, Liyaqat Bashir (2016) found that negative significant relationship exists between teaching effectiveness of secondary school teachers with work motivation Ranju, Bala (2017) found that female teachers are having higher effectiveness than the male counterparts.

From the above review of related literature, it can be understood that teacher effectiveness helps to improve teaching performance, encourage team work, and instil a positive attitude while encounter challenges during challenging times. Generally, it is agreed that, teacher effectiveness is linked with quality human resources, productivity and national development. There is no denying the fact that, DIET teachers play a significant role for the improvement of the entire elementary educational system.

Elementary level is one of the most important level since it is the foundation for the development of future human resources. At this juncture, it would be worthwhile to study teacher effectiveness of DIET teacher educators in Jaintia Hills District. The study therefore aims to find out teacher effectiveness of DIET teacher educators in Jaintia Hills Districts.

Objectives.

1. To find out the level of DIET teachers effectiveness of Thadlaskein West Jaintia Hills Districts.
2. To find out the difference between male and female DIET teachers Thadlaskein in their teacher effectiveness.
3. To find out the difference in teacher effectiveness of DIET teachers Thadlaskein based on their academic qualification.

Hypothesis

1. There is no significant difference between male and female DIET teachers Thadlaskein in their teacher effectiveness.
2. There is no significant difference in teacher effectiveness of DIET teachers Thadlaskein based on their academic qualification.

Methodology

Descriptive survey method of research was used. The present study was conducted on 15 DIET teacher educators from DIET Thadlaskein West Jaintia Hills Districts were included in the sample. Teacher effectiveness scale developed by Shallu Puri and S.C.Gakhar (2010) was used as a tool for data collection.

It is a five-point scale where 5 represents for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. There are 68 statements which form the raw scores for the whole test. The minimum score is 68 and maximum score is 340. Trained teachers are more effective than untrained teachers. Since, effectiveness of DIET teacher educators play very important role in teaching learning situation by producing quality human resources in West Jaintia Hills Districts in particular and India in general, hence, there is an urgent need to improve the teacher effectiveness of teacher educators.

Analysis and Interpretation Thadlaskein

Table 1: Level of DIET teachers Effectiveness

Raw Score	f	%	Level
300-340	4	26.67	Very high
270-299	8	53.33	High
200-269	3	20	Low
170-199	0	0	Low
68-169	0	0	Very low

From the above table, it can be found that out of 15 number of DIET teachers Thadlaskein, 26.67% (4) are very high level of effectiveness, 53.33 (8) are with high level of effectiveness and 20% (3) of teachers are having average level of effectiveness. The results revealed that, majority of DIET teacher educators Thadlaskein West Jaintia Hills Districts are having high degree of effectiveness. This may be due to various factors such as personal qualities of teacher attainment of professional development,

mastery of the content knowledge, classroom management well preparation of lessons, accountability to teaching profession and proper motivation etc., which mainly helps them to enhance effectiveness in DIET colleges.

Table 2: Means difference of male and female DIET teachers of Thadlaskein

Sex	N	Mean	S.D	df	t-value	Table t-value	Interpretation
Male	6	278	23.324	13	0.72	2.16	Not significant
Female	9	285.56	20.566				

From the above table, it is found that the mean scores of male and female DIET teachers are 278 and 286.22 with S.D 23.324 and 20.566 respectively. With df 13, the obtained t-value 0.72 is less than the table t-value 2.16, hence, there is no significant difference between male and female DIET teachers in their effectiveness. Therefore, the null hypothesis that “There is no significant difference between male and female DIET teachers Thadlaskein in their effectiveness” is accepted. However, from the above table, the mean score of female DIET teachers are slightly higher than the mean score of male DIET teachers. This indicates that female DIET teachers are slightly higher teacher effectiveness than male DIET teachers Thadlaskein.

Table 3 : Mean difference in teacher effectiveness of DIET teachers Thadlaskein

Qualification	N	Mean	S.D	df	t-value	Table t-value	Interpretation
PG	11	273.82	16.83	13	3.91	2.16	Significant
PhD/NET	4	308	5.35				

From the above table, it is found that, the means scores of Post graduate and Ph.D/NET teachers are 273.82 and 308 with S.D 16.83 and 5.35 respectively. With df 13, the obtained t-value is 3.91 which is greater than the table t-value 2.16. Thus, there is a significant difference between Post graduate DIET teachers and Ph.D/NET teachers. Further, the significance is in favour of Ph.D/NET teachers than Post graduate teachers. Hence, the null hypothesis that, “There is no significant difference in teacher effectiveness of DIET teachers Thadlaskein based on their academic qualification” is rejected. Therefore, DIET teachers need to master the content knowledge and professional qualification such as Ph.D/NET which ultimately help them in teaching profession.

Suggestion for improvement of college teacher effectiveness

1. Government should provide better physical facilities in all the DIETs colleges in order to boost the morale of DIETs teachers which ultimately helps to uplift the quality of education.
2. Both the central and the state government should set up more DIET colleges so that pupil teachers are acquainted with teaching skills before joining the teaching profession.
3. Orientation programs, awareness programs, workshop on teacher education and regular training may also help to improve the teacher effectiveness of DIET teachers.
4. Professional development opportunities and regular promotion of college teachers will motivate teachers to perform well in their profession and consequently helps to generate quality human resources.
5. Performance evaluation and regular feedback also helps to improve the effectiveness of DIET teachers, so that quality teacher education can be achieved.

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