

## A STUDY ON TEACHER EFFECTIVENESS OF D.EL.ED., TEACHERS

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### ABSTRACT

*Finding out the level of Teacher effectiveness of D.El.Ed., Teachers is the objective of the present study. D.El.Ed., Teachers' Teacher effectiveness is the dependent variable, while, Gender, Age, Type of College, Locality of college, Locality of the Teachers, Educational Qualification, Courses handling and Experience of the Teachers are taken as demographic variable for this study. D.El.Ed., Teachers working in Teacher Training institutions located in Rayalaseema region of Andhra Pradesh are the sample for the present study. 428 Teachers were selected. Normative Survey method adopted for the present study. Teacher Effectiveness Questionnaire constructed and validated by Bhaskar Papagari and Manivannan S (2020) was used for the present study. Teacher Effectiveness of entire sample is found to be in moderate level.*

**Key Words:** D.EL.ED, Teachers, education.

## INTRODUCTION

The Diploma in Elementary Education (D. El. Ed) is a two-year full-time diploma programme that prepares individuals to teach in primary schools (classes I through VIII). Along with classroom instruction, the course offers practical training and internships. It covers child development ideas, educational practises, and the teacher's role in student grooming (Afreen F, 2021).

The D.El.Ed course is important in building the groundwork for future learning through a series of supervised experiences, which has resulted in a strong demand for professional prospects. Teaching skills, historical patterns, some philosophical theories, and current classroom trends are all covered in the D.El.Ed course. The curriculum is organised into subject content and classified divisions in a systematic manner (Sehjal P., Grewal K. and Kumar N., 2021).

Education is the process by which a group of people's goals and habits are passed down from generation to generation. Many future instructors can recognise and apply effective techniques if they have a thorough understanding of the rebirth and advancement of education. The course is organised into four semesters and designed to include not only classroom instruction but also hands-on training and internships. This course draws on various disciplines such as psychology and philosophy to help students develop their personal motivation, philosophy, and passion to a profession in elementary education.

The course provides teachers with a thorough understanding of topic areas, including child development concepts, educational practise, the study of school pedagogy, and the teacher's role in student grooming. The possibilities for a D.El.Ed graduate are many and fascinating, and they are not limited to primary school teaching. Newly qualified teachers have one of the greatest employment rates of all graduates and are in high demand, particularly those with specialised training. Teachers at the secondary level must have a degree in their functional area in addition to the Diploma in Elementary Education (Janak S, 2017).

## OBJECTIVE OF THE STUDY

Finding out the level of Teacher effectiveness of D.El.Ed., Teachers is the objective of the present study.

## VARIABLES OF THE STUDY

D.El.Ed., Teachers' Teacher effectiveness is the dependent variable, while, Gender, Age, Type of College, Locality of college, Locality of the Teachers, Educational Qualification, Courses handling and Experience of the Teachers are taken as demographic variable for this study.

## SAMPLE OF THE STUDY

D.El.Ed., Teachers working in Teacher Training institutions located in Rayalaseema region of Andhra Pradesh are the sample for the present study. 428 Teachers were selected.

## SAMPLING METHOD

Random sampling method adopted for the selection of the sample. List of all the available D.El.Ed., Teachers in the Teacher Training institutions located in Rayalaseema region of Andhra Pradesh was prepared and from the list 450 Teachers were randomly selected for the study. Among the 450 Teachers, 428 Teachers' data found to be completely filled and subjected to analysis. These 428 Teachers belongs to 55 Teacher Training institutions.

## METHOD OF STUDY

Normative Survey method adopted for the present study.

## TOOL USED FOR THE PRESENT STUDY

Teacher Effectiveness Questionnaire constructed and validated by Bhaskar Papagari and Manivannan S (2020) was used for the present study.

## ANALYSIS OF MEAN AND SD OF D.EL.ED., TEACHERS' TEACHER EFFECTIVENESS SCORES

The Teacher Effectiveness scale has been administered to 428 D.El.Ed., Teachers. The data were collected from them. The mean and SD were calculated for the entire sample and its sub-sample and are given in Table No. 1.

**Table No. 1: The Mean and SD of D.El.Ed., Teachers' Teacher Effectiveness Scores**

Demographic Variables	Sub sample	N	Mean	SD
Gender	Male	247	102.06	21.674
	Female	181	97.54	17.261
Age	Below 30 Years	75	102.15	19.448
	30-40 years	283	99.09	19.941
	Above 40 years	70	102.31	20.939
Locality of college	Urban	140	96.45	22.529
	Rural	288	101.95	18.471
Locality of the Teachers	Urban	312	100.60	20.392
	Rural	116	98.94	19.057
Educational Qualification	M.Ed., Only	368	99.51	20.229
	M.Ed., with MPhil.,	37	101.81	19.560
	M.Ed., with MPhil., and Ph.D.,/SLET/NET	23	107.70	16.255
Courses handling	Foundation Courses	62	105.60	15.281
	Science courses	181	101.08	20.395
	Social Science courses	58	89.93	21.125
	Language courses	127	100.84	19.650
Experience	Below 5 years	131	105.65	16.258
	5-10 years	210	95.50	21.668
	Above 10 years	87	103.11	18.540
Entire Sample		428	100.15	20.030

The level of D.El.Ed., Teachers' Teacher Effectiveness of entire sample is Moderate (M=100.15).

The mean value for the sub sample of gender of D.El.Ed., Teachers indicates that Male Teachers are having higher level of Teacher Effectiveness than Female Teachers.

The mean value for the sub sample of age of D.El.Ed., Teachers indicates that Teachers of age above 40 years are having higher level of Teacher effectiveness than teachers of age below 30 years and 30-40 years.

The mean value for the sub sample of locality of Colleges of D.El.Ed., Teachers indicates that Teachers working in colleges located in rural are having higher level of effectiveness than teachers of colleges located in urban area.

The mean value for the sub sample of locality of residence of D.El.Ed., Teachers indicates that Teachers residing in urban area recorded higher level of teacher effectiveness than teachers residing in rural area.

The mean value for the sub sample of educational qualifications of D.El.Ed., Teachers indicates that Teachers working with M.Ed., M.Phil., and Ph.D.,/SLET/NET are having higher level of Teacher effectiveness than Teachers working with M.Ed., only and Teachers working with M.Ed., and M.Phil., degrees.

The mean value for the sub sample of handling courses of D.El.Ed., Teachers indicates that Teachers handling Foundation courses are having higher level of Teacher effectiveness than Teachers handling Science Courses, Social science Courses and Language courses. The mean value for the sub sample of experience of D.El.Ed., Teachers indicates Teachers with experience below 5 years recorded higher level of effectiveness than teachers with experiences of above 10 years and 5-10 years.

### Conclusion

The present study conducted to know the Teacher effectiveness of D.El.Ed., Teachers, which was found to be in moderate level. Hence, to increase the effectiveness further, the other factors contributing towards teacher effectiveness have to be identified and strengthened.

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