

A Study On Teaching Efficacy Of Teacher Educators In Tirunelveli District

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Abstract

The main objectives of the study were to find out the level of Teaching Efficacy of Teacher Educators and to find out the significant difference in Teaching Efficacy with regard to location of Residence and location of Institution. The sample consists of 194 Teacher Educators working in various Colleges of Education in Tirunelveli District. Teaching Efficacy scale was used as tool to collect the data. The research reveals that the level of Teaching Efficacy of Teacher Educators was moderate and significant difference found in Teaching Efficacy of Teacher Educators with regard to Location of Residence and Location of Institution.

Keywords: Teaching Efficacy, Teacher Educators, Tirunelveli District.

Introduction

Teaching Efficacy refers to the teacher's confidence in his/her capacity to achieve the desired performance. (Barni. Danioni. & Benevene, 2019).

Teaching Efficacy refers to a degree to which the teachers believe that they have the capacity to achieve specific performance. It also refers to the teachers' confidence that they can achieve success in their teaching profession. The teachers who have more Teaching Efficacy can exhibit high levels of planning, motivation to students, meeting students' expectation, showing more innovativeness and creativeness in teaching. (Clark & Bates, 2003).

“Main role of the good quality teacher is to remove the weakness of our education system. The quality education will be delivered by only the good teacher alone. Success of each students have been the boost for doing the great service of teacher in this society. To become a good teacher, a teacher must develop for research, creativity, innovation, creative transfer of knowledge, capacity to use high technology and moral leadership among the students” Dr. A.P.J. Abdul Kalam.

Teaching Efficacy is the teachers' expectation that teaching can influence the student learning. It is their belief in themselves that they can cause all

types of students to learn. Teaching Efficacy is an integral part of educational system. It is directly proportional to the level of achievement or learning. (Moran., Hoy., & Hoy, 1998)

Teaching Efficacy means faith and trust of the teachers in their ability to use inclusive instructions in their teaching and to improve the students learning. An efficacy teacher has qualities such as knowledge of subject matter, skills in communication and personal qualities which help in imparting knowledge or skills to the learners. When personal qualities are highlighted then a efficacy teachers is said to be energetic, enthusiastic, imaginative, having a sense of humor etc. (Xiong. Sun., Liu., Wang., & Zheng, 2020).

Significance of the study

Teacher Education is not only responsible for the improvement of school education but also for preparing competent, committed and professionally qualified teachers who can meet the rigorous demands of the system. A teacher's content knowledge, his/her verbal skills and enthusiasm for continuous learning determine his/her quality and excellence as a teacher. A high quality teacher must pay attention to the four pillars of education as mentioned in Jacques Delor's report “Learning the Treasure Within” (1996). Main pillars of improvement of education is: Learn

to know, Learn to do, learn to live together and learn to helping the society. These four pillars of education can be considered the founding pillars in the preparation of high quality teachers.

The development of the teacher for this changed role demands the sprit to learn, the readiness to adapt and to grow to his/her best. For effective teaching, good and competent teachers are needed. Teachers who are knowledgeable and are well disposed towards their pupils and show warmth, enthusiasm and concern in their interaction with them will be appreciated by everyone.

Objectives

Main theme of this investigation is to find out the following factors:

1. Teaching Efficacy of Teacher Educators.
2. Difference in the Teaching Efficacy of Teacher Educators with respect to the Location of Residence and Location of Institution.

Hypotheses

1. Rural and Urban area Located Teacher Educators Teaching Efficacy is same, there is no significant difference.
2. Rural and urban area Located Institution Teacher Educators Teaching Efficacy is same, there is no significant difference.

Methodology

The researcher has chosen survey method to study the Teaching Efficacy of Teacher Educators.

Population and Sample

The population of the study includes all the Teacher Educators working in Colleges of Education in Tirunelveli District. The investigator used simple random sampling technique to draw a sample of 194 Teacher Educators from the population.

Tool Used

Teaching Efficacy tool which was constructed and validated by the investigator (2021) was used as tool for the study. The tool was meant for teacher educators. There are 61 statements in the tool.

Data Analysis

The statistics employed in the study were percentage analysis and ‘t’ test. The analyses were presented in the following tables.

Table1 Levels of Teaching Efficacy of Teacher Educators

Category	Low		Moderate		High	
	N	%	N	%	N	%
Teaching Efficacy	32	16.5	126	64.9	36	18.6

Table1 shows that, 16.5% of the teacher educators have low, 64.9% of them have moderate and 18.6% of them have high level of Teaching Efficacy.

H₀₁:Rural and Urban area Located Teacher Educators Teaching Efficacy is same, there is no significant difference.

Table 2 Significant difference between Rural and Urban area located Teacher Educators in their Teaching Efficacy

Gender	Mean	SD	N	t	P	Remarks
Rural	269.22	22.018	151	2.431	0.016	S
Urban	259.79	23.860	43			

At 5% level of significance the table value of ‘t’ test is 1.96. S – Significant

Since the P value is lesser than 0.05 level of significance, the null hypothesis is rejected. Hence, there is significant difference between rural and urban area located Teacher Educators in their Teaching Efficacy. The mean scores show that the rural area Teacher Educators have better Teaching Efficacy than the urban area Teacher Educators.

H₀₂:Rural and Urban area Located Institution Teacher Educators Teaching Efficacy is same, there is no significant difference.

Table 3 Significant difference between Rural and Urban area Located Institution Teacher Educators in their Teaching Efficacy

Location of Institution	Mean	SD	N	t	P	Remarks
Rural	269.47	21.680	150	2.689	0.008	S
Urban	259.16	24.570	44			

At 5% level of significance the table value of ‘t’ test is 1.96 .S – Significant.

Since the P value is lesser than 0.05 level of significance, the null hypothesis is rejected. Hence, there is significant difference between Rural and Urban area Located Institution Teacher Educators in their Teaching Efficacy. The mean scores show that the Rural area Located Institution Teacher Educators have better Teaching Efficacy than the Urban area Located Institution Teacher Educators.

Findings

1. 16.5% of the Teacher Educators have low, 64.9% of them have moderate and 18.6% of them have high level of Teaching Efficacy.
2. There is significant difference between Rural and Urban area Teacher Educators in their Teaching Efficacy.
3. There is significant difference between Rural and Urban area Located Institution Teacher Educators in their Teaching Efficacy.

Conclusion

This study reveals that the Teacher Educators have moderate level of Teaching Efficacy. Also, the Rural area Teacher Educators have better Teaching Efficacy than the Urban area Teacher Educators and the Rural area Located Institution Teacher Educators have better Teaching Efficacy than the Urban area Located Institution Teacher Educators. The Teaching Efficacy of the Urban area Teacher Educators may be improved through training programmes which improves their intellectual abilities and emerging new techniques in teaching.

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