

## A STUDY OF PROFESSIONAL EFFECTIVENESS OF TEACHER TRAINING INSTITUTE'S TEACHERS OF AHMEDABAD DISTRICT

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### ABSTRACT

*This researcher work discussed about the origin of related problem. 140 Teachers from Teacher Training Institute's of Gujarati medium Teacher Training Institutes of urban and rural areas of Ahmedabad district were selected as a sample for study. Multi-stage sampling technique was used for data collection. Survey method was used as research methodology. A standardized tool of Dr.D.I.Patel was administrating to measure the aptitude of Teacher Training Institute's Teachers of Gujarat state. Mean, standard deviation and t-test were used for analysis and interpretation of data. Thus the whole overview of research design was presented in a systematic manner. The researcher did the analysis and interpretation of data by using various statistical methods like mean, standard deviation and t-test. On the basis of derived results, the researcher interpreted whether the framed null hypothesis was rejected or not rejected. Thus the researcher found out the professional effectiveness of Teacher Training Institute's Teachers of Ahmedabad district. The researcher discussed about the findings, Educational implementation in detail.*

*Key Words: Professional Effectiveness, Teacher Training institutes and Teacher Training institute's.*

### INTRODUCTION:

The mind is the single most powerful tool even created by God in the History of mankind. If we take a look at all of the God's creations from sunset to sunrise, from the tips of Himalayas to the bottom of Oceans, there is nothing as significant as the power of the human mind. The human mind always goes after something to get something sensible. If one's thought is what it should be one will have little trouble with his action. Yet it is to be remembered that to do useful to make thoughts must result in action. There must be no laziness, but constant activity in the direction of doing good work.

According to Lord Brougham,

“Education makes a people easy to live but difficult to drive; easy to govern but impossible to enslave.”

Education is the only medium to prepare our generation in an effective manner so that they can prove their own identities. Education has its own importance in each and every field.

According to Robert Frost,

“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”

Teaching is the most important part of the process of education. Today teacher’s education is an integral part of any educational system. Teaching being both a skill and an art was found amenable to transmission in early years of the 19<sup>th</sup> century.

From the ancient times, the profession of teacher was considered as the most noble and prestigious profession. If for ages, teacher education peruse was a caste or family affair, he was a religious preacher, sympathetic to his disciples and never desired material gains. The teacher was called as ‘Guru’ and his disciples called as ‘Shishya’. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy now-a-days to a certain extent.

According to Henry Brooks Adams,

“A teacher affects eternity; he can never tell where his influence stops.”

As a matter of fact teaching profession which was the noblest and respectful in olden days now has become commercial and mechanical profession. Teacher’s education programme has tried to find out the effect of innovative, instructional procedure on teacher’s effectiveness. This is largely due to the fact that teacher’s education is a long complicated series of operations. Each operation in itself is an extremely complex set of steps. All these interact almost simultaneously.

According to Maria Callas,

“That is the difference between good teachers and great teachers; good teachers make the best of a pupil’s mean; great teachers foresee a pupil’s ends.”

Teaching is a relationship established among the three focal points in education that is student, teacher and the subject matter. Teaching is the process by which the teacher brings the student and the subject matter together. So play the role to an expected level the teacher should be efficient. Besides this the institution, the process of admission, training, climate, administrative

set up, the personal character of teacher, practice and so on other factors had great impact on the effectiveness of teacher.

So in the present study, the researcher has kept all these facts in mind and selected this subject for the study.

#### OBJECTIVES OF THE STUDY:

The following are the objectives in relation to the study

1. To study the professional effectiveness of Teacher Training institute's Teachers of Ahmedabad district.
2. To study the effect of area on the professional effectiveness of Teacher Training institute's Teachers of Ahmedabad district.
3. To study the effect of sex on the professional effectiveness of Teacher Training institute's Teachers of Ahmedabad district.
4. To study the effect of educational experience on the professional effectiveness of Teacher Training institute's Teachers of Ahmedabad district.

#### HYPOTHESIS OF THE STUDY:

The hypotheses of the present study are as follows

- Ho<sub>1</sub>: There will be no significant difference between the professional effectiveness scores of Teacher Training institute's Teachers of Ahmedabad district.
- Ho<sub>2</sub>: There will be no significant difference between the mean professional effectiveness scores of Teacher Training institute's Teachers residing in urban and rural areas of Ahmedabad district.
- Ho<sub>3</sub>: There will be no significant difference between the mean professional effectiveness scores of male Teacher Training institute's Teachers residing in urban and rural areas of Ahmedabad district.
- Ho<sub>4</sub>: There will be no significant difference between the mean professional effectiveness scores of female Teacher Training institute's Teachers residing in urban and rural areas of Ahmedabad district.

Ho<sub>5</sub>: There will be no significant difference between the mean professional effectiveness scores of male and female Teacher Training institute's Teachers of Ahmedabad district.

Ho<sub>6</sub>: There will be no significant difference between the mean professional effectiveness scores of Teacher Training institute's Teachers having less than 10 years and more than 10 years of educational experience during service in Ahmedabad district.

#### LIMITATIONS OF THE STUDY:

Following are the limitations of the study

1. The study is limited to Teacher Training institute's Teachers of Ahmedabad district only.
2. The study is limited to Gujarati medium colleges only.
3. The study is limited to the urban and rural areas of Ahmedabad district only.
4. The study is limited to Gujarati medium B.Ed. colleges only.
5. The study is limited to Gujarat University Grant in Aid B.Ed. colleges only.

#### POPULATION OF THE STUDY:

The researcher has delimited the area that is the population under study consist of the teachers of Teacher Training Institute's Teachers of Gujarati medium Teacher Training Institutes of urban and rural areas of Ahmedabad district.

Sample :In the present study, the data was collected from 140 Teachers from Teacher Training Institute's who are working in urban and rural areas of Ahmedabad district.

Area	Urban				Rural			
	Male		Female		Male		Female	
Educational Experience	Less than 10 Years	More than 10 Years	Less than 10 Years	More than 10 Years	Less than 10 Years	More than 10 Years	Less than 10 Years	More than 10 Years
Teachers	09	26	11	24	06	29	13	22
Total	35		35		35		35	
Total	140							

In this study, the researcher has collected the data from 140 Teachers from Teacher Training Institute's of Ahmedabad district by multi-stage sampling technique. The Teacher Training Institute's Teachers belonging to 12 different Teacher Training Institutes; six Teacher Training Institutes of urban area and six Teacher Training Institutes of rural area were selected

respectively. The 70 Teacher Training Institute's Teachers of urban area as well as 70 Teacher Training Institute's Teachers of rural area were classified on basis of sex, equally into 35 males and 35 females respectively. Also in this study, less than 10 years and more than 10 years of the educational experience of Teacher Training Institute's Teachers is important aspect. Among the 35 urban male Teacher Training Institute's Teachers, nine teachers have less than 10 years of experience and 26 teachers have more than 10 years of experience. Among the 35 urban female Teacher Training Institute's Teachers 11 teachers have less than 10 years of experience and 24 teachers have more than 10 years of experience. Among the 35 rural male Teacher Training Institute's Teachers, six teachers have less than 10 years of experience and 29 teachers have more than 10 years of experience. Among the 35 rural female Teacher Training Institute's Teachers, 13 teachers have less than 10 years of experience and 22 teachers have more than 10 years of experience.

#### RESEARCH METHODOLOGY:

The study is entirely based on Education. Thus it is an educational survey. The researcher has applied survey method to check the professional effectiveness of Teacher Training Institute's Teachers of Ahmedabad district.

#### RESEARCH TOOL :

This Teachers Aptitude Test for Teacher Training Institute's Teachers of Gujarat state developed by Dr. D. I. Patel. This test can be administered on the teachers of training institute of Gujarat state only and on Gujarati medium teacher training institute teachers.

In this questionnaire total 40 items are there which are further divided into four sections. Each section contains 10 items. Each item has one mark. The following are the names of the four sections

1. Analogy
2. Logical reasoning
3. General knowledge in education
4. Adjustment ability to the situations and professional information.

Total 40 items are there in the questionnaire that is used as a tool to test the teaching aptitude of the Teacher Training Institute's Teachers of Ahmedabad district. So the maximum score is 40 and the minimum score is zero. Out of 40 if the Teacher Training Institute's Teacher secures less than 20 as the test score, it means that the teacher shows poor professional effectiveness. If the Teacher Training Institute's Teacher secures in the range of 20-28, it means the teacher shows average professional effectiveness. If the Teacher Training Institute's Teacher secures in between the range of 29-40 as the test score, it means that the teacher shows good professional effectiveness.

This questionnaire is very useful to test the professional effectiveness of Teacher Training Institute's Teachers of Gujarat state.

As the questionnaire is in Gujarati language, so it become difficult to understand for English medium Teacher Training Institutes teachers and they cannot give their responses comfortably and with satisfaction .So the researcher used this Gujarati version questionnaire for the research work.

So in the present study, the researcher has used the standardized tool of Dr. Dipak I. Patel's Aptitude Test to measure the professional effectiveness of Teacher Training Institute's Teachers of Gujarati medium Teacher Training Institutes of Ahmedabad district.

**Analysis and Interpretation of Data :**The researcher selected the standardized tool. Quantification of data obtained by the tool is generally achieved through tabulation and calculation. The raw scores obtained from the tool are tabulated in a systematic way for analysis and then after proper interpretation of the obtained data is done by the researcher.

Analysis of data means studying the organized material in order to discover inherent facts. It requires an alert, flexible and open mind. In other words, analysis of data means studying the tabulated material in order to determine facts by breaking down existing complete factors in to simpler part and putting the part in together in new arrangement or purpose of interpretation. The statistics such as mean, standard deviation, t-test will be used.

$H_{01}$ : There will be no difference between the professional effectiveness scores of Teacher Training Institute's Teachers of Ahmedabad district.

Table 1  
Professional Effectiveness of Teacher Training Institute's Teacher of  
Ahmedabad District

Sr. No.	Raw Scores	No. of Teacher Training Institute's Teachers	Interpretation of Teacher's Effectiveness
1	1-20	19	Poor
2	21-28	72	Average
3	29-40	49	Good

From the table 1, it is evident that after analysis of the raw scores which the researcher has obtained from the Aptitude Test of Teacher Training Institute's Teachers interprets that 19 teachers who scored between the range of 1-20 possess poor professional effectiveness, 72 teachers who scored between the range of 21-28 possess average professional effectiveness and 49 teachers who scored between the range of 29-40 possess good professional effectiveness.

$H_{02}$ : There will be no significant difference between the mean professional effectiveness scores of Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district.

Table 2  
Professional Effectiveness of Teacher Training Institute's Teachers residing in Urban and Rural areas of Ahmedabad district

Variable (Area)	N	Mean(M)	Standard Deviation(SD)	t-value
Urban	70	27.08571	5.049732	1.312734
Rural	70	26.05714	4.180305	

$$t_{cal} = 1.312734 < t_{0.05} = 1.98$$

From the table 2, it is evident that the  $t_{cal} = 1.312734$  which is less than the  $t_{0.05}$  level = 1.98 which indicates that the t-value is not significant at 0.05 level of significance. Hence the hypothesis that there will be no significant difference between the mean professional effectiveness scores of Teacher Training Institute's Teachers residing in urban and rural areas of

Ahmedabad district will not be rejected at 0.05 level. It means that there is no difference between the professional effectiveness of Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district.

Ho<sub>3</sub>: There will be no significant difference between the mean professional effectiveness scores of male Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district.

Table 3

Professional Effectiveness of Male Teacher Training Institute's Teachers residing in Urban and Rural Areas of Ahmedabad district

Variable (Area)	N	Mean(M)	Standard Deviation(SD)	t-value
Urban	35	27.6	5.755815	1.15447
Rural	35	26.2	4.28266	

$$t_{cal} = 1.15447 < t_{0.05} = 2.00$$

From the table 3, it is evident that the  $t_{cal} = 1.15447$  which is less than the  $t_{0.05}$  level = 2.00 which indicates that the t-value is not significant at 0.05 level of significance. Hence the hypothesis that there will be no significant difference between the mean professional effectiveness scores of male Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district will not be rejected at 0.05 level. It means that there is no difference between the professional effectiveness of male Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district.

Ho<sub>4</sub>: There will be no significant difference between the mean professional effectiveness scores of female Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district.



Table 4

Professional Effectiveness of Female Teacher Training Institute's Teachers residing in Urban and Rural areas of Ahmedabad district

Variable (Female)	N	Mean(M)	Standard Deviation(SD)	t-value
Urban	35	26.57143	4.251544	0.65568
Rural	35	25.91429	4.132877	

$$t_{cal} = 0.065568 < t_{0.05} = 2.00$$

From the table 4, it is evident that the  $t_{cal} = 0.065568$  which is less than the  $t_{0.05}$  level = 2.00 which indicates that the t-value is not significant at 0.05 level of significance. Hence the hypothesis that there will be no significant difference between the mean professional effectiveness scores of female Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district will not be rejected at 0.05 level. It means that there is no difference between the professional effectiveness of female Teacher Training Institute's Teachers residing in urban and rural areas of Ahmedabad district.

Ho<sub>5</sub>: There will be no significant difference between the mean professional effectiveness scores of male and female secondary Teacher Training Institutes teachers of Ahmedabad district.

Table 5

Professional Effectiveness of Male and Female Teacher Training Institute's Teachers of Ahmedabad district

Variable (Gender)	N	Mean(M)	Standard Deviation(SD)	t-value
Male	70	26.9	5.085216	0.835609
Female	70	26.24286	4.175275	

$$t_{cal} = 0.835609 < t_{0.05} = 1.98$$

From the table 5, it is evident that the  $t_{cal} = 0.835609$  which is less than the  $t_{0.05}$  level = 1.98 which indicates that the t-value is not significant at 0.05 level of significance. Hence the

hypothesis that there will be no significant difference between the mean professional effectiveness scores of male and female Teacher Training Institute's Teachers of Ahmedabad district will not be rejected at 0.05 level. It means that there is no difference between the professional effectiveness of male and female Teacher Training Institute's Teachers residing in Ahmedabad district.

Ho<sub>6</sub>: There will be no significant difference between the mean professional effectiveness scores of Teacher Training Institute's Teachers having less than 10 years and more than 10 years of educational experience during service in Ahmedabad district.

Table 6

Professional Effectiveness of Teacher Training Institute's Teachers having less than 10 years and more than 10 years of Educational Experience

Variable (Educational Experience)	N	Mean(M)	Standard Deviation(SD)	t-value
Less than 10 years	39	25.15385	5.065562	2.1005
More than 10 years	101	27.0891	4.391125	

$$t_{cal} = 2.1005 > t_{0.05} < t_{0.01} = 2.62$$

From the above table 6, it is evident that the  $t_{cal} = 2.1005$  which is more than the  $t_{0.05}$  level = 1.98 which indicates that difference is significant at 0.05 level. Thus the hypothesis that there will be no significant difference between the mean professional effectiveness scores of Teacher Training Institute's Teachers having less than 10 years and more than 10 years educational experience in Ahmedabad district will be rejected at 0.05 level. It means that there is difference in professional effectiveness of Teacher Training Institute's Teachers having less than 10 years and more than 10 years educational experience differ significantly at 0.05 level.

Again the  $t_{cal} = 2.1005$  is less than  $t_{0.01}$  level = 2.62 which indicates that the difference is not significant at 0.01 level. Thus the hypothesis there will be no significant difference between the mean professional effectiveness scores of Teacher Training Institute's Teachers having less than 10 years and more than 10 years educational experience in Ahmedabad district will not be rejected at 0.01 level. It means that there is no difference between the professional effectiveness

of Teacher Training Institute's Teachers having less than 10 years and more than 10 years of educational experience do not differ at 0.01 level.

#### MAJOR FINDINGS OF THE STUDY:

As a result of analysis and interpretation of the data collected the researcher was able to obtain the findings as given below`

1. There is a significant difference in professional effectiveness of Teacher Training Institute's Teachers of Ahmedabad district.
2. There is no significant difference between the professional effectiveness scores of Teacher Training Institute's Teachers residing in the urban and rural areas of Ahmedabad district. It means that Teacher Training Institute's Teachers of urban and rural area have the same professional effectiveness.
3. There is no significant difference between the professional effectiveness scores of male Teacher Training Institute's Teachers residing in the urban and rural areas of Ahmedabad district. It means that male Teacher Training Institute's Teachers residing in urban and rural areas have the same professional effectiveness.
4. There is no significant difference between the professional effectiveness scores of female Teacher Training Institute's Teachers residing in the urban and rural areas of Ahmedabad district .It means that female Teacher Training Institute's Teachers residing in urban and rural areas have the same professional effectiveness.
5. There is no significant difference between the professional effectiveness scores of male and female Teacher Training Institute's Teachers of Ahmedabad district. It means that the male and female Teacher Training Institute's Teachers have the same professional effectiveness.
6. Out of 100 cases in 95 cases their a significant difference between the professional effectiveness of Teacher Training Institute's Teachers having less than 10 years and more than 10 years of educational experience during service in Ahmedabad district. Moreover the mean scores of more than 10 years of educationally experienced Teacher Training Institute's Teachers have higher value than less than 10 years of

educationally experienced Teacher Training Institute's Teachers. Thus it is clear that in 95 percentage cases more than 10 years of educationally experienced Teacher Training Institute's Teachers have more professional effectiveness than less than 10 years of educationally experienced Teacher Training Institute's Teachers.

Out of 100 cases in 99 cases there is no significant difference between professional effectiveness of less than 10 years of educationally experienced Teacher Training Institute's Teachers and more than 10 years of educationally experienced Teacher Training Institute's Teachers during service in Ahmedabad district.

#### EDUCATIONAL IMPLEMENTATION:

Each and every study is unique in itself in relation to the research area. The present study is related to the field of education and hence it sustains an educational implication.

The researcher has already focused on the position of the teachers of the past times and what is the situation today.

The following steps can be taken for developing the professional effectiveness in the teachers

- (1) Special training programmes should be conducted for the weak professionally effective Teacher Training Institute's Teachers.
- (2) Similar developmental programmes should be conducted for the urban and rural Teacher Training Institute's Teachers of Ahmedabad district.
- (3) Similar developmental programmes should be conducted for the male and female Teacher Training Institute's Teachers of urban and rural areas of Ahmedabad district.
- (4) Special training programmes of professional effectiveness should be conducted for the less than 10 years of educationally experienced Teacher Training Institute's Teachers of Ahmedabad district.
- (5) Organise different functions in the Teacher Training Institutes such as debate, talent day, quiz to develop professional effectiveness in each and every teacher.
- (6) To develop aptitude in teachers, different in-service programmes, seminar, workshops and various educational programmes should be organised.
- (7) Provide challenging practices to the teachers like group teaching or peer group teaching.
- (8) Continuous observation by the supervisors of institutions can develop professional effectiveness of the teachers.
- (9) Encourage the teachers either male or female for participating in various curricular and co-curricular activities to develop the

professional effectiveness among the teachers. (10)The teacher should try to inculcate the values of the great philerosophers like Swami Vivekanand, Mahatama Gandhi, Rabindranath Tagore, Shri Aurobindo and Dr.S Radha Krishanan etc. (11)Similar training programmes should be conducted for the both experienced and inexperienced male and female teachers of urban and rural areas to be familiar with the modern methods of teaching to develop the professional effectiveness and increase their teaching aptitudes. (12)In professions like Clerical, Medical, Engineering and other respective professions the selection is done on the basis of Aptitude Test. So for the selection of the teachers, Aptitude Test should be taken like as in other states. (13)The non-teaching roles assigned to the teachers over-burden their work. So the government should take measures to reduce the over burden on teachers to increase the professional effectiveness among the teachers.

#### CONCLUSION:

The importance of a teacher in the education system is unquestionable. Teachers are key to optimum development of human resources. Teachers are the backbone of the society. Teachers are destiny of the Nation. Therefore it is necessary to develop the professional effectiveness of teachers.

The researcher has tried the level best to give proper weightage to the present study within certain limitations. The researcher has taken care while accomplishing each task of the research.

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