

A Comparative Study of Teaching Effectiveness of BTC and Special BTC Trained Teachers

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None can deny that teachers are builders of the nation. They prepare persons and create manpower for every sector of human activity. They are responsible for creating learning society which continuously evolves socio-cultural aspects. Teachers are known for their commitment and capacity to remain life long learners. They provide education to the younger generation and also guide the society.

But in today's concept of education, a teacher is required to be more professionally equipped and result oriented and almost perfect in his subject matter. Teachers themselves need to be a life-long learner; to able to articulate their teaching with the new paradigm of learning; be adaptive and flexible in dealing with a new brand of students comprising different age groups of diverse ethnicity and with a wide range of prior knowledge and background; and be conversant with the new technology which are developing rapidly at an ever increasing speed. (Elliott and Morris, 2001; Pang, 2001; Cheng, 2000).

There are many activities that the teacher has to perform in and outside the classroom in order to provide the required learning experiences to the students. For the development of teaching effectiveness of the teachers, a professional training in education has always been considered desirable to the level of being obligatory for all. In order to know the difference between BTC and special BTC teachers on teaching effectiveness, present study is formulated.

Objectives of the Study:

The study purports to achieve the following objectives:

- To compare the teaching effectiveness of BTC male and female teachers.
- To compare the teaching effectiveness of special BTC male and female teachers.
- To compare the teaching effectiveness of BTC and special BTC teachers.

Methodology:

Method: As per requirement of the problem survey method was employed to collect the data.

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Samples: The sample for the study consisted of 62 BTC and 62 Special BTC teachers working in twenty five primary schools in Varanasi district of U.P.

Tools Used:

1. **Personal Data Sheet:** Personal data schedule developed by the investigator was administered for getting personal information about the teachers, i.e. age, sex, qualification and teaching experience.
2. **Teaching Effectiveness Observation Scale (TEOS):** This tool developed by the investigator, has forty five items distributed over nine aspects, viz, knowledge of Subject Matter, Expression, Use of Teaching Techniques, Relationship with the students, Personality, Discipline, Sense of Responsibility, Punctuality, Imagination Power and Creativity.

Results and Discussion:

The first objective of this study was to compare the teaching effectiveness of BTC male and female teachers. A finding after the analysis of data regarding teaching effectiveness of BTC male and female teachers is shown in table 1.

Table 1

Showing teaching Effectiveness of BTC Male and Female teachers

S.N.	Dimension of Teaching Effectiveness	Male Teachers N = 31		Female Teachers N = 31		Critical Ratio
		Mean	S.D.	Mean	S.D.	
1.	Knowledge of Subject matters	27.05	1.94	27.29	2.21	0.48
2.	Expression	18.29	1.70	18.49	1.69	0.47
3.	Use of Teaching Techniques	18.29	1.70	18.40	1.62	0.26
4.	Relationship with the student	13.38	1.26	18.26	1.80	13.18**
5.	Personality	18.06	1.33	17.12	2.00	2.29*
6.	Discipline	18.67	1.72	18.76	1.88	.20
7.	Sense of Responsibility	19.16	1.75	22.00	3.00	4.73**
8.	Punctuality	17.90	1.30	17.08	1.50	2.48*
9.	Imagination power and creativity	14.83	1.76	19.49	1.59	11.65**

** Significant at 0.01 level

* Significant at 0.05 level

The observation of the table shows that there exists significant difference between BTC male and female teachers with respect to personality and punctuality at 0.05 level, whereas, no significant difference was found in case of knowledge of subject matter (0.48). Higher mean scores in the case of female teachers shows that they

are more effective as compared to their counterparts. The possible reason for this may be that female teachers might giving more emphasis on teaching methods and teaching techniques to inculcate attention and interest in the student in comparison to their male counterparts.

Table 1 further illustrates that t for relationship with the student (13.18), sense of responsibility (4.73) and imagination power and creativity (11.65) were found to be significant at 0.01 level respectively. But no significant difference was found in expression (0.47) use of teaching techniques (.26), and discipline (.20) among BTC male and female teachers. In the context of mean scores, it also reflects that female teachers use teaching skills required for expression (developing a lesson) in a better way as compared to male teachers. The reason for such result may be attributed to the fact that female teachers have shown enhanced tendency of utilizing students ideas, asking questions and also finding student initiation in their class room performance.

The second objective of this study was to compare the teaching effectiveness of special BTC male and female teachers. Findings of the analysis of data regarding teaching effectiveness of special BTC teachers are shown in Table 2.

Table 2

Showing Teaching Effectiveness of Special BTC Male and Female Teacher

S.N.	Dimension of Teaching Effectiveness	Male Teachers N = 31		Female Teachers N = 31		Critical Ratio
		Mean	S.D.	Mean	S.D.	
1.	Knowledge of Subject matters	18.12	1.15	17.12	2.00	2.50 *
2.	Expression	17.90	1.30	16.98	1.61	3.53**
3.	Use of Teaching Techniques	25.16	2.36	21.63	2.25	6.19 **
4.	Relationship with the student	14.48	2.29	22.88	2.56	14.00**
5.	Personality	18.67	1.72	17.51	1.66	2.82 **
6.	Discipline	23.48	2.78	18.49	1.69	8.75 **
7.	Sense of Responsibility	19.83	1.85	19.16	1.75	1.83
8.	Punctuality	17.77	1.72	16.98	1.62	1.92
9.	Imagination power and creativity	15.16	2.54	14.68	2.28	0.80

** Significant at 0.01 level

* Significant at 0.05 level

Observation of the table shows that there exists significant difference between special BTC male and female teachers with respect to knowledge of subject matter (2.50), at 0.05 level, whereas no significant differences were found in the case of sense of responsibility (1.83), punctuality (1.92) and imagination power and