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IMPACT OF “TRAINING PROGRAMME ON EFFECTIVE TEACHING” ON THE KNOWLEDGE OF FACULTY FROM ARTS AND SCIENCE COLLEGES IN TAMILNADU

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Abstract

The present study has been conducted among 44 members from the faculty of Arts and Science Colleges in Tamil Nadu who have undertaken the “Training programme on Effective Teaching” in order to find out the impact of the programme on the Knowledge about teaching methods, dynamics of classroom and teaching learning process, the importance of effective communication skills for teaching and to acquire basic teaching skills through Micro-teaching technique, different teacher-centered and student-centered teaching methods etc. The researcher used a self-constructed tool for this research. The data collected was analysed and interpreted to draw inferences using appropriate statistical methods like mean, standard deviation and paired t-test. The result shows that there is a significant difference between the knowledge of the faculty from Arts and Science colleges with respect to their Gender, Teaching experience and Age. It is also revealed that this program helped the faculty to incorporate effective communication skills in their teaching demonstrate basic teaching skills through Micro-teaching technique, use different teacher-centered and student-centered teaching method, recognize the relationship among instructional objectives, learning experiences and evaluation and write objective-based test items for formative and terminal examinations. By providing teachers with these training programmes, they are able to continue their teaching effectively, gain vital skills with new techniques.

Introduction

New teachers have many challenges that they face each day. Effective teacher training helps prepare new teachers for these challenges. Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice. The primary objective of this “Training programme on Effective teaching” is to enable the Faculty of Arts and Science colleges to acquire knowledge and skills and improve their teaching learning process.

Objectives of the Study

To find out whether there is any significant difference between the impact of “Training Programme on Effective Teaching” on the knowledge of Faculty from Arts and Science colleges with respect to the Gender, Teaching Experience and Age.

Hypotheses of the Study

There is no significant difference between the impact of “Training Programme on Effective Teaching” on the knowledge of Faculty from Arts and Science Colleges with respect to the Gender, Teaching Experience and Age.

Need for the Study

Faculty of Arts and Science colleges need assistance in areas like teaching methods, communication skills, classroom management, evaluation methods and research. When they enter higher education institution as teachers these areas challenge their confidence and affect their teaching competence. Teachers of Higher education institutions need to identify the innate abilities of students and channelize their energy appropriately. Therefore, the teachers should be knowledgeable in different teaching methods, dynamics of classroom and teaching learning process. To enable the young faculty to recognize the importance of effective communication skills for teaching and to acquire basic teaching skills through Micro-teaching technique, to get familiarized with different teacher-centered and student-centered teaching methods, to develop an understanding on techniques of evaluation and use them for fair assessment, to use different methods of teaching and to be equipped with the skills of handling student problems. There is a need for effective programmes to be offered and such programmes to be evaluated for their impact on the beneficiaries of the programme.

Review of Related Literature

How can we use effective teaching methods to boost student achievement?’ was an article written by Clark, Pat

in the year (2000). This article has suggested that students' performance could be boosted through teaching methods that include integrated curriculum, cooperation between students and teachers, cooperative learning and real-life assessment. The article also suggested methods to improve classroom environment and instructional materials.

Coskun, Abdullah (2013) done An Investigation of the Effectiveness of the Modular General English Language Teaching Preparatory Program at a Turkish University. Evaluating existing foreign language programs on a regular basis is essential because program evaluation leads to more effective programs. Therefore, this study aims to evaluate the modular intensive general English language teaching program applied at a university in Turkey by investigating students' and English instructors' perceptions of different program dimensions, such as the materials, teaching process, and assessment. The data were collected via questionnaires filled out by students and interviews with the English instructors at the preparatory program. The findings of the study show that the modular system should be discontinued as it has certain drawbacks and should be replaced by a more manageable and feasible system considering specific contextual constraints, such as the number of instructors etc.

Methodology

Experimental method-Single group Pre test - Post test design has been used for this study.

Sampling Technique and Sample Size

Stratified random sampling technique has been used for this study and the sample size was 44. Data has been collected from the faculty from Arts and Science Colleges.

About the Programme

This "Training programme on Effective teaching" is to enable the Faculty of Arts and Science colleges to acquire knowledge and skills and improve their teaching learning process concentrating on the Instructional Objectives, Teaching Skills in Microteaching Technique such as Skill of Probing Questions, Skill of Explaining, Skill of Illustrating with Examples, Skill of Reinforcement, Skill of Stimulus Variation, Skill of Classroom Management and Skill of using Blackboard etc., Different teaching methods and Evaluation techniques

Tool Used for the Study

The researcher used a self-constructed tool for this research. The tool consisted of 34 multiple choice questions which had been used to test the knowledge regarding the areas which are covered in the "Training programme on Effective Teaching". The tool was validated with the help of experts.

Analysis and Interpretation

Table showing the paired t-test results on the knowledge of the faculty from Arts and Science colleges with respect to Gender, Teaching Experience and Age because of "Training Programme on Effective Teaching".

| Variables | Category | N | Scores | Mean | S.D | t | p value |
|---------------------|--------------------|----|-----------------------|----------------|---------------|-------|---------|
| Gender | Male | 8 | Pre test Post test | 11.25 17.38 | 6.46 8.38 | 5.52 | 0.00 |
| | Female | 36 | Pre test Post test | 11.86 17.53 | 2.70 2.08 | 24.76 | 0.00 |
| Teaching Experience | More Than 10 years | 4 | Pre test Post test | 9.75 16.25 | 3.20 1.500 | 7.51 | 0.00 |
| | 5-10 years | 19 | Pre test Post test | 11.15 17.05 | 3.27 2.39 | 13.65 | 0.00 |
| | 2 to 4 years | 13 | Pre test Post test | 11.85 17.69 | 4.32 2.57 | 10.57 | 0.00 |
| | Less than 2 years | 8 | Pre test Post test | 14.00 18.88 | 2.39 1.55 | 13.19 | 0.00 |
| Age | Below 30 | 12 | Pre test Post test | 10.33 16.17 | 2.46 2.17 | 10.64 | 0.00 |
| | 30-40 | 18 | Pre test Post test | 10.94 17.17 | 4.30 2.26 | 12.40 | 0.00 |
| | Above 40 | 13 | Pre test Post test | 13.85 19.00 | 2.19 1.68 | 23.2 | 0.00 |

Since p value is less than 0.05, the null hypothesis is rejected and there is significant difference in the male and

female Faculty from Arts and Science Colleges because of the "Training Programme on Effective Teaching"

There is significant difference in the Knowledge of Faculty from Arts and Science Colleges having more than 10 years, 5 to 10 years, 2-4 years and less than 2 years because of the "Training Programme on Effective Teaching"

There is significant difference in the Knowledge of Faculty from Arts and Science Colleges having the age below 30, 30 to 40 and Above 40 years of age because of the "Training Programme on Effective Teaching",

The mean value of pre test scores on the knowledge is greater than that of the post test.

The primary objective of this "Training programme on Effective teaching" was fulfilled. It helped the faculty of Arts and Science colleges to acquire knowledge and skills and improve their teaching learning process. It served as an instrument to prepare them for present day classroom and they will be able to plan suitable learning experiences for their students.

Conclusion

The results revealed that this program helped the faculty to incorporate effective communication skills in their teaching demonstrate basic teaching skills through Micro-

teaching technique use different teacher- centered and student- centered teaching method, recognize the relationship among instructional objectives, learning experiences and evaluation and write objective-based test items for formative and terminal examinations. By providing teachers with these training programmes, they are able to continue their teaching effectively, gain vital skills with new techniques.

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