

**Abstract:-**

The first and foremost step towards the overall development of any person is self-awareness. The teacher needs to gain an awareness of the significance of professional improvement. So, the purpose of this study was to find out the strength and weaknesses of B.Ed. college lecturers in their performances based on self-assessment. Data were classified according to sex of lecturers as well as subject methodology taught by them. Mean and S.D. were calculated for each of the 9 factors. The findings of the study shows that the mean score difference between language methodologies & other than language methodologies for 'Instructional Skill' is



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feeling and behavior naught. Think about how you cope with the stress of life your coping strategies healthy or unhealthy, helpful or unproductive for? Unfortunately, many ways to resolve the problems compound the stress. No one method works for everyone or every situation. There are several models of stress management, each with distinctive explanations of mechanisms for controlling stress.

Stress is a fact of life, where ever you are and whatever you are doing. You cannot avoid stress, but you can learn to manage it so it doesn't manage you. Change in our lives-such as going to college, getting married, changing jobs, or illness-are frequent sources of stress. Keep in mind that changes that cause stress can also benefit you. It may be difficult to accept,

## CERTAIN FACTORS GOVERNING THE TEACHING-LEARNING PROCESS: SELF- ASSESSMENT BY B.ED. COLLEGE LECTURER

significant and the mean score is higher for other than language methodologies lecturers. With respect to men and women lecturers, the mean score is significantly different for the factors 'Out-of-class/extra-academic assistance given to students and Involvement in tours etc. In both the cases the differences being in favor of women teachers.

**Keywords:**

Certain Factors Governing ,  
Teaching-Learning Process , Self-  
Assessment , subject methodology .



**INTRODUCTION**

Since the teacher plays such an important role in influencing the personal growth and scholastic achievement of pupils, there should be any thorough assessment programme to assess the work of teacher himself or teacher should be aware and eager for self-improvement.

The college lecturers need to gain at least an awareness of the significance of professional improvement in terms of (i) Subject matter (ii) Instructional activities based on an understanding of psychological implications (iii) Evaluation of students and self (iv) Interaction with students (v) Publications.

The purpose of this study was to find out the strength and weaknesses of B.Ed. College lecturers in their performance, based on self-assessment.

**OBJECTIVES OF THE STUDY**

- (i) To select important factors which influence teaching and to find their inter-correlations.
- (ii) To find out the extent of performance of B.Ed. college lecturers with respect to the selected factors.

**TOOL**

Based on literature survey, certain important factors influencing the teaching-learning process in higher education were identified. Important functions, desirable traits and favorable attitudes related to the teaching profession were selected for the purposes. A questionnaire was constructed with nine factors related to the teaching activities and effective learning. Factors selected for the study, were as under:

- (i) Attitude towards teaching (ii) Instructional skills (iii) Emotional support given to students (iv) Exemplifying moral values (v) ability to make students participate (vi) Evaluation of academic achievement (vii) Out of class/extra academic assistance given (viii) Involvement in tours/excursions etc. (ix) Professional preparation and contribution (hours per week).

The factor ix was assessed in terms of hours spent per week on preparation for teaching, reading or writing articles/books. All the other factors given below were quantified based on ratings given by lecturers.

| Sr. No. | Factor   | No. of Items | Items  |
|---------|--|--------------|--|
| 1       | Attitude towards teaching                              | 1            | Considered as the most satisfying activity/ interesting job/duty/monotonous task   |
| 2       | Instructional skills                                   | 4            | *Giving examples and illustrations<br>*Using teaching aids<br>*questioning<br>*Encouraging students to ask questions   |
| 3       | Emotional support given to students                    | 2            | *Being concerned with the general feelings of students<br>Satisfaction in the relationship with students: Very high/high/moderate/poor   |
| 4       | Exemplifying moral values                              | 1            | Live an ideal life in and out of college/Be careful as to manifest good moral values to students/So behave that the students find no flaw in the behavior/Students' presence need not affect the behavior of the teacher |
| 5       | Ability to make students participate in the classroom  | 1            | Students in the classroom are enthusiastic/attentive/mischievous/troublesome   |
| 6       | Importance given to evaluation of academic achievement | 2            | *conducting tests<br>*Trying to correct the answer scripts (a) meticulously (b) promptly   |
| 7       | Giving out-of-class/ extra academic assistance         | 1            | Give enriched assignments to gifted students/ Give special help to weak students out-of-class/Give out-Of-class assistance when approached/ Not approached by students out-of-class                                      |
| 8       | Involvement in tours, excursions, field trips etc.     | 1            | Organise every year/ Show interest and participate every year/ Join, if assistance is required/ Like to avoid  |

\*rated based on frequency of behavior

**Sample**

Lecturers for the sample were from 7 B.Ed. colleges selected at random from Hemchandracharya North Gujarat University, Patan. Copies of the questionnaire were distributed in each colleges to all the lecturers and 49 of them were received filled-in.

**Analysis of data**

Data were classified according to sex of teachers as well as subject methodology taught by them.

Measures of mean and standard deviation were calculated for each factor.

**TABLE 1**  
**DIFFERENCES BETWEEN MEANS OF GROUP IN TERMS OF SEX OF TEACHERS AND**  
**SUBJECT METHODOLOGY TAUGHT BY LECTURERS (t-test)**

| Sr. No. | Factor   | Subject Methodology wise |                   |                             | Sex wise |            |              | Total Sample (N=49) |               |
|---------|--|--------------------------|-------------------|-----------------------------|----------|------------|--------------|---------------------|---------------|
|         |  |                          | Language s (N=25) | Other than Languages (N=24) | t        | Men (N=26) | Women (N=23) |                     | t             |
| 1       | Attitude towards teaching                                  | Mean                     | 3.2               | 3.4                         | .89      | 3.4        | 3.2          | 1.01                | 3.3 (82.8%)   |
|         |  | S.D.                     | 1.08              | 0.58                        |          | 0.90       | 0.83         |                     | 0.86          |
| 2       | Instructional skills                                       | Mean                     | 12.1              | 13.4                        | 2.19*    | 12.6       | 12.8         | 0.35                | 12.71 (79.4%) |
|         |  | S.D.                     | 2.33              | 1.79                        |          | 2.40       | 1.90         |                     | 2.14          |
| 3       | Emotional support given to students                        | Mean                     | 6.3               | 6.5                         | 0.81     | 6.4        | 6.4          | 0.24                | 6.39 (78.9%)  |
|         |  | S.D.                     | 1.33              | 1.01                        |          | 1.26       | 1.08         |                     | 1.16          |
| 4       | Exemplifying moral values                                  | Mean                     | 3.1               | 3.2                         | 0.46     | 3.2        | 3.1          | 0.07                | 3.14 (78.5%)  |
|         |  | S.D.                     | .91               | 1.06                        |          | 1.05       | 1.08         |                     | 0.97          |
| 5       | Ability to make students participate                       | Mean                     | 3.3               | 3.3                         | 0.18     | 3.2        | 3.3          | 0.44                | 3.27 (81.8%)  |
|         |  | S.D.                     | 0.54              | 0.61                        |          | 0.59       | 0.56         |                     | 0.56          |
| 6       | Evaluation of academic achievement                         | Mean                     | 6.0               | 5.9                         | 0.17     | 5.4        | 6.5          | 2.56*               | 5.9 (74.5%)   |
|         |  | S.D.                     | 1.50              | 1.78                        |          | 1.53       | 1.55         |                     | 1.61          |
| 7       | Out-of-class/extra-academic assistance given               | Mean                     | 2.7               | 2.4                         | 1.03     | 2.2        | 2.9          | 2.62*               | 2.53 (62.6%)  |
|         |  | S.D.                     | 0.99              | 1.06                        |          | 1.02       | 0.90         |                     | 1.01          |
| 8       | Involvement in tours, excursions etc.                      | Mean                     | 2.3               | 2.5                         | 0.84     | 2.3        | 2.6          | 0.98                | 2.43 (60.8%)  |
|         |  | S.D.                     | 0.90              | 0.93                        |          | 0.84       | 0.99         |                     | 0.90          |
| 9       | Professional preparation and contribution (hours per week) | Mean                     | 17.6              | 15.0                        | 1.23     | 15.0       | 18.0         | 1.40                | 16.42         |
|         |  | S.D.                     | 8.53              | 6.72                        |          | 6.16       | 9.10         |                     | 7.68          |

\*Significant at 0.05 leve.

Time spent on 'Professional preparation and contribution' ranged from 6 to 40 hours per week for the teachers in the sample, the mean value being about 16 hours and 30 minutes.

There are four items to be rated on a 4-point scale under the factor 'Instructional skills' for which the maximum score is 16. For each of the factors 'Emotional support given to students' and 'Importance given to evaluation of academic achievement' the maximum score is 8, the number of items being 2 in each. For the remaining factors, the maximum score is 4, since each has a single item.

The mean rating score is highest for 'Attitudes towards teaching' (82.8%) and least for 'Involvement in tours, excursions, field trips etc.' (60.8%). The mean score difference between Languages Methodology (i.e. Gujarati, Hindi, English, Sanskrit) and Other Methodology (i.e. Mathematics, Science and Technology, Social Sciences, Accountancy, Computer Science etc.) lecturers for 'Instructional skill' is

significant and the mean score is higher for other the lecturers of other methodology.

With respect to men and women lecturers, the mean score is significantly different for the factors ‘Out-of-class/extra-academic assistance given to students’ and ‘Involvement in tours, excursions, field trips etc.’ in both cases the differences being in favour of women teachers.

Inter-correlations among the 9 selected factors and an additional aspect viz., ‘Experience calculated in terms of product-moment correlation is given in Table-2. The factor ‘Attitude towards teaching’ is positively correlated with ‘Instructional skills’ at 0.01 level and with ‘Emotional support given to students’ and ‘Ability to make students participate in classroom activities’ at 0.05 level. The factor ‘Ability to make students participate’ is related to ‘Emotional support given to students’ (significant at 0.01 level). There positive and significant (0.05 level) correlation between ‘Importance given to evaluation of academic achievement’ and ‘Involvement of teachers in tours, excursions, field trips etc.’, ‘Experience of teachers’ is negatively correlated with all factors except ‘Attitudes towards teaching profession’ and ‘Exemplifying moral values to students’; however, the negative correlation is significant only with respect to ‘Instructional skills’ (0.01 level) and ‘Importance given to evaluation of academic achievements’ (0.05 level) and the two positive correlations are not significant.

**TABLE- 2**  
**MATRIX OF INTERCORRELATIONS**

| Sr. No. | Factor   | 1 | 2     | 3     | 4    | 5     | 6    | 7    | 8    | 9    | 10    |
|---------|--|---|-------|-------|------|-------|------|------|------|------|-------|
| 1       | Attitude towards teaching                          | 1 | 0.36# | 0.29* | 0.27 | 0.34* | 0.00 | 0.02 | 0.20 | 0.06 | 0.01  |
| 2       | Instructional skills                               |   | 1     | 0.27  | 0.02 | 0.23  | 0.18 | 0.27 | 0.27 | 0.07 | 0.44# |
| 3       | Emotional support given                            |   |       | 1     | 0.19 | 0.46# | 0.24 | 0.09 | 0.06 | 0.08 | -0.09 |
| 4       | Exemplifying moral values                          |   |       |       | 1    | 0.15  | 0.08 | 0.06 | 0.93 | 0.15 | 0.13  |
| 5       | Make students participate                          |   |       |       |      | 1     | 0.23 | 0.22 | 0.10 | 0.19 | -0.04 |
| 6       | Evaluation of academic achievement                 |   |       |       |      |       | 1    | 0.28 | 0.31 | 0.15 | -0.34 |
| 7       | Out-of-class/extra-academic assistance to students |   |       |       |      |       |      | 1    | 0.15 | 0.23 | -0.26 |
| 8       | Involvement in tours, excursions, field trips etc. |   |       |       |      |       |      |      | 1    | 0.09 | -0.13 |
| 9       | Professional preparation and contribution          |   |       |       |      |       |      |      |      | 1    | -0.18 |
| 10      | Experience   |   |       |       |      |       |      |      |      |      | 1     |

df=47

\* Significant at 0.05 level

# Significant at 0.01 levels

**DISCUSSION**

Men and women lecturers do not differ significantly in 7 out of the 9 factors. In this study, experience is considered instead of age; and ‘experience’ is negatively and significantly correlated with two important factors ‘Instructional skills’ and ‘Importance given to evaluation of academic achievement’. None of the factors is positively and significantly correlated with ‘Experience’. This fact points to the need for in-service courses and for encouragement of lecturers, especially the experienced ones, in their professional improvement.

The attitude of college lecturers towards their profession is correlated positively and significantly with 3 factors viz., ‘Instructional skills’, ‘Emotional support given to students’ and ‘Ability to make

students participate in the classroom activities'. In this connection, the conclusion of Singh, S.V., (1974) may be compared. He concluded that there is significant relationship between 'Attitude towards teaching' and 'Classroom verbal interaction' of student teachers of secondary level. It is therefore essential that teachers that lecturers consider their profession as an interesting or a satisfying one and not as a duty or a monotonous task. All lecturers have to develop a positive attitude towards their profession.

The positive correlation between 'Involvement of lecturers in tours, excursions, field trips etc.' and 'Importance given to evaluation of academic achievement' might suggest that those lecturers who are prepared to spend time with students in tours, excursions, field trips etc., are also willing to spend adequate time for evaluation, which was based on the frequency with which tests were given and corrected meticulously and promptly. Teachers have to be aware that theirs is a profession wherein responsibilities are not restricted to the college campus.

The fact that time spent on preparing for teaching, and on reading or writing articles/books ('Professional preparation and contribution' ranges from 6 to 40 hours per week merits serious considerations on the part of administrators. Moreover, there is negative correlation (-0.18) though not significant, between 'Experience' and 'Time spent on professional preparation and contribution'. This fact reveals that experienced lecturers who require less time for preparation of teaching, do not give adequate consideration towards contribution to their field. Therefore college lecturers should be given ample motivation for professional development through publication. Perhaps discussions with lecturers who carry out personal researches and publish articles would help. Not only the teaching activities, but also the research activities of lecturers kindle in students higher aspirations.

The self-ratings given by lecturers for the various factors are quite high. In 5 out of the 8 factors rated, the average score is more than 75%; in two factors the average score is between 66% and 75% and for the least-rated factor 'Involvement in tours, excursions, field trips etc.' the average score is 61%. More research is required in the area of self-evaluation to find out if teachers are able to evaluate themselves with justifiable accuracy. It is suggested that mutual evaluation among colleagues, either in formal or informal settings, followed by frank discussions once in a way, would facilitate valid self-evaluation.

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