

INFLUENCE OF CAPACITY BUILDING AND CERTAIN SELECTED DEMOGRAPHIC FACTORS ON TEACHER EFFECTIVENESS

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Abstract

The present study aimed to find out the influence of different dimensions of capacity building and the demographic factors such as, gender, age, locality, type of institution, designation, educational qualification, subject taught and nature of appointment on the dependent variable teacher effectiveness. The investigator adapted normative survey method for the present study. Stratified random sampling techniques has been followed for the selection of sample from the population. The size of each stratum of the study has been decided based on the principle of disproportionate stratified sample. The sample includes 260 teacher educators from west zone of North 24 Parganas at West Bengal. Teacher effectiveness scale standardized by Umme Kulsum (2011) was adapted to measure the teacher effectiveness of teacher educators. Capacity building scale standardised by Geerish Chalayil (2012) was adapted to measure the capacity building of teacher educators and it includes four dimensions of capacity building such as capacity to promote learning in the classroom, capacity for critical self-evaluation and development, capacity for the collaboration with and influence colleagues and capacity to acquire educational and social values. The present study revealed that 46.6% of the total variance in teacher effectiveness is attributed by all the independent variables of the study. The different dimensions of capacity building such as capacity to promote learning in the classroom, capacity for critical self-evaluation and development, capacity for the collaboration with and influence colleagues and demographic factors such as locality, educational qualification, subject taught have significantly contributed to the teacher effectiveness of teacher educators. The others factor such as capacity to acquire educational and social values, gender, age, type of institution, designation, nature of appointment, salary are not significantly contributed to the teacher effectiveness of teacher educators.

Keywords: *teacher effectiveness- capacity building- teacher educators*

1. INTRODUCTION

Teaching is a noble profession, but in India there is no unique possibility to grow as a teacher. That is why young aspirants are facing lot of challenges as well as teacher education. The teacher educators have the bound duties and responsibilities to create humane and professional teacher to shape future generations. Globally it is proved that educational system is going or already reached towards “Student centric learning” for better understanding. Where, teacher plays a pivotal role as “Facilitator”. Teachers at all levels in Indian context have to engage themselves with innovations, projects, in-service training programmes, administrative work and so on. So, at present teachers need to polish their skills every day and to perform as multitasking personnel like other profession. Smart teacher can only shape

and overcome all the challenges for grooming our next smart generation. School teachers can face the challenges when they have positive mind set for their profession and teacher educators will groom, help them during their training period.

2. NEED AND IMPORTANCE OF THE STUDY

Teacher effectiveness focus on teachers subject mastery, maintain teacher characteristics and utilize skills for planning, preparing and managing their classroom and building good relationship with students in teachers training colleges which enhances students achievement. Teacher effectiveness is a common variable in the field of educational research. Thus, exploring various factors associated with teacher effectiveness is a topic worthy of further study in the field of education.

Scholars throughout India and abroad did studies related to teacher effectiveness with some demographic variables, such as, age (Tyagi, 2013; Rajammal et al., 2012; Chowdhary, 2014; Jeelani, 2016), qualification (Gupta et al, 2021; Tyagi, 2013; Pama et al., 2013; Manu et al., 2013; Omotayo, 2014; Dash et al., 2016;), academic discipline (Parikh, 2012; Tyagi, 2013; Pama et al., 2013), locality (Visweswarri et al., 2019; Naik et al., 2018; Roy et al., 2018; Dash et al., 2016;), type of school/ institution (Naik et al., 2018; Barman et al., 2015; Jeelani, 2016), designation (Roy et al., 2018). The study conducted by Uddin et al. (2020) revealed that there is no significance difference in response on personality between male and female teachers, There is no significance difference in response on subject matter between male and female teachers, There is no significance difference in response on relational competency with students between male and female teachers, There is no significance difference in response on personal competency between male and female teacher, There is no significance difference in response on teaching style between male and female teachers, There is no significance difference in response on class room management style between male and female teachers. The study conducted by Visweswari et al. (2019) indicated that there is a significant difference in teacher effectiveness in order to their gender and locality. Naik et al. (2018) found that, there is no significant mean difference among male and female teachers working in government and private secondary schools located in rural and urban area. It means locality, types of school and sex cannot influence the teacher effectiveness.

Huge number of studies has been already done worldwide focus upon relational or variables influencing on teacher effectiveness. The study conducted by Jepketer et al. (2015) revealed that the teachers capacity building strategy and *student performance*, got positive relationship between it; capacity building positively correlated and enhanced *teachers attitude* and *student development*. Khatoon et al. (2015) showed that the capacity building of teachers is positively influenced by *student academic performance* . Sureshkumar (2017) put light on capacity factors, measures of recharging factors, professional potential factors and institutional mechanism factors, which were correlated; Mutunga et al. (2022) expressed that principals' capacity building for teachers positively influences the student's academic performance. The studies conducted by Podolsky et al., (2019) ; Buela et al., (2015); Pachaiyappan et al., (2014); Omotayo, (2014); Tyagi, (2013) showed that *teacher experience* has a positive relationship with teacher effectiveness, but opposed by Sadeghi et al., (2021). Mastrokourou, (2022) revealed that the key issues closely related to teacher effectiveness is

teaching style, course organization, student engagement, and determination of progress. Filmer et al., (2022); Nemiño, (2022) showed that the *Student achievement, academic performance* is also has a significant relationship with teacher effectiveness. Rogers (2018) pointed out that instructional planning and applying professional knowledge, differentiated instructional strategies, variety of assessment strategies, positive learning classroom environment, communication with students and parents created impact on student achievement.

Based on the review of related studies the researcher came to know that only very fewer studies did by Indian scholar to find out the influence of demographic factors and capacity building on the teacher effectiveness, so the researchers choose this area as their research gap of the study.

3. OBJECTIVE OF THE STUDY

The objective of the study is to find out the influence of different dimensions of capacity building and the demographic factors such as, gender, age, locality, type of institution, designation, educational qualification, subject taught and nature of appointment on the dependent variable teacher effectiveness.

Suitable null hypotheses have been formulated and tested the hypotheses with the statistical analysis 'Linear Regression'.

4. METHOD OF THE STUDY

The investigator adapted normative survey method for the present study. Nature of the research is ex-post facto study. Here the population of the study were all teacher educators working in teacher's training institutions in the state of West Bengal. From this population the investigator took a chunk of population called sample unit from the district of North 24 Parganas at West Bengal. Stratified random sampling techniques has been followed for the selection of sample from the population. The size of each stratum of the study has been decided based on the principle of disproportionate stratified sample. The sample includes 260 teacher educators from west zone of North 24 Parganas at West Bengal. Teacher effectiveness scale standardized by Umme Kulsum (2011) was adapted to measure the teacher effectiveness of teacher. Capacity building scale standardised by Geerish Cholayil (2012) was adapted to measure the capacity building of teacher educators and it includes four dimensions of capacity building such as capacity to promote learning in the classroom, capacity for critical self-evaluation and development, capacity for the collaboration with and influence colleagues and capacity to acquire educational and social values.

5. RESULT AND DISCUSSION

Regression analysis has been carried out to find out the influence of different dimensions of capacity building of teacher educators and the demographic factors such as, gender, age, locality, type of institution, designation, educational qualification, subject taught and nature of appointment on the dependent variable teacher effectiveness. The result of the analysis is presented in table-1 to 3.

Table-1 shows that the R Square value and it is found to be 0.466. It is evident that only 46.6 % of the total variance in teacher effectiveness is attributed by all the independent variables of the study.

Table-2 shows that the F value is found 21.72, which is significant at 0.05 level of significance. It indicates that there is a significant contribution of independent variables of the study on dependent variable teacher effectiveness of teacher educators.

Table-3 shows that all the independent variables such as, capacity to promote learning in the classroom, capacity for critical self-evaluation and development, capacity for the collaboration with and influence colleagues, locality, educational qualification, subject taught have significantly contributed to the teacher effectiveness of teacher educators. But the other independent variables such as, capacity to acquire educational and social values, gender, age, type of institution, designation, nature of appointment and salary have not significantly contributed to the dependent variable teacher effectiveness of teacher educators.

Fig.1 also shows the scores of the dependent variable in the line of P-P Plot. It called homoscedasticity. Scores of dependent variable are very near to the line, not scattered. It proves all the scores mate homoscedasticity and has an effect of independent variable.

6. CONCLUSION

The present study revealed that 46.6% of the total variance in teacher effectiveness is attributed by all the independent variables of the study. The different dimensions of capacity building such as capacity to promote learning in the classroom, capacity for critical self-evaluation and development, capacity for the collaboration with and influence colleagues and demographic factors such as locality, educational qualification, subject taught have significantly contributed to the teacher effectiveness of teacher educators. The others factor such as capacity to acquire educational and social values, gender, age, type of institution, designation, nature of appointment, salary are not significantly contributed to the teacher effectiveness of teacher educators. Teaching strategies and methods might vary on the basis of effectiveness of teaching, but capacity building will absolutely help to increase effectiveness of teaching. Capacity building scores shows that the ease of teacher educators to grow in their profession and improve more towards professionalism. This will help teacher educators as well as pupil teachers. They will charge or boost up the pupil teachers in enhancing the academic achievement and how to become a humane teacher in future. Capacity building and teacher effectiveness both will help pupil teachers to deal and cope with the present challenges of education system and 21st century learners.

Table 1
MODEL SUMMARY

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683	.466	.445	22.077

Table-2
ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	105896.189	10	10589.619	21.728	.000 ^b
Residual	121357.546	249	487.380		
Total	227253.735	259			

a. **Dependent Variable:** Teacher effectiveness

b. **Predictors:** (Constant), capacity to promote learning in the classroom, capacity for critical self-evaluation and development, capacity for the collaboration with an influence colleagues, capacity to acquire educational and social values, subject taught, gender, age, educational qualification, locality, designation, nature of appointment, salary and type of institution.

Table-3
COEFFICIENTS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Variation Inflation Factor
	B	Std. Error	Beta			
(Constant)	57.016	34.091		1.672	.096	
Capacity to promote learning in the classroom	1.573	1.427	.070	5.338*	.025	1.910
Capacity for critical self-evaluation and development	1.245	1.818	.065	3.813*	.017	1.267
Capacity for the collaboration with and influence colleagues	.805	1.059	.055	3.539*	.000	1.091
Capacity to acquire educational and social values	-0.437	2.449	.084	.921	.001	2.453
Gender	.467	2.935	.008	.159	.874	1.106
Age	-1.263	2.212	-.035	-.571	.569	1.780
Locality	.834	3.029	.047	3.936*	.350	1.178
Type of Institution	-7.022	6.891	-.108	1.019	.309	5.281
Designation	-5.207	3.815	-.082	1.365	.174	1.698
Educational Qualification	.602	2.012	.065	2.293*	.197	1.161
Subject Taught	-6.764	2.986	-.107	2.266*	.024	1.033
Nature of Appointment	-1.265	4.014	-.018	-.315	.753	1.526
Salary	-3.320	3.464	-.116	.958	.339	6.816

a. Dependent Variable: Teacher effectiveness

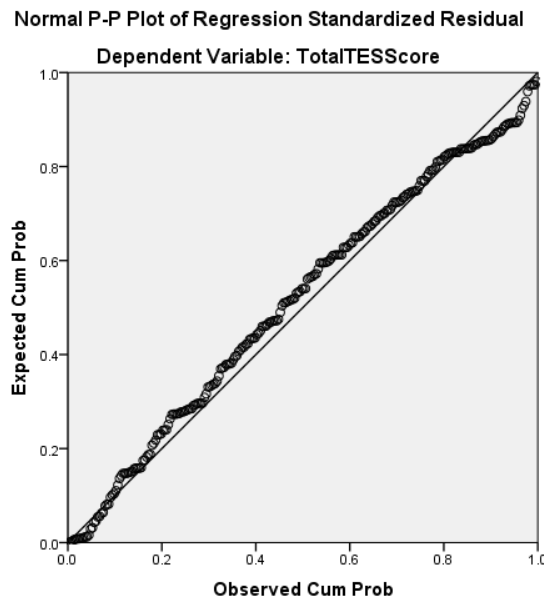


Fig.1: P-P Plot Presentation for Regression

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