Review of Literature

A STUDY OF SELF-EVALUATION OF LESSONS BY STUDENT-TEACHERS IN RELATION TO SOME VARIABLES

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ABSTRACT

It is universally accepted that the quality of development of a nation depends on the quality of its citizens. The quality of its citizens depends on the quality of education they receive and the quality of education depends on the quality of the teachers. And it is also considered that any system of education does not rise higher than the level of its teachers. Hence, the teachers are considered as the real architects of a nation and the importance of teachers in a nation is a clear as the presence of the sun in the sky.

KEYWORDS: quality of development , real architects , secondary teacher training.

1.INTRODUCTION :

The success of the teacher much depends on their Self-evaluation of their own teaching and their perception towards teacher training programme. In the light of this, a research is undertaken to study the role of self-evaluation of lessons by student-teachers in enhancing their teaching efficiency at secondary teacher training level as the student teaching is the heart of teacher education and the self evaluation is the soul of teaching efficiency.

2. OBJECTIVES:
a. To identify the teaching efficiency through self-evaluation of lessons.
b. To identify the positive correlation between teaching efficiency through self-evaluation of lessons and attitude towards teaching profession.

3. HYPOTHESES:
a. There is no teaching efficiency through self evaluation of lessons by student teachers.
b. There is no positive correlation between teaching efficiency through self-evaluation of lessons and attitude towards teaching profession.

4. METHODOLOGY:
Sample:
The study was conducted on a sample of 600 student teachers of colleges of education affiliated to Gulbarga University. The sample was selected on the basis of cluster sample technique.

Tools:
a. **Self evaluation of lessons**- A checklist : The self-evaluation of lessons-check list constructed and standardized by D.B. Rao was used to collect the data. Self evaluation of lessons was used by student teachers to express their opinion about their teaching the student teacher has to attend the check list after completing

his or her teaching. There are 21 items in the checklist. As the items in the check-list are yes/No type. Positive response ('Yes') carry two marks and negative responses ('No') carry one mark).

b. Attitude towards teaching profession: Attitude scale towards teaching profession constructed and standardized by Kulsum was used to know student-teacher's attitude towards teaching profession. There are five areas in this scale i.e. (i) academic aspect of teaching profession (ii) administrative aspects of teaching profession (iii) social and psychological aspects of teaching profession (iv) co-curricular aspects of teaching profession and (v) economic aspect of teaching profession. Attitude scale towards teaching profession consisted of 55 items of which 25 were favourable statements and 30 were unfavourable statements. Each statement had four alternative responses against it namely, strongly Agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD). The weight ranged from 4 (strongly agree) to 1 (strongly disagree) for favourable positive items. In the case of unfavourable / negative items range of weights is reversed that is, from I (strongly agree) to 4 (strongly disagree). The theoretical range of scores is from 55 to 220 with the higher score indicating more favourable attitude towards teaching profession.

5. ANALYSIS OF DATA AND DISCUSSION:

The percentage, means and deviations were computed for the different sub-groups. To identify the teaching efficiency through self evaluation of lessons by student-teachers t-test was administered and to identify the positive correlation between teaching efficiency through self-evaluations and student teachers perception towards teacher trainings programme Pearson's was employed. It was found that on the whole, the student teachers had greater satisfaction about their teaching. They had followed the techniques of teaching a lesson to the most possible extent, according to their personal opinion. Hence, it was concluded that the student teachers undergoing secondary teacher training level possessed high teaching efficiency. The student-teachers of the respective sub-groups differed significantly in their teaching efficiency through self-evaluation of lessons. It was found that 'there was significant positive correlation between the teaching efficiency through self Evaluation of lessons and attitude towards teaching profession of the respective subgroups. However, insignificant positive correlation was found between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of subgroups respectively.

6. FINDINGS:

The student teachers undergoing at secondary teacher training level possess high teaching efficiency through self-evaluation of lessons. There is a significant difference between the sub-groups i.e, men and women, Kannada and English, arts and science, graduate and postgraduate, high caste and SC/ST in their teaching efficiency through self-evaluation of lessons. There is no significant difference between the sub-groups i.e high caste and OBC, SC/ST and OBC, govt. and aided, govt. and unaided, aided and unaided in their teaching efficiency through self-evaluation of lessons. There is no significant positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the all student-teachers. There is a significant positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the sub-groups i.e. English, graduate, post-graduate, high caste, OBC, aided and unaided. There is no significant positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the sub-groups, i.e. all student teachers, men, women, Kannada, arts, science, SC/ST and government.

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7. CONCLUSION:

The teacher is a national integrator as he/she is the backbone of society. The preparation of teachers need to change with the passage of time and with the changes in expectations of the society. The student teachers should possess the qualities of teaching efficiency and should have positive perception towards training course, their training institution and practical teaching facilities available in thin, teacher educators, principal. They should have positive attitude towards teaching profession which is very much essential for qualitative improvement of school education.

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