

EVALUATION OF TEACHERS EFFECTIVENESS IN NURSING COLLEGE

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Abstract

Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. The objectives of this study were to evaluate the teachers' effectiveness in nursing college; and to find out the relationship between level of teachers effectiveness with selected socio demographic variables. It was a study of non-experimental research design with purposive sampling as 25 clinical instructors of Adesh College of Nursing, Sri Muktsar Sahib (Punjab). Teacher Effectiveness scale was used as tool of data collection. Data was analyzed and interpreted in terms of objectives search hypothesis. Findings of the study are represented in the form of bar graph and tables.

Key Words: Teacher effectiveness, nursing college, students.

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1.1 INTRODUCTION

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

- Albert Einstein

Teacher effectiveness has been defined as an effective teacher who has clear concept of the subject matter, ability to write clear objectives for his/her course, ability to organize learning materials, ability to communicate his/her knowledge to the students successfully, and to deal with classroom situations. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. Effective teacher contribute to positive academic, attitudinal and social outcome for students such as regular attendance, on time promotion to the next grade, self-efficiency and cooperative behavior. Effective teachers collaborate with other teachers, administrators, parents to ensure student success particularly with the students who have special needs and those at high risk for failure.

Nursing instructors need to be effective teachers to ensure that their students are obtaining the required information and knowledge needed to work as a nurse in a healthcare setting.

Evaluation of teachers ensures that teachers who are not effective in the classroom or clinical setting are replaced with teachers who are effective and also provide students with the information they need to know Arthur Jr et al (2003) mention that the most appropriate criterion for assessing teaching effectiveness is a function of the goal of evaluation. Evaluation of teaching is important in the teaching-learning process.

The evaluation of teachers can identify areas of effectiveness, as well as problem areas in teaching. If nurse educators are to grow as effective teachers they will need knowledge of the teaching and learning process as well as an understanding of the criteria used to assess their effectiveness as teachers.

Academic scores of the students are not the only predictors of teachers' effectiveness; researchers have sought other ways for evaluation. Teacher effectiveness can be measured by principal evaluations, analysis of classroom artifacts (i.e. rating of teacher assignments and student work); teacher portfolios; teacher self-reports of practice including surveys, teaching logs and interviews; and student rating of teacher performance. Teacher self-reports can measure unobservable factors that may affect teaching, such as knowledge, intentions, expectations and beliefs and provide unique perspective of the teacher.

1.2 OBJECTIVES

1. To evaluate the teachers effectiveness in nursing college.
2. To find out the relationship between level of teachers effectiveness with selected socio-demographic variables

1.3 HYPOTHESIS

There is no statistical significant relationship between teachers' effectiveness and selected demographic variables (age and experience).

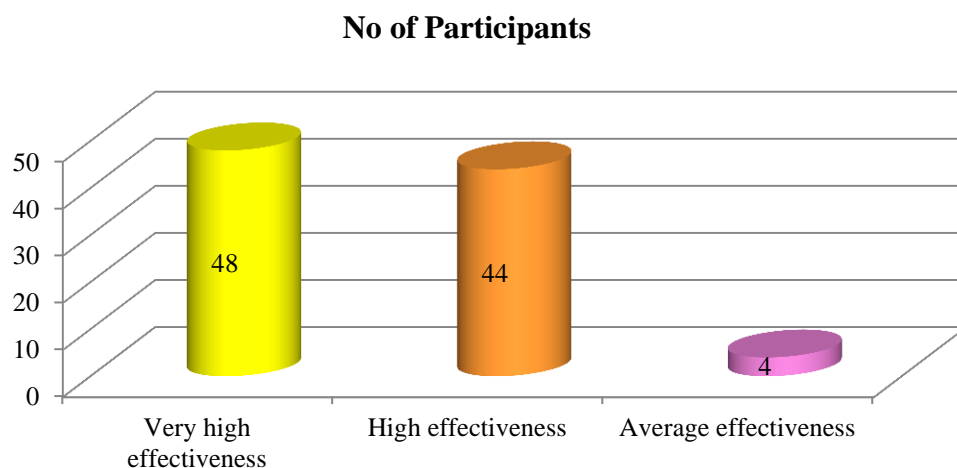
1.4 METHEDOLOGY

Research design:	Non experimental research design
Target population:	Clinical instructors of Adesh College of Nursing Sri Muksar Sahib
Sampling Technique:	Purposive sampling
Sample Size:	25
Tool for data collection:	Teacher Effectiveness Scale prepared by Dr. Shallu Puri and Prof. S.C. Gakhar (2010) was used. This scale has 68 statements. Scores was given according to 5 point Likert Scale. Total scores were 340.
	This scale comprises statements regarding <ul style="list-style-type: none"> • Academic and professional knowledge, • Preparation and presentation of lesson plan, classroom management, • Attitude towards students, parents, colleagues and head of institution, • Use of motivation reward and punishment • Result, feedback accountability • Personal qualities
Method of data collection:	After getting the permission from participants, self-reporting questionnaire was given on individual basis.
Data analysis:	Data was analyzed using descriptive and inferential statistics.

1.5 RESULTS

1.5.1 Level of teacher effectiveness

Level of teacher effectiveness	Score range	No. of participants N=25
Very high	300-340	12(48)
High	270-299	11(44)
Average	200-269	02(8)
Low	170-199	-
Values in parenthesis indicate percentage		
Chi-square= 7.272 (d.f.-2)		
Statistically significant (P<0.05)		



AGE (YRS)	NO OF PARTICIPANTS N=25	MEAN SCORE	KRUSKAL-WALLIS TEST (H ¹ VALUE) d.f. 3	P VALUE
20-30	12	11.16	5.02	P>0.05
31-40	10	15.05		
41-50	1	2		
>51	2	19		

1.6 CONCLUSIONS

- Forty eight percent and forty four percent of teachers have very high and high level of effectiveness respectively.
- Only eight teachers have average level of effectiveness.
- Teachers have significant (p<0.05) level of effectiveness.
- Teachers effectiveness (p>0.05) has no statistical significant relationship with Age and experience of teachers.
- All teachers were clinical instructors and teaching to graduates.
- No teacher has low level of effectiveness.

1.7 DISCUSSION

It was observed from the Tables in topic 1.5 that H¹ value of age and experience of teachers and the scores of teacher effectiveness was not found to be significant at 0.05 level of significance. Thus, the data did not provide sufficient evidence to reject the hypothesis. Sushan R findings also supported that there was no statistical relationship between teacher effectiveness and variables of race, sex, level of certification, area of certification, or years of experience.

"There is no significant relationship between age and experience of teachers on the scores of teacher effectiveness. Tschannen, Moran and Hoy [2002] found that neither gender nor age is significantly related to teacher effectiveness

The American Association of University Professors (1974) concluded that self-evaluation would improve the faculty review process. Further, it also seems that one's assessment of own teaching should count for something in the teaching effectiveness equation.

The Carnegie Foundation for the Advancement of Teaching (1994) found that 82% of four-year colleges and universities reported using self-evaluations to measure teaching performance. Many studies indicate that effective teachers positively influence the academic achievement of students.

Estimates of teacher effectiveness revealed that highly effective teachers tended to be effective with all groups of students regardless of initial achievement level, whereas highly ineffectiveness teachers produced unsatisfactory gains among all groups of students (Sanders & Rivers, 1996)

Effective teachers are able to pace the amount of information presented to the class, check student progress continually by asking questions of all students, and relate new learning to prior learning (Kemp & Hall, 1992). There is no substitute for a highly skilled teacher.

Effective teachers have more students in their classes on class task and they engage them throughout the day (Taylor, Pearson, & Walpole, 1999).

1.8 LIMITATIONS

- This study limited to Clinical Instructors of Adesh College of nursing Sri Muktsar Sahib Punjab.
- Only one method -Self reporting questionnaire was used for the collection of data.

1.9 RECOMMENDATION

Further study can be replicated by using principal evaluations, analysis of classroom artifacts (i.e. rating of teacher assignments and student work); teacher portfolios; and student rating of teacher performance.

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