

# A Study on Student's Perception about Teacher Effectiveness between B. PEd and M. PEd Students of Davangere University

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**Abstract:** In order to execute all programmes successfully in the educational sector, human resources are important. Teachers are the most needed resources for the smooth execution and achievement of the educational objectives and policies in the classroom practically. Teacher effectiveness is a critical area of inquiry that has emerged through the years among educational researchers. In this study, teacher effectiveness is linked to student engagement. The higher the teacher's effectiveness, the greater the tendency for the learner to be actively engaged, which will eventually lead to students' academic gains. Teacher effectiveness predominantly influences student academic growth. Sometimes, when a student does not perform well on a test, it is generally assumed that only the student is responsible for his or her poor performance. In fact, one of the strongest reasons might be the poor teacher's performance. In that case, the student, being a primary consumer of the teacher's services, can be better informed about the teacher's effectiveness. Student surveys can be effective and trustworthy sources for teacher evaluation and the best sources of teacher quality. **Purpose:** The purpose of the study was to know the student's perception about teacher effectiveness between B. P. Ed and M. P. Ed students of Davangere University. **Procedure:** The selected sample consists of eighty (N=80) physical education students, forty students from each of the B. P. Ed and M. P. Ed programs. The subjects studied at Davangere University at the Shivagangotri campus during the academic year 2020-21. The Teacher Effectiveness score of the subjects was obtained by the Teacher Effectiveness Scale in Higher Education Questionnaire. **Statistical Technique:** The data collected to achieve the purpose of the study was tested with a paired sample 't' test statistical technique was applied. The level of significance was set at 0.05. Data was analysed by using the statistical package for social science (SPSS) 28th version. **Results:** There was a significant difference in students' perceptions of the teacher's relational competence between B. P. Ed and M. P. Ed students of Davangere University.

**Keywords:** Teacher Effectiveness, Perception, M. PEd, B. PEd, Personality

## 1. Introduction

In order to execute all programmes successfully in the educational sector, human resources are important. Teachers are the most needed resources for the smooth execution and achievement of the educational objectives and policies in the classroom practically. Hence, some bad management on the part of school administration may bring down a good and effective curriculum delivery. Teachers facilitate learning for national development. Therefore, human resource management in education is based on the end results, which must not be achieved without effective teachers. Teacher effectiveness is a process of measuring teaching quality based on quality indicators. High quality teachers are required to demonstrate frequent performance on quality indicators. Teacher effectiveness evaluations are considered an effective mechanism for promoting teacher growth. Teacher effectiveness is a critical area of inquiry that has emerged through the years among educational researchers. In this study, teacher effectiveness is linked to student engagement. The higher the teacher's effectiveness, the greater the tendency for the learner to be actively engaged, which will eventually lead to students' academic gains. Teacher effectiveness predominantly influences student academic growth. Teachers are the most significant factor that affects student achievement. Teacher effectiveness stems from the teacher behaviours that impact the teaching-learning process as assessed. Such effectiveness can be concretized through student's feedback on the teacher's performance and the teacher's effect on students.

Accordingly, teachers are effective if they are able to cultivate student's thinking skills, stimulate their interest in the subject, motivate them to initiate their own learning, present learning materials well, challenge students intellectually, set high standards and have good elocutionary skills including their interpersonal skills. In this study, teacher effectiveness was measured based on student's assessment of their learning outcomes as a result of their teacher's performance in the classroom. With 2000 sampled students, a study established the significant effect of teacher performance on teacher effectiveness.

## 2. Methodology

The selected sample consists of eighty (N=80) physical education students, forty students from each of the B. P. Ed and M. P. Ed programs. The subjects studied at Davangere University at the Shivagangotri campus during the academic year 2020-21. Both male and female subjects were randomly selected for the study. The Teacher Effectiveness score of the subjects was obtained by the Teacher Effectiveness Scale in Higher Education Questionnaire. Test related to Teacher Effectiveness: For the measurement of teacher effectiveness, the Teacher Effectiveness Scale in Higher Education Questionnaire developed by Glenn Calaguas in 2013 was administered to all the subjects of the study. It is a reliable and valid test.

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### 3. Statistical Analysis

To compare the student's perceptions of teacher effectiveness between B. P. Ed and M. P. Ed students at Davangere University, a paired sample  $t$  test statistical technique was applied. The level of significance was set at 0.05. Data was analysed by using the statistical package for social science (SPSS) 28th version. The results were presented in the following tables and graphs.

### 4. Results and Discussion

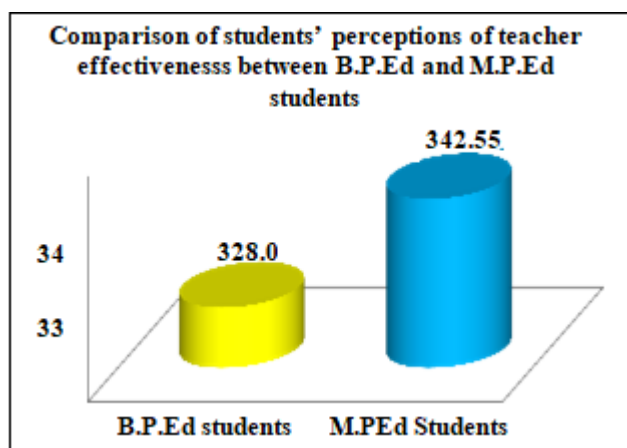
**Table 1:** Shows the students' perception of the teacher effectiveness between B. P. Ed and M. P. Ed students of Davangere University

Subjects	N	Mean	Std. Deviation	't' Value	Df	Sig.
B. P. Ed students	40	328.05	14.40	4.86*	39	.000
M. P. Ed students	40	342.55	13.57			

\*Significant at 0.05 level.

The above table shows the students' perceptions of the teacher effectiveness between B. P. Ed and M. P. Ed students of Davangere University. The obtained  $t$  value is 4.86 which is greater than the table value of 2.02 (df=39). Hence, the null hypothesis is rejected and formulated the alternative hypothesis that there was significant difference in students' perceptions of the teacher effectiveness between B. P. Ed and M. P. Ed students of Davangere University. The mean values indicate that, according to M. P. Ed students' perceptions teachers had good teacher effectiveness compared to B. P. Ed students perceptions.

The graphical representation of the comparison of students' perceptions of teacher effectiveness between B. P. Ed and M. P. Ed students of Davangere University was presented in figure



### 5. Conclusion

There was a significant difference in students perceptions of the teacher's personality between B. P. Ed and M. P. Ed students of Davangere University. According to M. P. Ed students' perceptions teachers had good teacher effectiveness compared to B. P. Ed students' perceptions.

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