

Impact on teaching effectiveness through online teaching - learning mode: A comparison between trained teachers and non trained teachers

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ABSTRACT

In this study **Impact on teaching effectiveness through online teaching - learning mode: A comparison between trained teachers and non trained teachers** has been carried out with the objective on the Teaching Effectiveness based **through online teaching - learning mode** of teachers in Secondary Schools. A comparative study between **trained teachers and non trained teachers** has been done. Jaipur at Rajasthan in India has been taken for this research work, keeping in view the time and resources. 60 teachers in 10 schools have been selected for this research work. Out of which 30 **trained teachers** and 30 **non trained teachers** have been taken as sample. This study is presented under descriptive method of research. For analysis and interpretation of data T - test statistical method is used for comparative study. After analysis it was found that the teaching effectiveness of teachers in secondary schools tends to be more effective according to their training in online mode of teaching - learning. There is a meaningful difference in teaching effectiveness of more trained teachers and teaching effectiveness of non trained teachers. In general, more trained teachers do teaching more effectively in comparison with non trained teachers and this difference between the two was found meaningful statistically.

Keywords:

Online teaching learning mode, Teacher, Teaching Effectiveness, trained, non trained

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Introduction

The progress of a nation also depends on the quality of teaching of its teachers. And quality teaching is the basic foundation of effective teaching. Teaching effectiveness is an area on which the surroundings, circumstances, geographical conditions, personal, social bonding, cognitive expression, characterization of high altitude, experience, real desire to do teaching work and training plays a very important role. There are many factors such as. There are many teachers who are well versed in their subject but due to their personal expectations or social conditions, they are not able to do the teaching work as effectively as they can. The scope and need to study teaching effectiveness time to time is always remains important in the field of research. That is why so many researchers have made a very valuable contribution in the field of teaching effectiveness through their research work. In this study has also been done in field of teaching effectiveness but the mode of teaching

learning is an online mode which was widely used during Covid period all over the world not only in higher education but also in school level too. As a whole, The field of education is to touch the unlimited heights of humanity, which works on the overall development of humanity. The most important or the most desirable element in education is teaching work. As effectively as teaching takes place as the learning speed becomes more. Hence, teaching learning process goes on smoothly, teaching depends entirely on the state of mind of students and other situations. The words "effective" have a general meaning of being "affected", so if it comes to teaching effectiveness in the field of education, it would normally mean "effective teaching work". As that of a skilled doctor effectiveness is judged by his medical skills, in the same way that a skilled teacher should be evaluated by his teaching effectiveness. According to William Robin Seed and M.W. Trabel, "The perception of an effective teacher cannot be located anywhere in the world

of matter and the output of the human mind." This is the fictitious era in an abstract form." In the research presented, teaching effectiveness in online mode has been studied according to characteristic such as the teacher's training. Effectiveness of teaching influences of different levels of learning that include memory level, explanatory level, adjustment, comprehension are sure to have training status of the teachers on which the whole teaching process depends.

According to the interpretation of different teaching principles, there are different types of levels of effectiveness in which training is the basis of qualitative enhancement in teaching activity. A teacher's quality increases based on his / her training status. It plays an important role because it is well known that the responsibility of teachers is not only the teaching of the subject matter but also its duty to transfer the power of transformation of thinking stream of the nation and human thought to the students. A trained teacher can play the responsibility efficiently so can change the thinking stream of the entire nation. This research has tried to define and express the teaching effectiveness based on training status of teachers which is very important in the context of online mode of teaching - learning.

Need of Study:

To make the teaching system 'student centred', it is necessary to research "teaching effectiveness" on different dimensions, basically the need to bring qualitative improvement in teaching, which has been tested by various studies. Studying teaching effectiveness in online mode of teaching-learning, in context with training status, is an essential research topic. It is very important to know how the teacher provides the latest information about the subject to students? and that how effectively the information is kept in front of the students, to make the learning process smooth and comprehensible? Basically when teaching and learning is taken place through online mode. It is also important to find whether the teachers'

training condition plays a role of his or her effectiveness or not?

Before Covid period the school education was never ever organised through online mode and so as the research on teaching effectiveness on the basis of training conditions would be proven very important.

Problem statement

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Specific objectives of research

Specific objectives of the research are whether or not there is a meaningful difference (based on their training) in the teaching effectiveness of teachers teaching through online mode in secondary schools

Concept of study

The following hypothesis has been tested based on specific objectives.

- H₀₁** There is no meaningful difference in the teaching effectiveness of teachers based on training in secondary schools.
- H₀₂** There is no meaningful difference in the teaching effectiveness of male teachers based on training in secondary schools.
- H₀₃** There is no meaningful difference in the teaching effectiveness of teachers based on training in secondary schools.

Research method

Descriptive research method and survey method have been used for research in the presented study.

Population

For this research, secondary level teachers of Jaipur city have been taken, who were editing teaching work with online mode at the time of research.

Instructor of study

60 teachers teaching in 10 schools of Jaipur city have been selected as sample, out of which 30

trained and 30 less or non trained teachers have been taken as sample.

Research instrument statistics method

For analysis of teaching effectiveness “teaching effectiveness scale by Umme Kulsum (2000)” is

applied. Statistical methods The t-test statistical method is used for analysis and interpretation.

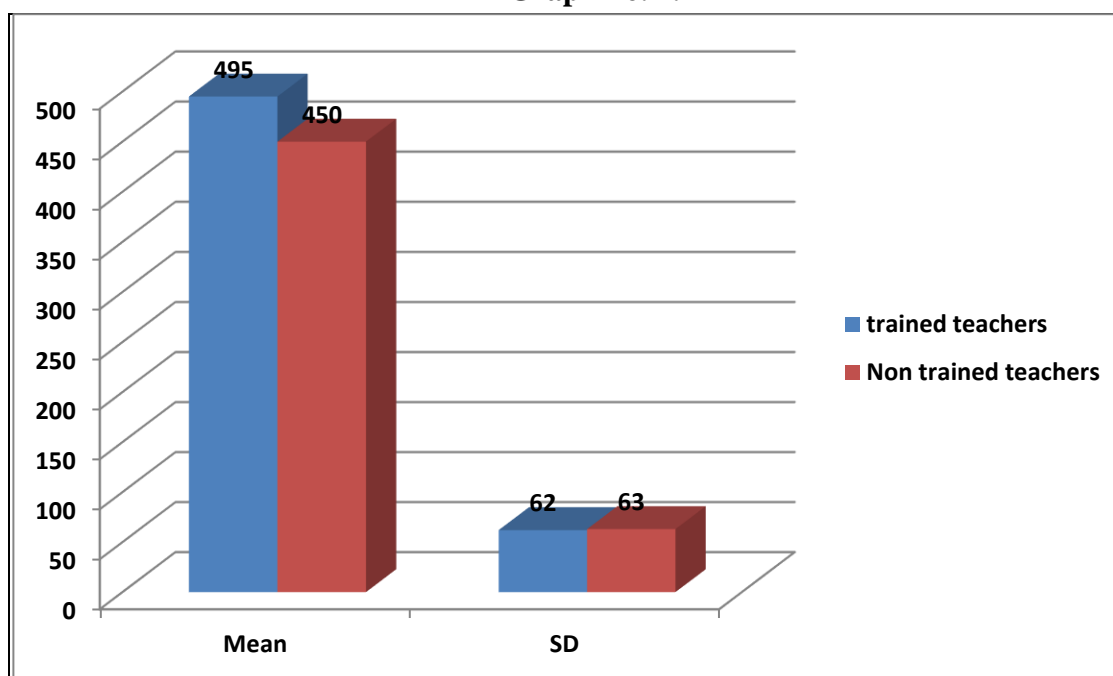
Analysis and interpretation of data

H₀₁ There is no meaningful difference in the teaching effectiveness of teachers based on training in secondary schools.

Table1.1

Sn.	Group	Sample	Mean	SD	Cal. 't'	df	Significance level
1	trained teachers	30	495	62	7	58	2.63 (at level 0.01)
2.	Non trained teachers	30	450	63			1.98 (at level 0.05)

Graph no. 1.1



Interpretation: From the above table 1.1 it is clear that calculated value of t is more than t- table value at difference 58 at the level of .01 and .05, which shows difference between level of significance, hence we can conclude that There is a significant **difference in the teaching effectiveness of teachers based on training in secondary schools.**

Generalization:-There is a meaningful difference in the teaching effectiveness of teachers based on training in secondary schools. The trained teachers were able to teach more efficiently than non trained teachers.

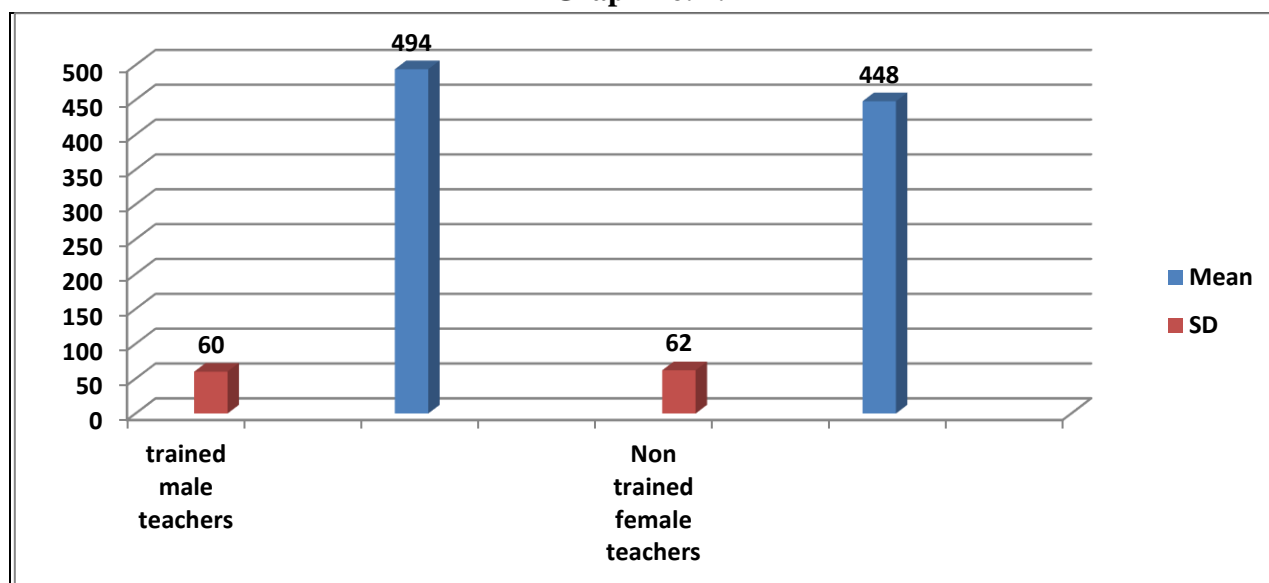
H₀₂ There is no meaningful difference in the teaching effectiveness of male teachers based on experience in secondary schools.

Table1.2

S n.	Group	Sample	Mean	SD	Cal. 't'	df	Significance level
1	trained male	15		60	9	28	2.63 (at level 0.01)

	teachers		494			
2.	Non trained female teachers	15	448	62		1.98 (at level 0.05)

Graph no. 1.2



Interpretation :- From the above table 1.2 it is clear that calculated value of t is more than t -table value at difference 28 at the level of .01 and .05, which shows difference between level of significance, hence we can conclude that There is a significant difference in the teaching effectiveness of male teachers based on training in secondary schools.

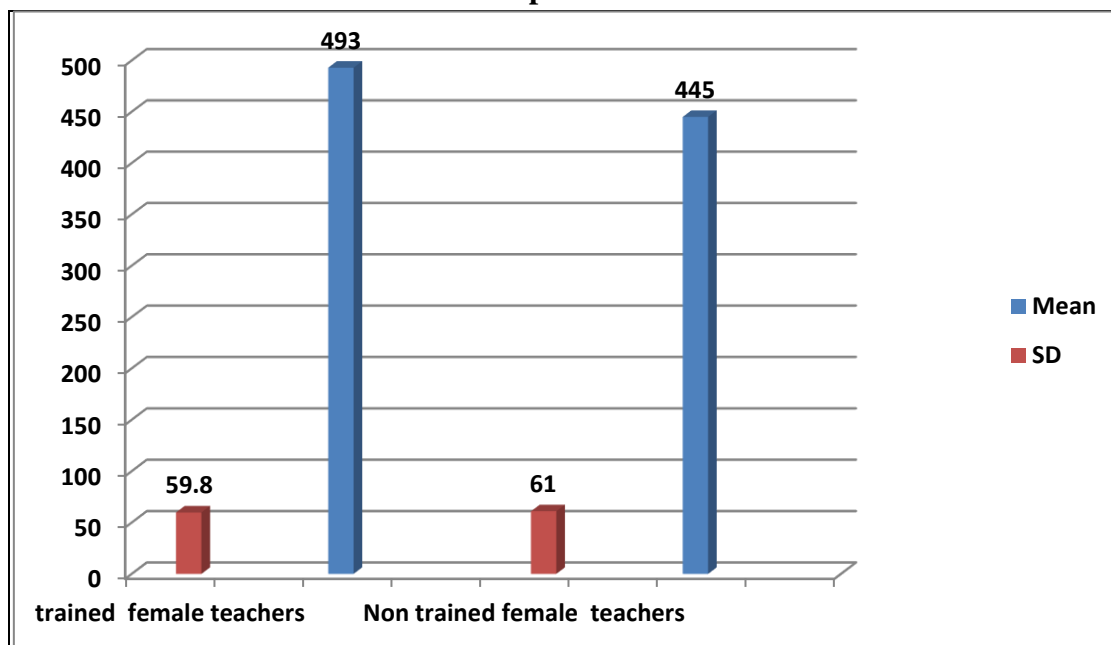
Generalization:- There is a meaningful difference in the teaching effectiveness of male teachers based on training in secondary schools. The trained teachers were able to teach more efficiently than non trained teachers.

H₀₃ There is no meaningful difference in the teaching effectiveness of teachers based on experience in secondary schools.

Table1.3

S n.	Group	Sample	Mean	SD	Cal. 't'	df	Significance level
1	trained female teachers	15	493	59.8	8.8	28	2.63 (at level 0.01)
2.	Non trained female teachers	15	445	61			1.98 (at level 0.05)

Graph no. 1.3



Interpretation :- From the above table 1.3 it is clear that calculated value of t is more than t -table value at difference 28 at the level of .01 and .05, which shows difference between level of significance, hence we can conclude that There is a significant **difference in the teaching effectiveness of female teachers based on training in secondary schools.**

Generalization:-There is a meaningful difference in the teaching effectiveness of female teachers based on training in secondary schools. The trained teachers were able to teach more efficiently than non trained teachers.

Conclusion

The hypothesis that there is no meaningful difference in the teaching effectiveness (in online mode) of teachers on the basis of training in secondary schools were tested and it was found that at the significant level, teachers in secondary schools have meaningful differences in their teaching effectiveness based on training status. Hence the hypothesis are rejected. It can be concluded that there is a significant difference in the teaching effectiveness of teachers based on training of secondary schools when mode of teaching learning is online.

Summary

It was found that there is a meaningful difference between the teaching effectiveness of more trained teachers and the teaching effectiveness of less trained teachers. Generally, more trained teachers do more effective teaching work and less trained teachers have less teaching effectiveness and found meaningful difference between the two.

It can be concluded that through online teaching learning mode training of teachers affects their teaching effectiveness

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