

## A STUDY OF THE TEACHING EFFECTIVENESS OF TEACHER EDUCATORS USING TECHNOLOGICAL SKILLS

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**Introduction:** - The use of technological skills is playing an important role in the field of education. Teacher trainers can be trained to improve their teaching effectiveness by using technological skills. The use of technological skills has improved the components of teaching effectiveness of teacher trainers, such as planning of teaching, methods of teaching, and evaluation of teaching. In this study, we have conducted a study to evaluate the teaching effectiveness of teacher trainers by using technological skills. We have evaluated the level of teaching effectiveness of teacher trainers by using technological skills and analyzed its results. The results of this study show that the use of technological skills can help to increase the teaching effectiveness of teacher trainers. Our findings show that the use of technological skills has improved the components of teaching effectiveness of teacher trainers and increased the level of teaching effectiveness of teacher trainers. The results of this study can be used to help train teacher trainers to improve their teaching effectiveness by using technological skills. Technical skills are vital in today's fast-paced, technology-driven environment. They can't be overemphasized. Whether you're exploring the world of programming or working on the complexities of data analysis, having a strong technical skill set opens up countless opportunities.

### **Review of literature:** -

1. Roy and Halder (2018) conducted a research to examine the teaching effectiveness of secondary school teachers. The study sample included 256 men and 144 women among 400 randomly selected secondary school teachers from three districts of Malda, Dakshin and Uttar Dinapur in West Bengal. The objective of the study was to examine the relationship between teaching effectiveness in relation to gender, school location and designation in senior secondary schools. The study was descriptive in nature. Jayaraman's Teacher Effectiveness Scale (JTES), developed

by Jayaramanna, was used to collect the data. The findings of the study showed no significant differences in effectiveness due to gender and school location. Further study results showed that school teachers showed significant differences in teaching effectiveness with respect to designation.

2. Jani et al. (2018) conducted a study to assess the reliability of the components of teaching effectiveness on the teaching quality of teachers. Descriptive survey research design was used in the study. A total of 275 teachers teaching at the university were randomly selected for the study through a simple random sampling technique. The effectiveness of teachers' teaching was determined using the Aregbayen (2010) Teaching Effectiveness Framework. Reliability was determined using Cronbach's alpha. The results of the study showed that the internal consistency of the satisfaction factor to the interaction of the group of teachers, the findings of the results also suggested that the components of the teaching effectiveness scale are reliable and have value for evaluation in the teaching effectiveness of teachers.

3. Dar (2018) conducted a study on 800 teachers, including 400 men and 400 women, to identify teachers who promote teacher effectiveness. The study sample was selected using the random sampling technique from the Kashmir Valley. Two scales were used in the study to collect data. i) Professional Commitment Scale developed by Ravinder Kaur and Sarabjit Kaur ii) Teacher Effectiveness Scale by Ume Kulsoom (2011). The data was analyzed by applying mean, standard deviation and t-test. The findings of the study showed that there was a significant difference between effective and less effective senior secondary school teachers and on professional commitment, effectiveness teachers showed more positive commitment towards their job and society.

4. Lalchandami and Lalnunfeli (2019) conducted a study to assess teacher effectiveness in relation to gender, education qualification, teaching stages, and experience of school teachers. The study sample includes 186 teachers from schools across Mizoram through simple random sampling technique. The Teacher Effectiveness Scale created by Umi Kulsum (2011) was used to collect the data. The findings of the study highlighted that there was no significant difference in the level of effectiveness with respect to their gender, education and aptitude. The results showed a high level of effectiveness among secondary school teachers. Significant differences were found in further outcomes based on experience compared to experienced and less experienced teachers.

5. Cabrero et al. (2021) evaluated the models on teaching effectiveness in the current scientific literature and the instructions given to teachers during pre-service initial training. The purpose of the study was to examine the most important model learning effectiveness in the current literature. For relevance sources, the investigator selected sources from the Internet through SCUBAS, Web of Science and ERIC. The findings of the study's theoretical review indicated that professional development training programs provided to teachers and educators are key factors for improving teaching effectiveness.

**Objective: -**

1. To study the improvement in Teaching effectiveness of Teacher educator by using technological skills.
2. To study the use of technological skills of Teacher educator in their teaching method to improve their Teaching effectiveness .
3. To study the improvement in the teaching effectiveness of teacher trainers by the use of technological skills related to the professional development of teachers.

**Hypotheses: -**

1. The use of Technological skills will improve the teaching effectiveness of teacher trainers.
2. The use of Technological skills will improve the teaching method of teacher educator to improve their teaching effectiveness.
3. Improvement in teaching effectiveness of teacher trainers by the using technological skills will be related to professional development of teachers.

**Delimitation: -** In present study, 50 teacher-trainers have been selected from the local area.

**Methodology: -** Survey method is used in present study to find out the teaching effectiveness of teacher educators by using the technological skills.

**Population: -** Total 602 teachers' educators are working in Durg district.

**Sampling: -** We select 50 teacher educators use as sample, from Durg district have been selected through purposeful sampling method.

**Tools description:** - Self- made tool made for this study to find out the teaching effectiveness of teacher educators by using of technological skill.

**Statical analysis:** - In this present study on the basis of responses we have calculated percentage of every dimensions.

**Table no. 1**

S.No.	Dimension	No.of Responses	%
1.	Technological skill.	38	76%

**Calculation of Table no.1**

S.No.	Level of using of Technological skill.	%
1.	High	80-100%
2.	Medium	40-79%
3.	Low	0-39%

**Table no. 2**

S.No.	Dimension	No.of Responses	%
1.	Technology skill use in ther Teaching Meathod.	32	64%

**Calculation of Table no.2**

S.No.	Level of using of Technology skill use in ther Teaching Meathod.	%
1.	High	80-100%
2.	Medium	40-79%
3.	Low	0-39%

**Table no. 3**

S.No.	Dimention	No.of Responses	%
1.	<b>Professional Development.</b>	<b>41</b>	<b>82%</b>

**Calculation of Table no.3**

S.No.	Level of using of Technological skill for professional development	%
1.	<b>High</b>	<b>80-100%</b>
2.	<b>Medium</b>	<b>40-79%</b>
3.	<b>Low</b>	<b>0-39%</b>

**Finding: -**

1. According to Table-1 we find 38 responses out of 50 teacher educators. therefore 76% of teacher educator used technological skills to improve this teaching effectiveness.
2. According to Table-2 we find out 32 responses out of 50 teacher educators therefore, 64% of teacher educators used technological skills in their teaching method to improve their teaching effectiveness.
3. According to Table-3 we find 41 responses out of 50 teacher educators therefore, 82% of teacher educators used technological skills in their professional development to improve their teaching effectiveness.

**Result: -** In this present study highest responses were found in uses of technological skills to improve of professional development of teacher educators i.e.; 41 responses while 38 responses for use of technological skills to improve teaching effectiveness and 32 responses for use of technological skills in their teaching method to improve teaching effectiveness.

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