

Research Article

SELF EVALUATION IN STUDENT TEACHING**Dr.T.Nagavalli**

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Abstract

This study examines the effectiveness of student teaching through self-evaluation by teacher trainees, with a focus on identifying strengths, weaknesses, and challenges in teaching practice. Conducted at Sri Sarada College of Education, Salem, the research involved 32 mathematics optional trainees who evaluated their own teaching using a self-evaluation checklist developed by Rao (2003). The findings reveal that trainees successfully achieved lesson objectives, motivated students, gave home assignments, drew clear diagrams, and effectively used student responses. However, major difficulties were reported in conducting lessons, managing time, systematic presentation of concepts, catering to individual differences, and using audio-visual aids effectively. Comparative analysis showed that English medium trainees were stronger in chalkboard use and discipline, while Tamil medium trainees faced more challenges in lesson conduct. Postgraduate trainees performed better in areas like time management, discipline, and stimulating further learning, whereas undergraduates showed strength in systematic presentation and summarizing key points. The study highlights the importance of improving essential teaching skills such as time management, systematic presentation, catering to learner diversity, and effective use of teaching aids. Strengthening these areas will enhance the overall quality of teacher education and future classroom performance.

Keywords: *Self-Evaluation, Student Teaching, Pre-Service Teacher Education, Teaching Effectiveness, Teacher Trainees, Lesson Conduct, Teaching Skills, Classroom Management.*

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Introduction

Pre service Teacher Education has two aspects, Theory and Practical. The theoretical component help the trainees equip themselves with the knowledge of various dimensions of teacher education and the practical aspects help them acquire essential teaching skills.

Practical in teacher education are generally of three categories. Practical on theory subjects, practicals on work experience and community development, and practical on school work. The last category of practical work is known as student teaching, practice teaching, and internship etc., Practical work plays a vital role in deciding teacher effectiveness. (Rao, 2003)

Assessment of Student Teaching

Assessment of student teaching is a problematic subject. It consists of assessment of classroom teaching performance, ability to write a scheme of lessons, performance in non-classroom teaching activities and writing lesson plans classroom teaching performance is judged by observing lessons. Expertise is necessary to assess, evaluate and guide the student teachers. (Rao, 2003) and Mohanty (1987) has suggested the following aspects for student teaching:

1. Developing of a proforma of assessment and evaluation of classroom teaching performance and related activities of student teachers
2. Explaining the criteria of assessment to student teachers
3. Assessing student teachers systematically and continuously
4. Restricting the scale of assessment to a five point scale.

A feedback evaluation of the teacher from different categories serves as a base for self-reflection on one's own achievements. Assessment can be recorded in the following area.

a. **Mirror evaluation:**

Data of evaluation by oneself on one's own teaching and steps taken for improvement.

b. **Peer evaluation:**

Statements from colleagues and alumni

c. **Learner evaluation:**

Data of evaluation by student, to produce an overall rating of effectiveness or suggest improvements (Bhat, 1999).

Need for the Study

To evaluate the strength and weakness of student teaching, one must know the goals of the student teaching programme and how they are implemented.

The present study is intended to evaluate the effectiveness of student teaching. For this, self-evaluation of teaching is carried out by student teachers.

Objectives of the Study

- The objectives of the study are:
- To Identify the effectiveness of student teaching
- To find out the strength and weakness of the students
- To pinpoint the components which were difficult to practice.

Scope of the Study

This study -Self Evaluation in Student Teaching- will reveal the effectiveness of student teaching and the strength and weakness of the trainees. The components which were difficult to practice will come to light.

Operational Definitions

Self-Evaluation

'Evaluation is the systematic collection and interpretation of evidence, leading, as part of the process, to a judgment of value with a view to action'. Self-evaluation is evaluation by the individual or self.

Student Teaching

The practice teaching teacher trainees undergo during their pre service teacher education programme.

Limitations of the Study

The study was restricted to the trainees who have opted for Mathematics as one of their optional subjects. The study was conducted on 32 trainees of Sri Sarada College of Education. Mathematics was one of the optional subjects of the trainees chosen.

TABLE 1

Sample of Teacher Trainees with Mathematics as Optional

Medium of Instruction		Educational Qualification		Major Subject	
English	Tamil	P.G.	U.G.	Mathemati	Phy.Scienc
8	24	13	19	18	14

Tool chosen

Self-evaluation of lessons checklist prepared by Rao (2003) was used to express the opinion of the trainees about their teaching. The trainees evaluated their own teaching using this checklist. The tool had 21 statements. The trainees have to check if they were able to practice the component or not. Each trainee evaluated her own teaching after her lesson which was also observed by the investigator.

TABLE 2**Analysis of Self Evaluation of teaching by the trainees**

Question Number	Statement	Number of Candidates			
		Yes %		No %	
1	Achieving Objectives	32	100	-	-
2	Motivation	28	87.5	4	12.5
3	Stimulating to further studies	24	75	8	25
4	Catering to individual differences	21	66	11	34
5	Asking Questions	32	100	-	-
6	Rectifying fault answers	32	100	-	-
7	Using student's responses	29	91	3	9
8	Student's asking questions	29	91	3	9

9	Use relevant A.V. Aids	25	78	7	22
10	Successful usage of Aids	21	66	11	34
11	Full use of Board	26	84	5	16
12	Observing clear diagrams	30	94	2	6
13	Evaluating Major Concepts	26	81	6	19
14	Summarises major concepts	28	87.5	4	12.5
15	Giving Home Assignment	30	94	2	6
16	Finishing in time	19	59	13	4
17	Systematic presentation	20	62	12	38
18	Supervise Class	26	81	6	19
19	Discipline	25	78	7	22
20	Difficulty in conduct of the lesson	23	72	9	28
21	Scope for improvement if got another chance	32	100		

From the above table it is evident that all the students have successfully achieved the objectives of the lesson they taught. 80% of the trainees have expressed that they were successful in motivating the students. In stimulating further studies 75% of the trainees have succeeded 66% of the trainees have catered to the individual differences of the learners. All the trainees have asked questions and were also able to correct the faulty answers of the students. 91% of the trainees could use students' responses and in 91% of their classes, students were asking questions. 78% of the trainees used relevant AV aids while 66% of them have successfully used the AV .aids. Chalkboard was used effectively by 84% of trainees while 94% of trainees drew clear diagrams on the chalkboard. The major concepts were evaluated by 81% of the trainees and 81.5% of them have summarized the major concepts. 94% of the trainees gave home assignments whereas only 59% of the trainees finished the class within the

stipulated time. Systematic presentation of concepts was reported by 62% of trainees. 81% of the trainees supervised the class while only 78% of them maintained discipline. 72% of the trainees had difficulty in the conduct of the lesson. All the trainees in unison are of the opinion that they would perform better if another opportunity was given to them.

Table 3 shows the details of Self Evaluation of teaching by the trainees who taught through English and Tamil Medium

TABLE - 3 Medium Wise Details of Self-Evaluation of Teaching

S.No	Statement	Medium of Instruction							
		English				Tamil			
		YES	%	NO	%	YES	%	NO	%
1	2	6	75	2	25	22	92	2	8
2	3	6	75	2	25	18	75	6	25
3	4	7	87.5	1	12.5	13	54	11	46
4	7	6	75	2	25	23	96	1	4
5	8	7	87.5	1	12.5	22	92	2	8
6	9	6	75	2	25	19	79	5	21
7	10	5	62.5	3	37.5	16	67	8	33
8	11	8	100		-	19	79	5	21
9	12	7	87.5	1	12.5	23	96	1	4
10	13	6	75	2	25	20	84	4	16
11	14	6	87.5	2	25	22	92	2	8
12	15	7	87.5	1	12.5	23	96	1	4
13	16	6	75	2	25	13	54	11	46
14	17	5	62.5	3	37.5	15	62.5	9	37.5
15	18	6	75	2	25	20	84	4	16

16	19	7	87.5	1	12.5	18	75	6	25
17	20	4	50	4	50	19	79	4	21

While comparing the performance of the trainees who taught in English Medium and Tamil Medium, it is found that trainees who taught in English medium could on chalkboard cater to the individual needs and finish the lesson in time and students asked questions in the class while the were difficult for their counterparts. (Table - 3)

Trainees who taught in Tamil medium had difficulty in the conduct of the lesson.
Medium of instruction did not play any role in

- Students asking questions
- Drawing clear diagrams
- Giving home assignments

Medium of instructions does not play a role in overcoming the difficulty faced in

- Stimulating to further learning
- Relevant use of A.V. aids
- Systematic presentation of concepts.

TABLE 4

Self-Evaluation of Teaching by the U.G. and P.G. Trainees

S.No	Statement No.	EDUCATIONAL QUALIFICATION							
		P.G.				U.G.			
		YES	%	NO	%	YES	%	NO	%
1	2	12	92	1	8	16	84	3	16
2	3	11	85	2	15	13	68	6	32
3	4	7	57	6	43	14	74	5	26
4	7	12	92	1	8	17	89	2	11
5	8	12	92	1	8	17	89	2	11
6	9	11	85	2	15	14	74	5	26

7	10	9	69	4	31	12	63	7	37
8	11	10	77	3	23	17	89	2	11
9	12	12	92	1	8	18	95	1	5
10	13	11	85	2	15	15	79	4	21
11	14	10	77	3	23	18	95	1	5
12	15	12	92	1	8	18	95	1	5
13	16	11	85	2	15	8	42	11	58
14	17	6	46	7	54	14	74	5	26
15	18	11	85	2	15	15	79	4	21
16	19	12	92	1	8	13	68	6	32
17	20	8	62	5	38	15	79	4	21

The Post graduate trainees have identified their strength in the components

- motivation
- using students responses
- stimulating to further studies
- give home assignments
- maintain class discipline
- motivation
- use relevant A.V.aids
- evaluate major concepts
- finish in time
- supervise class

While the weakness of the Postgraduate were in the components

- ✓ conduct of lesson
- ✓ systematic presentation of concepts
- ✓ catering to individual differences
- ✓ full use of board

The under graduate trainees have reflected their strength in the components

- draw clear diagrams
- catering to individual differences
- summarize major concepts
- give home assignments
- systematic presentation
- full use of chalkboard

The weakness of the under graduates trainees had weakness in

- difficult in conduct of the lesson
- finish in time
- Use of A.V. aids
- stimulating to further learning
- class discipline

When the performance of the trainees with different educational qualifications were compared; it is obvious that P.G. qualified trainees had difficulty in

- Systematic presentation of concepts which the U.G. trainees have overcome.

However the P.G. trainees had no difficulty in the following components.

- Cater to individual differences
- Summaries key points
- Finish in time
- Maintain discipline
- Stimulate to further learning
- Use Relevant A.V. aids

The mastery of subject knowledge did not have any role in practicing the components.

Irrespective of their qualification, they had no difficulty in the components.

- ❖ Drawing clear figure
- ❖ Giving home assignments
- ❖ Using students' responses

- ❖ Students asking questions

Likewise they had difficulty in the following components.

- Successful use of A.V. aids
- Conduct of the lesson

Summary of Findings

1. The trainees were achieving the objectives asking questions, rectifying faculty answers and believe that they would perform better in future. They were also giving home assignments, drawing clear diagrams, using students' responses and students were questioning in their classes.
2. The major difficulties felt by the trainees were difficulty in conduct of the lesson, time management systematic presentation of the concept, catering to individual differences, successful usage of A.V. aids and stimulating to further learning.
3. Both the media trainees were competent in drawing clear diagrams and giving home assignments. In their classes, students asked questions and they had difficulty in simulating to further learning, relevant use of A.V. aids and systematic presentation of concept.
4. P.G. qualified trainees had difficulty in systematic presentation of concepts, cater to individual differences and summarize key points. Yet these difficulties were overcome by the U.G. trainees. The U.G. trainees had difficulty in finishing in time, maintaining discipline, stimulate to further learning and use of A.V. aids; which the P.G. trainees don't feel difficult.

Implications of the Study

1. Most of the trainees (72%) have difficulty in conduct of the lesson. Finishing in time, systematic presentation of concepts catering to individual differences and successful usage of aids.

It is shocking to note that most of the vital components which teachers have to be skilled were not mastered by the trainees. They should not have any difficulty in the conduct of the lesson and should have time management skills. Also systematic presentation of

concepts, catering to individual differences and successful usage of aids are essential skills to be mastered.

2. Trainees taught in English were able to use the chalk board effectively and maintained discipline. Students also asked questions in their classes. Thus they have mastered a few skills that are essential for effective teaching.
3. The P.G. trainees were comfortable in time management, maintaining discipline, stimulate to further learning and use relevant A.V. aids, which the U.G. trainees could not do with ease. Hence it shows that mastery of subject knowledge do help in acquiring certain skills.
4. Mathematics major students had not difficulty in drawing clear diagrams and giving home assignments. They were even skilled in motivating, evaluating and summarizing major concepts. This shows that content knowledge does help the trainees to face the class with confidence.

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