

Teacher Effectiveness of the Teacher Educators Based on E-learning Facilities in Their Institutions

Dr. T.M. Gnanasoundari*

*Assistant Professor, Dept. of Educational Planning and Administration, Tamil Nadu Teachers Education University

Citation: Dr. T.M. Gnanasoundari (2024), Teacher Effectiveness of the Teacher Educators Based on E-learning Facilities in Their Institutions, *Educational Administration: Theory and Practice*, 30(9) 1158-1159
Doi: 10.53555/kuey.v30i9.10483

ARTICLE INFO ABSTRACT

Technology serves to enhance the effectiveness of teaching but cannot replace the role of the teacher. The aim of the investigation is to study the Teacher effectiveness of the Teacher Educators based on e-learning facilities in their institutions, for the purpose of the study, 300 teacher educators are selected through simple random sampling technique from Chennai metropolitan city. The F-test is used to analyze the data. The result shows that there is no significant difference in Teacher Effectiveness among Teacher Educators based on E-learning facilities in their institutions.

Key words: Teacher Effectiveness, E-Learning Facilities, Teacher Educators

Introduction

In spite of universal recognition of effective teachers, relatively little programs has been made in defining effective teaching or specify the distinguishing characteristics of effective teachers. What is effectiveness and who is an effective teacher? This is a perplexing question that has eluded an answer even in the countries where educational research has greatly developed. Educational literature is replete with material attempting to describe an effective teacher. As stated by **Gage** and quoted by **Biddle**, “not only is the literature on Effective teaching is mixed up with “teacher productivity”, but should be distinctly defined. “Teacher Effectiveness” is the ability to cause someone else to learner effectiveness overwhelming but even bibliographies are unmanageable”.

Need and Significance of the study

The attitude toward the importance of technology in the classroom has a direct bearing on teacher effectiveness, and ultimately on student performance. The plan must be “learner centered” and systematic, with the ultimate goal of increasing the student performance. Technology serves to enhance the effectiveness of teaching but cannot replace the role of the teacher. Therefore, Investing in their “professionalization” is pivotal to enriching the learning experience of students, in the short term, and for the long term – preparing them to become productive members of society. In the words of Ryan’s, “if competent teachers can be obtained the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent materials, resources in the form of equipment, buildings and text books and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole program is likely to be ineffective and largely wasted”. Hence the investigator decided to study the **Teacher effectiveness of the Teacher Educators based on e-learning facilities in their institutions.**

Objectives of the study

1. To study if there is any significant difference in Teacher Effectiveness to the Teacher Educators based on their E-learning facilities in their institutions.

Hypothesis of the study

1. There is no significant difference in Teacher Effectiveness to the Teacher Educators based on their E-learning facilities in their institutions.

Method and sample of the study

Normative survey method was adopted for the present study. A simple random sampling technique was chosen and 300 samples of teacher Educators who were working in Colleges of Education located in Chennai metropolitan city were collected.

Data Analysis

There is no significant difference in Teacher Effectiveness among Teacher Educators based on E-learning facilities in their Institutions.

TABLE 4.22: ANOVA showing the 'f' value for teacher effectiveness based on learning facilities in their institutions

Source of variation	Sum of squares	df	Mean squares	F value	LS
Between samples	1.874	7	0.267	0.002	NS
Within samples	38643.79	292	132.34		
Total	38645.664	299	132.607		

Inference

From the above table, it is observed that the calculated F value (0.002) is less than the table value at 0.05 level for Teacher Effectiveness among Teacher Educators based on E-learning facilities in their Institutions.

Hence, the null hypothesis is accepted.

Findings of the study

There is no significant difference in Teacher Effectiveness among Teacher Educators based on E-learning facilities in their institutions.

Delimitations of the study

The sample is delimited only to the teacher education in various colleges of Chennai metropolitan city. The sample is delimited only E-Learning facilities to the teacher education in various colleges of Chennai metropolitan city.

Conclusion

E-learning significantly enhances teacher effectiveness in teacher education by providing access to diverse resources, facilitating personalized learning, and promoting professional development. While challenges like the digital divide exist, strategic implementation and support can empower educators with the skills and knowledge needed to create engaging and effective learning environments. Ultimately, e-learning has the potential to transform teacher education, fostering a digitally empowered and adaptable teaching force for the future.

References

1. **Muijs & Reynolds D** (2005) "Effective Teaching Introduction and Conclusion 2nd edition London: Sage Publications.
2. **Mujis D & Reynolds, D** (2001b) *'The teacher effectiveness enhancement Project'* Presented at ICSEI 2001. Toronto, Canada.
3. **Sammons P, Delamatre J & Mujtaba T** (2002) "A Summary Review of Research on Teacher Effectiveness", Draft 2, 28 January 2002, p. 1-33.
4. **Tsui, A** (2003) Understanding expertise in teaching Cambridge: CUP.