



# A Study on the Teacher Effectiveness among Student Teachers in Tamil Nadu

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## Abstract

The present study aimed to find out the teacher effectiveness among student teachers. The normative survey technique has been used in the present study. The teacher effectiveness component test developed by TNTEU (2013-14) was adopted for the present study. A sample of secondary school teachers was selected from Virudhunagar, Tenkasi, Tirunelveli, Madurai, and Chennai districts using a multi-stage random sampling Technique. The collected data was analysed by using appropriate statistical techniques like Mean, Standard deviation, 't'-test and F-test were used in this study. The study revealed that there exists no significant difference in teacher effectiveness between male and female student teachers. There is a significant difference in teacher effectiveness among student teachers with respect to their nature of residence. There is a significant difference in teacher effectiveness among student teachers with respect to their subject specifications.

**Keywords:** Teacher Effectiveness, Student Teachers.

## Introduction

Teacher effectiveness is measured by the teacher's competence or performance. Dunkin (1997) defined teacher effectiveness as the extent to which a teacher exerts the desired influence on students. He defined teacher competency as the level to which a teacher holds the requisite knowledge and abilities, and teacher performance as how a teacher conducts themselves when educating. Anderson (2004) described it as follows: "An effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students". "Effectiveness" is defined implicitly by the progress made by a teacher's students on achievement exams. The term "teacher effectiveness" refers to the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to achieve desired outcomes, which may include specific learning objectives as well as broader goals such as problem-solving, critical thinking, and collaborative work.

## Statement of the Problem

A Study on the Teacher Effectiveness among Student Teachers in Tamil Nadu.

## Operational Definition

- ❖ **Teacher Effectiveness:** The phrase "Teacher Effectiveness" refers to the traits, competencies, and behaviours of teachers at all educational levels that allow students to achieve desired goals. In this study,

the researcher used the term "Teacher Effectiveness" to refer to the effectiveness of teaching delivered by student teachers in terms of pedagogical knowledge, confidence, motivation, problem-solving ability, effective use of teaching-learning materials, and ability to handle slow learners. Teacher Effectiveness is the effects of high-quality teaching on student learning in terms of achievement gains.

- ❖ **Student Teachers:** All trainees underwent the two-year B.Ed. course under Tamil Nadu Teachers Education University, for the academic year 2024-2025.

## Objective

To study the difference in the teacher effectiveness of student teachers with respect to

- ❖ Gender (Male/Female),
- ❖ Nature of Residence (Rural/Semi-Urban/Urban),
- ❖ Subject Specification (Science, Computer Science & Arts)

## Hypotheses

- ❖ There exists no significant difference in teacher effectiveness between male and female student teachers.
- ❖ There is a significant difference in teacher effectiveness among student teachers with respect to their nature of residence.
- ❖ There is a significant difference in teacher effectiveness among student teachers with respect to their subject specifications.

## Review of Related Literature

**Zakkula DhanaRaju & VijayaVardhini. S (2022)** investigated teacher effectiveness among secondary school teachers. The normative survey method has been used in the present study. The Teacher Effectiveness Inventory developed by Dr Umme Kulsum (2012) was adopted for the present study. A sample of secondary school teachers was selected from the Kurnool district using a purposive sampling technique. The collected data was analysed by using appropriate statistical techniques like Mean, Standard deviation, 't'-test and F-test were used in this study. The study revealed that there is a significant difference between O.C, B.C, S.C and S.T Community teachers with respect to Teacher Effectiveness. There is a significant difference between the secondary school teachers working in rural and urban areas with respect to Teacher Effectiveness. There is a significant difference between married and unmarried secondary school teachers with respect to Teacher Effectiveness. There is no significant difference between the mean scores of Teacher Effectiveness among secondary school teachers based on type of school. There is a significant difference between the teaching experience of secondary school teachers with respect to Teacher Effectiveness.

**Nazreen Begum. Y & Sumangala Vaidharani. V (2024)** explored that effective teaching is an art and no easy endeavour. Generally, Teaching is delivered by a teacher to enhance the amount of learning of a learner. To make learning more meaningful, understandable and fruitful to a learner, the effectiveness of teaching delivered by a teacher is very essential condition. Though the present study attempts to bring to light the status of teacher effectiveness of the secondary school teachers of Chennai District of Tamil Nadu. Further, it sought to compare their effectiveness on the basis of gender and locale that the teachers serve bring out the implications of the findings and offer suggestions for strengthening their teacher effectiveness.

## Methodology

Depending upon the objective of the study, the normative survey research technique was deemed appropriate and suitable in the present study. The sample for the present study consisted of six hundred (n=600) student teachers. As per the convenience of the researcher, the investigator has chosen Virudhunagar, Tenkasi, Tirunelveli, Madurai, and Chennai educational districts for collecting the data. As such, the sample has been

selected on the basis of the Multi-Stage Random Sampling Technique. A Teacher Effectiveness Component Test developed by TNTEU (2013-14) has been used in the present study.

## Results and Discussion

**Table 1:** Difference between teacher effectiveness of student teachers with respect to gender

Variable		Sample (N)	Mean	SD	t-Value	Result
Gender	Male	300	383.81	16.07	0.120	Not Significant
	Female	300	381.71	17.03		

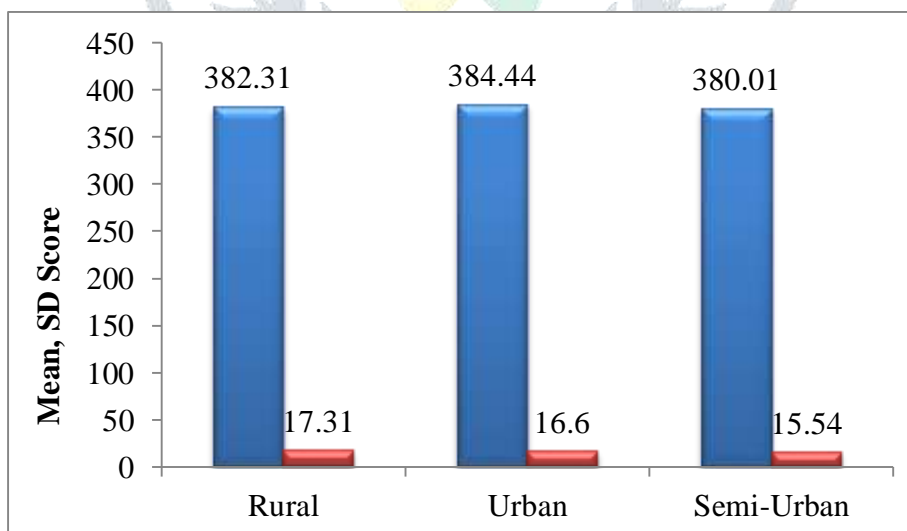
As observed from Table 1, the calculated t-value of 0.120 is lower than the tabulated value of 1.96 at a 0.05% level of significance. Consequently, it is concluded that there exists no significant difference in teacher effectiveness between male and female student teachers.

**Table 2:** Difference between teachers effectiveness of student teachers with respect to nature of residence

Variables	Source of variation	Sum of squares	df	Mean Square	F value	Result
Nature of Residence	Between-group	2075.938	2	1037.969	3.810	Significant
	Within group	162642.455	597	272.433		
	Total	16478.393	599			

As observed from Table 2, the calculated F-value of 3.810 is greater than the tabulated value of 3.15 at a 0.05% level of significance. Consequently, it is concluded that there is a significant difference in teacher effectiveness among student teachers with respect to their nature of residence.

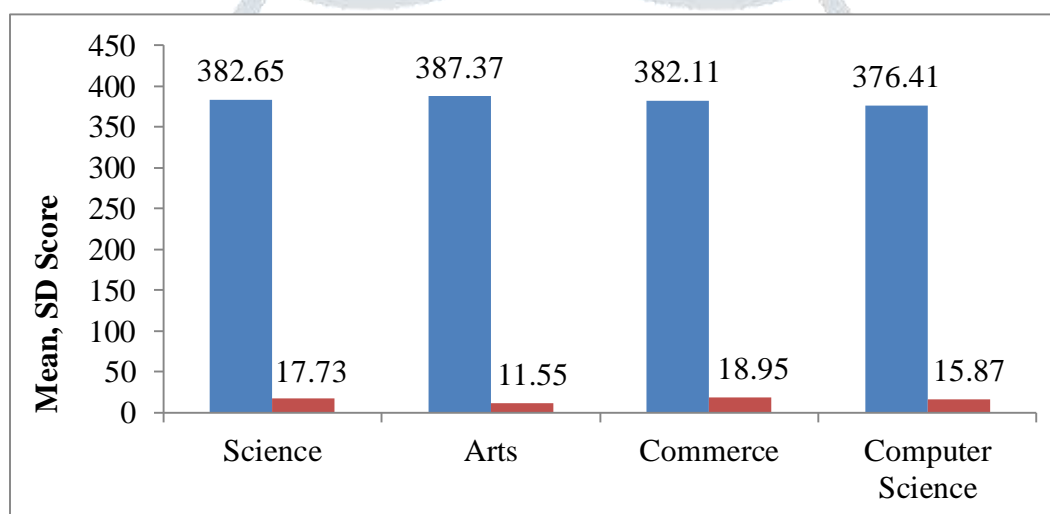
**Figure 1:** Comparative bar diagram shows the difference among the student teachers belonging to nature of residence with respect of teacher effectiveness at the college of education level



**Table 3:** Difference between teachers effectiveness of student teachers with respect to subject specification

Variables	Source of variation	Sum of squares	df	Mean Square	F value	Result
Subject Specification	Between-group	7960.52	2	2653.50	10.08	Significant
	Within group	156757.86	597	263.01		
	Total	164718.39	599			

As observed from Table 3, the calculated F-value of 10.08 is greater than the tabulated value of 3.15 at a 0.05% level of significance. Consequently, it is concluded that there is a significant difference in teacher effectiveness among student teachers with respect to their subject specifications.

**Figure 2:** Comparative bar diagram shows the difference among the student teachers belonging to subject specification in respect to teacher effectiveness at the college of education level

## Findings

After the careful analysis of the obtained data and interpretation of the results with regard to the formulated hypotheses, the investigator reached the following findings:

- ❖ Male and Female does affect the teacher effectiveness of student teachers.
- ❖ Nature of residence does affect the teacher effectiveness of student teachers.
- ❖ Subject Specification does affect the teacher effectiveness of student teachers.

## Conclusion

This study was conducted to find out the teacher effectiveness among student teachers. The results of this study showed that there is no significant difference between the teaching aptitude of male and female student teachers and there is a significant difference in teacher effectiveness among student teachers with respect to their nature of residence There is a significant difference in teacher effectiveness among student teachers with respect to their subject specification.

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