

## Golden Research Thoughts

### Abstract:-

The present study is on teacher proficiency of teacher educators working in B.Ed colleges. Teacher proficiency refers to one who possess the skill, ability, talent, expertise, competence, mastery, dexterity and aptitude in their profession. The study has been conducted in different districts of Tamil Nadu. The investigator has selected 602 teachers from 62 colleges by adopting cluster sampling technique. The investigator found that there is no significant difference between the teacher proficiency scores of



## A STUDY ON TEACHER PROFICIENCY OF TEACHER EDUCATORS IN B.ED COLLEGES



**Vengatesan. S<sup>1</sup> and T. Thilagavathy<sup>2</sup>**

<sup>1</sup>Ph.D scholar in the Department of Education, Annamalai University, India.

<sup>2</sup>Associate Professor of Education, Department of Education, Annamalai University, India.

gender. It is also found that there is a significant difference among teachers belonging to different educational qualification, locality and teachers experience in their teacher proficiency scores.



### Keywords:

Teacher proficiency, 't' test and 'F test', teacher educators, B.Ed colleges.

## INTRODUCTION

Preparation of teachers is the single most important profession in the world. Teacher educators pass on knowledge and values to student teachers, prepare them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. In the developed world, young people don't want to become a school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated. To attain the goal of universal and good school education, teaching has to become an attractive profession again.

Proficiency refers to advancement in knowledge or skill. It is denoted that the state or quality of being proficient. Teacher proficiency refers to teachers' skill and overall performance during their academic life. Proficient teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

Proficient teachers are active participants in their profession and with advice from colleagues, identify, plan and evaluate their own professional learning needs. Proficient teachers work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums. From the importance of proficient teachers as stated above the investigator aims to investigate the teacher proficiency of teacher educators working in B.Ed colleges.

## REVIEW OF RELATED LITERATURE

Kulshrestha, A.K & Kahama (2013), discussed teacher training and professional competencies and suggest the measures for enhancement and development. They found that the teachers who consider their job as a profession should not work with pecuniary motives, but with a sense of dedication for the cause of education. The development of the professional competency of a teacher is incomplete unless it follows certain professional ethics or code of conduct. Maria Claudia Ionescu (2013), identified the predictive validity of general intelligence and personality traits for the professional performance of higher education teachers. Results showed that there is no significant correlation between teachers' general intelligence and professional performance, but there are significant and low correlations between teachers' personality traits and their performance. A predictive model of teacher professional performance cannot be identified.

## OBJECTIVES OF THE STUDY

1. To determine the level of teacher proficiency of teacher educators.
1. To find out whether male and female teachers differ significantly in their teacher proficiency.
2. To find out whether rural and urban college teachers differ significantly in their teacher proficiency.
3. To find out whether teachers experience below 10 years and above 10 years differ significantly in their teacher proficiency.
4. To find out whether teachers qualification M.Ed with or without SLET/NET, M.Phil, and Ph.D differ significantly in their teacher proficiency.

## HYPOTHESES OF THE STUDY

1. The teacher proficiency of teacher educators is high.
2. There is no significant difference between male and female teachers in their teacher proficiency.
3. There is no significant difference between rural and urban college teachers in their teacher proficiency.
4. There is no significant difference between teachers experience below 10 years and above 10 years in their teacher proficiency.
5. There is no significant difference among teachers who belonging to different qualification in their teacher proficiency.

## METHODOLOGY

### SAMPLE

The study was conducted in Tamil Nadu and normative survey method was employed. The sample was divided into different categories on the basis of gender, location of the college, experience and qualification. From 62 B.Ed colleges 602 sample were selected. Out of these 602, 383 were male and 219 were female teachers, 337 teachers from rural and 265 teachers from urban colleges, 386 teachers from below 10 years and 216 teachers from above 10 years experience, and 254 teachers belong to M.Ed with SLET/NET, 207 teachers belong to M.Phil and 141 teachers belong to Ph.D qualification were selected by cluster sampling technique.

**TOOL**

The teacher proficiency scale constructed and validated by the investigator was used for the present study. The scale contains 42 items. The items of the scale consist of factors related to communication, continuous improvement, diversity, critical thinking, ethics, human development and learning, knowledge of subject matter, learning environment, planning and role of the teacher. Each item provides alternative is assigned a weightage from 5 to 1 for all items. The teacher proficiency scale score of the subject is the sum total of item scores of all the 5 sub scales. The range of scores for teacher proficiency is from 42 to 210 with the higher score indicates high teacher proficiency.

**STATISTICAL TECHNIQUES**

For analysing data, mean, standard deviation, ‘t’ test and ‘F’ test were computed.

**ANALYSIS AND INTERPRETATION**

**DESCRIPTIVE ANALYSIS**

Mean and standard deviation for teacher proficiency of entire sample were analysed and the details are given in Table 1

**Table 1**  
**MEAN AND STANDARD DEVIATION FOR TEACHER PROFICIENCY OF ENTIRE SAMPLE**

S.No	Variable	Group	N	M	SD
1.	Teacher proficiency	Entire sample	602	139.86	28.52

The teacher proficiency mean score of teacher educators is 139.86 and standard deviation is 28.52. Among the 602 teachers 328 (54.48%) were secured average score in teacher proficiency, which indicates teacher proficiency of teacher educators is average.

**DIFFERENTIAL ANALYSIS**

In order to find out the significant difference between the teacher proficiency scores of male and female teachers, rural and urban college, and teachers experience, ‘t’ test was applied and the results are given in Table 2

**Table 2**  
**‘t’ VALUE FOR THE TEACHER PROFICIENCY SCORE OF MALE AND FEMALE TEACHERS, RURAL AND URBAN COLLEGE, AND TEACHERS EXPERIENCE**

Sub variables	N	M	SD	t-value	Level of significance
Male	383	139.29	28.18	0.650	NS at 0.05
Female	219	140.86	29.14		
Rural	337	145.59	31.31	5.701	S at 0.01
Urban	265	132.57	22.55		
Below 10 years experience	386	142.56	32.02	3.128	S at 0.01
Above 10 years experience	216	135.03	20.02		

It is evident from table 2 that male and female teachers do not differ significantly in their teacher proficiency scores. Rural and urban teachers and Teachers’ experiences below 10 years and above 10 years differ significantly in their teacher proficiency scores.

In order to find out the significant difference among the teacher proficiency scores of teachers qualification, ‘F’ test was applied and the results are given in Table 3

**Table 3**  
**‘F’ VALUE FOR THE TEACHER PROFICIENCY SCORE OF M.ED WITH SLET/NET, M.PHIL AND Ph.D QUALIFICATION TEACHERS**

Professional ethics	Sum of squares	Df	Mean square	F-value	Level of significance
Between groups	21717.301	2	10858.650	13.921	S at 0.01
Within groups	467243.697	599	780.040		

It is clear from the Table 3 that, teachers belong to different educational qualification differ

significantly among themselves in their teacher proficiency scores.

As the obtained 'F' value was significant, the 't' – test has been applied to find out whether the difference between the mean values of M.Ed with or without SLET/NET, M.Phil and Ph.D qualification teachers is significant or not and are presented in Table 4

**Table 4**  
**'t' VALUE FOR THE TEACHER PROFICIENCY MEAN SCORES OF M.ED or WITHOUT WITH SLET/NET, M.PHIL AND PH.D QUALIFICATION TEACHERS**

Sub variables	N	M	SD	t-value	Level of significance
M.Ed with or without SLET/NET	254	136.95	31.70	3.980	S at 0.01
M.Phil	207	147.92	26.37		
M.Ed with or without SLET/NET	254	136.95	31.70	1.220	NS at 0.05
Ph.D	141	133.27	22.31		
M.Phil	207	147.92	26.37	5.407	S at 0.01
Ph.D	141	133.27	22.31		

From the above Table it is clear that M.Ed with or without SLET/NET and M.Phil, M.Ed with or without SLET/NET and Ph.D, M.Phil and Ph.D qualification teachers differ significantly in their professional ethics scores.

**FINDINGS**

- 1.The teacher proficiency of teacher educators is average.
- 2.There is no significant difference between male and female teachers in their teacher proficiency scores.
- 3.There is significant difference between rural and urban teachers in their teacher proficiency scores.
- 4.There is significant difference between below 10 years and above 10 years experienced teachers in their teacher proficiency scores.
- 5.There is a significant difference among teachers who belonging to different educational qualification in their teacher proficiency scores.

**CONCLUSIONS**

The study reveals that the teacher educators have average level of teacher proficiency. The testing of various hypotheses has indicated that factors like gender and location and experience seem to have impact on the teacher proficiency of teacher educators. Teachers belong to M.Ed with SLET/NET ,M.Phil, and Ph.D qualification differ significantly among themselves in their teacher proficiency. Teacher educators are someone who becomes through many years of training and experiences in the field. A teacher is not an expert in the first day of their profession. They need to train their skills and express their proficiency through experiences. Therefore to enhance the teacher proficiency of teacher educators the government should give pre-service and in-service training for all teachers to improve their proficiency. The institutions should conduct teacher assessment to assess the abilities and qualities of teachers periodically. The curriculum organizations should reform the curriculum to develop skills of trainee teachers in teacher preparation programme.

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