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

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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 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 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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