Professional Competency among Teacher Educators in Self-Financing Colleges

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ABSTRACT

The Commitment of the teacher can be identified as a passion, as an investment of time, as a focus on the individual needs of the student, as a responsibility to impart knowledge, attitudes, values and belief, as maintaining professional knowledge and as an engagement with the college community. Professional Commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in college, but also practically inspiring them to inculcate values of the teaching profession. The focus of the present investigation is to study the Professional Commitment of Teacher Educators serving in B.Ed. College of Education. An attempt is made to study the influence of gender, location of the Institution, Major subject and Marital status on the Professional Commitment of Teacher Educators. The study was a descriptive study.

INTRODUCTION

Competences are classified as basic competencies and professional competencies. Further, professional competencies are classified into broad categories such as generic competencies, managerial competencies, and functional or technical competencies. The competencies profile has been studied during the last decades, using diverse approaches, for distinct purposes. In human resource management research, competencies are studied from the point of view of job competencies in which they are considered as technical skills to perform job activities. The term 'Soft Competencies' was defined as personal behavior or attitude. Diverse authors defined that soft competencies are complementary to technical competencies, and that they are of great importance to human resource management.

The paper deals with the review of literature, data collection, analysis and the result which is discussed in details.

Review of Literature

Srinivasan, R. (2019). Reformed the teacher education system has been a key government policy towards improving college education in India.

Joshi, M., & Bisht, D. (2019). The findings of the study revealed that teachers possessed average overall emotional intelligence. It was also found that the level of emotional intelligence and its various factors were found to be significantly higher for the faculty members of higher education who were provided with the provision of development programmes for the faculty by the organizations as compared to the faculty members with no such provisions. Interpersonal, management and intrapersonal management combined together were the major contributing factors to the emotional intelligence level of teachers.

Sudha, S. (2019). Experiencing quick changes due to outburst of new technologies. These transformations are visible throughout biosphere together with rising countries like India, China, and Indonesia etc. These changes need to be embraced by the developing countries in sequence to get better value in education and as well as to strengthen the classroom teaching and learning process Singh, C. B. P. (2019), conducted on a sample of students (n=277) enrolled in an elite professional institute to identify variation in learning styles. Classroom ecology and teaching styles were regressed on the learning styles. Students had more choice of strategic learning style followed by deep learning style. Students opted for deep learning style when teachers adopted student-centric approach to teaching.

Chaubey, A., Bhattacharya, B., & Mandal, S. K. D. (2018). This study also explains the research done on engineering
education in India in the past and recognizes the major factors influencing the same.

**Variables of the Study (6)**

In research, this term refers to the measurable characteristics, qualities, traits or attributes of a particular individual, object or situation being studied. Nurses use the term variable whether they are conducting, reading or using results of qualitative or quantitative research. Researchers often refer to variable by the terms dependent or independent. Dependent variable represent outcomes of interest and they are affect by independent (i.e predictor) variables. In this study, the investigator follows independent variable and dependent variables.

**Sampling Techniques**

The sample which was collected from various colleges located in and around Coimbatore is shown as below.

### TABLE 1 LIST OF SCHOOLS USED FOR DATA COLLECTION

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of the colleges</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kasturi College of Education, Coimbatore</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>PPG College of Education, Coimbatore</td>
<td>39</td>
</tr>
<tr>
<td>3</td>
<td>Dr. SNS College of Education, Coimbatore</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Dr. N.G.P. College of Education, Coimbatore</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>G.R. Govindarajulu College of Education, Coimbatore</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>Hindusthan College of Education, Coimbatore</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

### TABLE 2 DISTRIBUTIONS OF SAMPLES BASED ON VARIABLES

<table>
<thead>
<tr>
<th>S. No</th>
<th>Category</th>
<th>Subgroups</th>
<th>Number</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>61</td>
<td>31</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>139</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Medium of Study</td>
<td>Tamil</td>
<td>96</td>
<td>48</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>104</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Type of College</td>
<td>Government</td>
<td>34</td>
<td>17</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private</td>
<td>166</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Family income</td>
<td>Self Employed</td>
<td>91</td>
<td>46</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salaried</td>
<td>109</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>School Locality</td>
<td>Rural</td>
<td>81</td>
<td>41</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>119</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

**Research Tool**

Tool become another major consideration in an education research. The instrument employed for the collection of data required for the study of any problem is called tool. “Tool employ distinction way of describing and qualifying the data” the important tools of educational research include interview schedule, questionnaire, observation, rating scale, achievement test, proficiency test, psychological tests and sociogram.

**Hypothesis of the Study**

1. There is no significant mean score difference between gender and the professional competency among teacher educators in self-financing colleges.
2. There is no significant mean score difference between medium of study and the professional competency among teacher educators in self-financing colleges.
3. There is no significant mean score difference between type of college and the professional competency among teacher educators in self-financing colleges.
4. There is no significant mean score difference between family income and the professional competency among teacher educators in self-financing colleges.
5. There is no significant mean score difference between locality and the professional competency among teacher educators in self-financing colleges.
Analysis and interpretation

**TABLE 3 Mean Score difference and t-value of factors related to significant study of level of study on professional competency among teacher educators in self-financing colleges based on their Gender.**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>df</th>
<th>t-Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>61</td>
<td>1.4754</td>
<td>0.2536</td>
<td>198</td>
<td>0.7378</td>
<td>Accept</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>139</td>
<td>1.5324</td>
<td>0.2508</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHART 1 LEVEL OF STUDY ON PROFESSIONAL COMPETENCY AMONG TEACHER EDUCATORS IN SELF FINANCING COLLEGES BASED ON THEIR GENDER**

| Female, 1.5324 | Male, 1.4754 |

**TABLE 4 Mean Score difference and t-value of factors related to significant study of level of study on professional competency among teacher educators in self-financing colleges based on their Medium of study.**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Medium of Study</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>df</th>
<th>t-Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tamil</td>
<td>96</td>
<td>1.4271</td>
<td>0.2473</td>
<td>198</td>
<td>1.7145</td>
<td>Accept</td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>104</td>
<td>1.5481</td>
<td>0.2501</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHART 2 LEVEL OF STUDY ON PROFESSIONAL COMPETENCY AMONG TEACHER EDUCATORS IN SELF FINANCING COLLEGES BASED ON THEIR MEDIUM OF STUDY**

| Tamil, 1.4271 | English, 1.5481 |

**TABLE 5 Mean Score difference and t-value of factors related to significant study of level of study on professional competency among teacher educators in self-financing colleges based on their Type of College.**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Type of College</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>df</th>
<th>t-Value</th>
<th>P-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>34</td>
<td>1.2647</td>
<td>0.2005</td>
<td>198</td>
<td>3.0134</td>
<td>0.0040</td>
<td>Reject</td>
</tr>
<tr>
<td>2</td>
<td>Private</td>
<td>166</td>
<td>1.5241</td>
<td>0.2509</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHART 3 LEVEL OF STUDY ON PROFESSIONAL COMPETENCY AMONG TEACHER EDUCATORS IN SELF FINANCING COLLEGES BASED ON THEIR TYPE OF COLLEGE**

| Government, 1.2647 | Private, 1.5241 |
TABLE 6 Mean Score difference and t-value of factors related to significant study of level of study on professional competency among teacher educators in self-financing colleges based on their Family Income

<table>
<thead>
<tr>
<th>S. No</th>
<th>Family Income</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>df</th>
<th>t-Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self Employed</td>
<td>91</td>
<td>1.3956</td>
<td>0.2418</td>
<td>198</td>
<td>1.2857</td>
<td>Accept</td>
</tr>
<tr>
<td>2</td>
<td>Salaried</td>
<td>109</td>
<td>1.4862</td>
<td>0.2521</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHART 4 LEVEL OF STUDY ON PROFESSIONAL COMPETENCY AMONG TEACHER EDUCATORS IN SELF FINANCING COLLEGES BASED ON THEIR FAMILY INCOME

Self Employed, 1.3956

Salaried, 1.4862

TABLE 7 Mean Score difference and t-value of factors related to significant study of level of study on professional competency among teacher educators in self-financing colleges based on their Locality.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Locality</th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>df</th>
<th>t-Value</th>
<th>P-value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rural</td>
<td>81</td>
<td>1.2593</td>
<td>0.1944</td>
<td>198</td>
<td>3.2700</td>
<td>0.0013</td>
<td>Reject</td>
</tr>
<tr>
<td>2</td>
<td>Urban</td>
<td>119</td>
<td>1.4790</td>
<td>0.2517</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHART 5 LEVEL OF STUDY ON PROFESSIONAL COMPETENCY AMONG TEACHER EDUCATORS IN SELF FINANCING COLLEGES BASED ON THEIR LOCALITY

Rural, 1.2593

Urban, 1.4790

Finding of the analysis

- A study on high school teachers’ educator level of professional competency among teacher educators in self-financing colleges was studied and the findings reveal that there is a significant difference in professional competency among teacher educators in self-financing colleges with respect to Gender, Medium of Study and Family Income.
- A study on high school teachers’ level of professional competency among teacher educators in self-financing colleges was studied and the findings reveal that there is no significant difference in professional competency among teacher educators in self-financing colleges with respect to Type of College and Locality.

Conclusion

The conclusion is high school teachers’ level of study on professional competency among teacher educators in self-financing colleges was studied and the findings reveal that there is a significant in professional competency among teacher educators in self-financing colleges with respect to Type of College and Locality and not with Gender, Medium of study and Family Income.

References


[5] Professional competence of prospective teachers in...
business and economics education: evaluation of a competence model using structural equation modeling.


<table>
<thead>
<tr>
<th>S. NO</th>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like learning Professional Competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I will persist when facing difficulties in Professional Competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I like listening to Professional Competency related speech.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I like reading Professional Competency articles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel more confident in Professional Competency learning compared with my classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I work on my Professional Competency assignments according to a planned schedule.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I study Professional Competency diligently for potential development in the future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>In order to know the recent development in my major, I study Professional Competency diligently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My Family always give lot of new words to understand Professional Competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>In order to get an ideal life in the future I study Professional Competency diligently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Professional Competency learning takes great advantage on the future life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I treat Moral values examination as an evaluation of what I have learned about Professional Competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I like Professional Competency stories.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I am excited when I have accomplished a difficult task in Professional Competency learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I can finish my Professional Competency actively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I study Professional Competency hard for the praise of the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My teacher helps me to improve my Professional Competency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>My teachers encourage me to participate in Professional Competency competitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I like to follow my teachers who have some sense of moral qualities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>