



A Study on Professionalism among Teacher Educators

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Abstract

The present study is related to professionalism of teacher educators in relation to gender and types of college. Samples of 92 teacher educators were selected on the basis of simple random sampling techniques. Descriptive Survey Method was used to conduct the study. The data was collected using the Professionalism of Teacher Educators Questionnaire (PTEQ) constructed and adapted by the researcher. Specialized knowledge, skills, standards, spirit and a supportive environment comprised professionalism. The findings reveal that (i) No significant difference between Male and Female Teacher Educators in relation to Professionalism and (ii) No significant difference between Rural and Urban Teacher Educators in relation to Professionalism

Key words: Professionalism, Teacher Educators, Gender, Locality.

I. Introduction

Teachers' social status influences their role, expectations, performance and professionalism. No one can deny that teachers are important in the education system. Teachers are the centre of the educational system. Teachers must lead by example to reset education to national goals. The role of teachers in promoting social change is less well known. No educational institution can achieve its goal without teachers who are intellectually and professionally competent. So teachers are the heart of the education system. Working with the appropriate usage, aims, and characteristics is what professionalism is all about! When someone has professionalism, it may be defined as having the following characteristics: respect for work, resolve to work ethically, capacity to accept responsibility, proclivity to complete work on time, being hopeful without being disappointed, and having professionalism.

II. Need for the study

Only the brightest and most intelligent and skilled members of our society are allowed to qualify and demonstrate actual professionalism for this fantastic career path in our society. Teachers have a direct impact on educational quality, and vice versa. Educators and those who train them must be of greater quality. Research shows that the quality of teacher education institutes and the quality of instructors has to be enhanced. It is widely accepted that the quality of education is largely determined by the quality of the teachers who provide it, and that teacher educators play an important role in this process. Members of a certain profession must be experts in their field. All teachers need to be experts in their field, as teaching is one of the most important jobs. A sense of professionalism has also been reinforced in many teacher education programs, policy texts, and commissions. **Education Commission (1964-66)** stresses the need of Teacher Education, "A sound program of professional education of teachers is essential for the qualitative improvement of education". Professionalism is expected of members of a profession. As one of the most essential occupations, teaching necessitates that all teachers have a sense of professionalism. **NCFTE (2009)** also emphasizes the importance of professionalism among teachers at all levels in order to improve the quality of education.

III. Objectives of the study

1. To assess the level of Professionalism among Teacher Educators.
2. To Study Gender wise in connection with Professionalism among Teacher Educators.
3. To Study the Professionalism among Teacher Educators between Rural and Urban.

IV. Hypotheses of the study

1. There is no significant difference between Male and Female Teacher Educators in relation to Professionalism.
2. There is no significant difference between Rural and Urban Teacher Educators in relation to Professionalism.

V. Design of the study

A descriptive survey approach will be used to examine the professionalism of teacher educators.

VI. Variables of the study

The following variables were selected for the study

1. Main variables:

- Professionalism of teacher educators.

2. Background variables:

- Gender
- Locality

VII. Sample of the study

Using a simple random sampling technique, the researchers selected thirteen colleges of education affiliated with the University of Mysore for the purpose of this study. A representative sample of Ninety Two teacher educators from these colleges was chosen.

VIII. Tool used for the study

The data was collected using the Professionalism of Teacher Educators Questionnaire (PTEQ) constructed and adapted by the researcher. The questionnaire contained 56 items and was divided into three parts: The first two parts were in the form of five-point rating scales ranging from highest to lowest, while the third portion was a Yes/No scale. The questionnaire for Teacher Educators was produced by the researcher based on the five dimensions of Professionalism: Specialized Knowledge, Skills, Standards, Spirit, and Supportive Environment.

IX. Validity of tool

The Professionalism of Teacher Educators Questionnaire (PTEQ) tool has 76 items, and the researcher engaged 8 topic experts to validate the content. Based on expert criticism, the researcher modified or deleted several tools. They have 56 items for teacher educators.

X. Reliability

The 'Cronbach's Alpha Test' revealed the surveys for participating teacher educators is 0.76 reliable.

XI. Statistical technique used

The data was analysed using t-test, which were performed on the data.

XII. Analysis and interpretation of the data

Analysis of the collected data reveals the following findings:

Table 1: Level of Professionalism among Teacher Educators

Sl. No	Level	Percentage	Teacher Educators
1	Low Professionalism	14.1%	13
2	Moderate Professionalism	47.8%	44
3	High Professionalism	38.0%	35

The above table reveals that, Out of 92 Teacher Educators 14.1% of Teacher Educators are Low Professionalism, 47.8% of Moderate Professionalism and 38.0% High Professionalism.

Table 2: Showing the mean, SD and 't' value for the mean score of Professionalism between male and female Teacher Educators.

Gender	N	Mean	SD	df	t-value	Remarks
Male	62	133.58	33.38	90	0.425	Null hypothesis Accepted
Female	30	136.70	32.08			

The mean Professionalism scores of Male and Female teacher educators are 133.58 and 136.70, respectively, as shown in the table above. The t-value is 0.425, which is lesser than the t-table value of 1.980, which is not statistically significant at the 0.05 level. As a result, the null hypothesis was accepted, and it was generalized that there is no significant difference between Male and Female teacher educators in relation to Professionalism.

Table 3: Showing the mean, SD and 't' value for the mean score of Professionalism between Rural and Urban Teacher Educators.

Type of Colleges	N	Mean	SD	df	t-value	Remarks
Rural	63	137.02	31.95	90	0.787	Null hypothesis Accepted
Urban	29	131.38	31.80			

The mean Professionalism scores of Rural and Urban teacher educators are 137.02 and 131.38, respectively, as shown in the table above. The t-value is 0.787, which is lesser than the t-table value of 2.617, which is not statistically significant at the 0.05 level. As a result, the null hypothesis was accepted, and it was generalized that there is no significant difference between Rural and Urban teacher educators in relation to Professionalism.

XIII. Findings and Discussion of the study

1. Out of 92 Teacher Educators 14.1% of Teacher Educators are Low Professionalism, 47.8% of Moderate Professionalism and 38.0% High Professionalism. Professionalism is an intrinsic quality of the teaching profession, according to Campbell (2003); teacher educators should function as powerful tools to define their personal professionalism, according to their professional demands. The teacher educators in our study described teaching as a difficult vocation that requires ongoing learning activities. The first objective's finding reveals that teacher educators of professionalism were incomplete. This refers to the proportion of professionalism in teacher educators as a whole or in certain aspects, indicating that there was not perfect professionalism. This finding demonstrates that various aspects are linked to teacher educators, such as administrative control, autonomy, incentive factors such as salary, pupil-teacher relationship, and so on. According to Day's (2007) studies, teacher educators' interactions have a significant impact on teachers' views of professionalism.
2. It was found that at df (90) and 0.05 levels of significance, Male and female teacher educators had mean Professionalism ratings of 133.58 and 136.70, respectively. The t-value is 0.425, which is lower than the 1.980 in the t-table. As a result, there is no significant difference in professionalism between male and female teacher educators.
3. It was found that at df (90) and 0.05 levels of significance, Rural and urban teacher educators had mean Professionalism ratings of 137.02 and 131.38, respectively. The t-value is 0.787, which is lower than the 2.617 in the t-table. As a result, there is no significant difference in professionalism between Rural and Urban teacher educators.

XIV. Educational Implications and Conclusion

Education reforms and student learning are greatly influenced by teacher educator professional development. That is, greater chances for teachers to be both subjects and objects of educational change. Teachers must be encouraged to join professional development programs. Teachers must also be given the time and resources to actively create, execute, and participate in professional development. External entities may and must assist teacher professional development by delivering specific activities and programs. The pay and benefits of its employees impact their motivation. Staff in educational institutions who do not receive comparable salaries and benefits may become de-motivated.

In order to increase the quality of college education, the professionalism of teacher educators in colleges should be exceptionally high. The outcomes of the current study have brought attention to the professionalism of teacher educators. The result shows that male and female teacher educators are professional in the same way. There is no gender discrimination as a result of the equality of male and female teacher educators. Professionalism in rural and urban colleges of education is similar, according to this study. As a consequence, teacher educators are more satisfied with the advantages, facilities, and opportunities provided by urban colleges versus rural colleges. Attending professional development programmes such as conferences, seminars, and workshops requires a lot of motivation from a teacher.

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