

# Status of Professional Competency of Teacher Educators

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**ABSTRACT:** The present study aims to know the status of Professional Competency of Teacher Educators in West Bengal. This study also compares Professional Competency of Teacher Educators under different demographical variables like Gender, Type of Management and Locale. A sample of 250 teacher educators from West Bengal selected randomly was studied. Descriptive Research Methodology with survey technique has been used in the present study. In the present study, the status of Professional Competency of teacher educators has been found moderately positive. This study also reveals that teacher educators in relation to Gender, Type of Management and Locale are not significantly different in respect to Professional Competency.

**Keywords:** Professional Competency, Teacher Educators, Gender, Management, Locale, Survey Technique

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## **Introduction**

Today's world is very competitive and the teacher's role is most important in competitive world. Therefore, teacher needs to have sufficient professional competency to meet the needs of the fast changing society. On the other hand one needs to remember that the impact of education can be seen rapidly, but only after some time, say a decade after. This emphasizes the need of continuous effort to be made by the teacher to upgrade and update one's own knowledge, skills etc. It also becomes essential for the teacher to modulate her / his own attitudes, in the fast changing society. However, it is the responsibility of teacher to extend necessary help in creating a good society and develop good character, values, attitude amongst the students. Rabindranath Tagore rightly observes "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." This clearly calls for continuous learning of teachers, more so in the present context of competing world and to stand for societal expectations.

The term 'Professional Competency' can be conceptualized as the procedure of gaining capacities and aptitudes which empowers to release professional duties and responsibilities all the more proficiently and successfully. In teaching profession, the teacher needs to obtain three critical abilities, viz., instructional capability, association ability, and evaluative competence. Further, subparts can be thought to be implanted into these three critical capabilities. Professional Competency is a complex variable, difficult to define precisely, teacher effectiveness, teaching success, successful teaching, teaching efficiency; teaching performance and teaching ability are some of the other terms used in the literature to indicate Professional Competency.

Thus, Professional Competency is one of the most commonly used words in the literature for professional ability. The competency of a teacher is a very complicated concept since it is multi-dimensional. According to **Goria (2001)**, Professional competency is "the potential to make educative process effective with expertise and thoroughness of content, which was fabricated nicely with methodology of teaching with clear exposition, precise skill, abundant knowledge and creative mind to make the work style outstanding and to improvise low cost, no cost teaching learning material to supplement one's teaching"

The significance of professional competency in the field of education was constantly considered by all the concerned people in the field of education. Competency was constantly given due proper emphasis while framing the aims and objectives of the education. Professional competency of teachers always inspired and motivated the students in their own conduct shaping, and remain ethical. Professional competency as practiced in the educational institutions by the teachers and students reflects the values being nurtured in the process of education.

Some of the notable articles were studied which are related to the present research. The findings of these articles have great influence on the present research. They are as follows –

**Koundinya (1999)** made a study on Professional competency in relation to the school effectiveness. The results of the study include that the gender difference influenced the Professional competency, also, higher the designation or qualification better the competency, further, parameters, like chronological age, residential province and the years spent in the field could not impact professional competency. Finally, results observe that professional competency and proficient pleasure were found to be significantly related.

**Uwameiye (2010)** conducted a research on Professional and Technical Competencies needed by Teachers of Business Studies in Junior Secondary Schools in Ondo State, Nigeria and revealed that the teachers of Business Studies in Ondo State public Junior Secondary Schools need improvement in instructional planning, implementation and evaluation skills as well as in core Business skills in

relation to the teaching of office practice, shorthand and keyboarding as well as in commerce, bookkeeping and ICT.

**Kunter et.al (2013)** conducted a study on teachers' professional competency effect on instructional quality and students' development. Study investigated their professional knowledge as teachers, educational materials, professional beliefs, work-related motivation, and self-regulation, in particular the ability to investigate, the impact of these aspects of education and, in turn, a first year student repeated measures design. The estimated prevalence of professional competence of teachers on student outcomes, and it examines how it impacts the results. The two-level structural equation model for teaching academic content knowledge of teachers, the positive effects of high, which in turn affect student outcomes on quality instructional self-regulatory skills, were revealed.

**Singh (2013)** study conducted on "Relationship between Professional Competency and Job Satisfaction: A Study among Teacher Educators Working in Self Financing Colleges in Uttar Pradesh". Investigation on 180 teacher educators from self – financing B. Ed. Colleges .conformed relation exists between the variables including the gender, locale and qualification. The study used statistical techniques including descriptive statistics, Karl Pearson's product moment correlation coefficient test the significance of differences between the two correlations were also calculated. For the total sample and sub-samples studied show significant relationship between the variables under study findings. The study also gender, location and sub-sampling on academic merit explored the significance of the difference in the correlation.

Review of related literature motivates the researcher to look critically into certain areas of study for further research. After reviewing some related literature of the research studies related to Professional Competency following research gaps is found by the researcher.

First of all, very few researches were conducted on Professional Competency of Teacher Educators in India. Secondly, in India researches are conducted mainly on teaching skills, teaching methods and Professional commitment etc. Thirdly, hardly any studies were found concerning 'type of management' as a demographical variable exclusively. So, the review of related literature reflected on the issues to find out the Status of Professional Competency of Teacher Educators under different demographical variables.

### **Objectives of the Study:**

Following objectives were identified for this particular study –

**O1:** To study the level of Professional Competency of Teacher Educators in Teacher Education Institutions.

**O<sub>2</sub>:** To compare Professional Competency of Teacher Educators in Teacher Education Institutions under different demographical variables like Gender (Male and Female), Type of Management (Government and Private) and Locale (Urban and Rural).

### **Research Question & Hypotheses:**

On the basis of the insights gained from review of related literature on Indian and foreign study, the present researcher has formulated the following objective wise research question & hypotheses for verification:

**For Objective O<sub>1</sub> following research question has been formed –**

**RQ<sub>1</sub>:** What is the level of Professional Competency of Teacher Educators in Teacher Education Institutions?

**For Objective O<sub>2</sub> following research hypotheses have been formed –**

**Ho<sub>1</sub>:** There will be no significant difference in Professional Competency between Teacher Educators in Teacher Education Institutions in relation to Gender (Male and Female).

**Ho<sub>2</sub>:** There will be no significant difference in Professional Competency between Teacher Educators in relation to Type of Management (Government and Private).

**Ho<sub>3</sub>:** There will be no significant difference in Professional Competency between Teacher Educators in relation to Locale (Urban and Rural).

### **Methodology of the Study:**

#### **Population:**

The Teacher Educators of Secondary level Teacher Education Institutions of West Bengal which are recognized by NCTE will be considered as the population of this study.

#### **Sample:**

The samples were selected randomly from Western Part (Purba Medinipur, Paschim Medinipur, Bankura, Purulia and Jhargram District) of West Bengal. A total number of 250 teacher educators of Teacher Education Institutions of West Bengal were selected as sample for this study.

**Sample Structure:**

Table 1: Sample Structure

Category	Sub Category	Frequency	Percentage (%)
Gender	Male	145	58
	Female	105	42
Total		250	100
Type of Management	Government	90	36
	Private	160	64
Total		250	100
Locale	Urban	138	55.2
	Rural	112	44.8
Total		250	100

**Variables:**

The present researcher had identified two types of variables –

**A. Major Variable:** Professional Competency of Teacher Educator

**B. Demographical Variables:**

- **Gender:** Male and Female
- **Type of Management:** Government and Private
- **Location of the School:** Urban and Rural

**Tools Used:**

In order to collect relevant data for the fulfillment of the proposed objectives the following tool has been employed by the researcher.

Table 2: Measuring tools used for data collection

Variables	Tools Used
Professional Competency of Teacher Educator	Savan's Professional Competency Scale (SPCS)

**Description of Savan's Professional Competency Scale (SPCS):**

It is a self evaluated scale comprises of 50 items. This scale has five dimensions i.e. (1) Activity based Teaching and Hurdles, (2) Child centred Practices, (3) Teaching-Learning Material and their display, (4) Evaluation Techniques & (5) Novel Strategies. Against each item there are five alternative terms 'strongly agree', 'agree', 'neutral', 'disagree' and strongly disagree.

**Data Collection Procedure:**

For conducting the research, data had been collected through survey technique. The western districts of West Bengal namely Bankura, Purulia, Paschim Medinipur and Purba Medinipur and Jhargram were selected. Savan's Professional Competency Scale (SPCS) was administered upon 250 teacher educators from those teacher education institutions chosen under study and asked to response according to their own beliefs and thoughts without consulting with another teacher.

**Descriptive Statistics of raw data collected:**

Table 3: Descriptive Statistics

<b>Statistics</b>	<b>PROFESSIONAL COMPETENCY</b>
Minimum	102
Maximum	198
Mean	157.27
Median	166.00
Mode	171.00
Std. Deviation	23.43
Variance	521.73
Skewness	-.354
Kurtosis	-.299

**Status of Professional Competency of Teacher Educators:**

Table 4: Percentile Norms of Scores of Professional Competency of Teacher Educators

<b>Percentile</b>	<b>Entire Score</b>
P <sub>5</sub>	114.00
P <sub>10</sub>	125.00
P <sub>25</sub>	145.00
P <sub>50</sub>	166.00
P <sub>75</sub>	178.00
P <sub>90</sub>	186.00
P <sub>95</sub>	191.00

The minimum score of Savan's Professional Competency Scale (SPCS) is 102 and maximum score of this scale is 198. The present researcher has classified the level of Professional Competency of Teacher educators into three categories. The Score which is below the value of P<sub>25</sub> is defined as 'Low' level (score less than 145), the score which is between the value of P<sub>25</sub> and P<sub>75</sub> defined as 'Moderate' level (Score in between 145 – 178) and the score which is above the value of P<sub>75</sub> is defined as 'High' level (score greater than 178).

## Research Question and Hypotheses-wise Analysis of Data:

### 1. Analysis of Data with respect to RQ<sub>1</sub>:

Table 5: Status of Professional Competency\_Entire Sample

Variable	Mean	SD	Minimum Score	Maximum Score	No. of sample above Mean	No. of sample below Mean
<b>PROFESSIONAL COMPETENCY</b>	157.27	23.43	102	198	153	97

**Interpretation:** From the Table 5, it is shown that mean score of Professional Competency of 250 teacher educators was found 157.27 and Standard Deviation (SD) was 23.43. The minimum score of Savan's Professional Competency Scale (SPCS) was 102 and maximum score of this scale was 198. The number of teacher educators above means score was found 153 and the number of teacher educators below means score was found 97. From the Table 4, it is shown that, 52 (20.8%) Teacher educators have low level of Professional Competency, 136 (54.4%) Teacher educators have moderate level of Professional Competency and 62 (24.8 %) Teacher educators have high level of Professional Competency.

### 2. Analysis of Data with respect to Ho1:

**Groups:** Male and Female Teacher Educators

Table 6: Group Statistics SPCS\_Gender

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
<b>PROFESSIONAL COMPETENCY</b>	FEMALE	105	153.709	23.294	2.110
	MALE	145	159.537	21.806	1.592

(SPCS = Savan's Professional Competency Scale)

Table 7: Independent Samples Test of SPCS\_Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
<b>PROFESSIONAL COMPETENCY</b>	Equal variances assumed	.532	.279	1.305 <sup>#</sup>	248	.321

(# not significant at 0.05 level of significance)

**Interpretation:** From the analysis in Table 7, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.279 ( $p > .05$ ). So, equal variance can be assumed. Table 7 also shows that in case of comparison of mean scores of Professional Competency between male and

female teacher educators the calculated  $t_{(248)}$  value is 1.305 and 'p' value is 0.321 ( $p > .05$ ). Hence, t is not significant at 0.05 level. So,  $H_01$  is not rejected and it can be inferred that male teacher educators and female teacher educators do not differ significantly in respect to Professional Competency.

### 3. Analysis of Data with respect to $H_02$ :

**Groups:** Government Institution's Teacher Educators and Private Institution's Teacher Educators

Table 8: Group Statistics SPCS\_Management

	MANAGEMENT	N	Mean	Std. Deviation	Std. Error Mean
PROFESSIONAL COMPETENCY	GOVERNMENT	90	152.723	22.696	1.391
	PRIVATE	160	158.781	20.318	1.859

(SPCS = Savan's Professional Competency Scale)

Table 9: Independent Samples Test of SPCS\_Management

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
PROFESSIONAL COMPETENCY	Equal variances assumed	.411	.538	1.671 <sup>#</sup>	248	.258

(<sup>#</sup> not significant at 0.05 level of significance)

**Interpretation:** From the analysis in Table 9, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.538 ( $p > .05$ ). So, equal variance can be assumed. Table 9 also shows that in case of comparison of mean scores of Professional Competency between Government Institution's Teacher Educators and Private Institution's Teacher Educators the calculated  $t_{(248)}$  value is 1.671 and 'p' value is 0.258 ( $p > .05$ ). Hence, t is not significant at 0.05 level. So,  $H_02$  is not rejected and it can be inferred that Government Institution's Teacher Educators are not significantly different from Private Institution's Teacher Educators in respect to Professional Competency.

### 4. Analysis of Data with respect to $H_03$ :

**Groups:** Rural and Urban Teacher Educators

Table 10: Group Statistics SPCS\_Locale

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
PROFESSIONAL COMPETENCY	RURAL	112	153.671	22.151	1.913
	URBAN	138	158.286	21.113	1.603

(SPCS = Savan's Professional Competency Scale)

Table 11: Independent Samples Test of PCSTE\_Locale

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
<b>PROFESSIONAL COMPETENCY</b>	Equal variances assumed	1.347	.363	1.208 <sup>#</sup>	248	.343

(# not significant at 0.05 level of significance)

### Interpretation:

From the analysis in Table 11, it is seen that in case of Levene's Test for equality of variances the calculated p value is 0.363 ( $p > .05$ ). So, equal variance can be assumed. Table 11 also shows that in case of comparison of mean scores of Professional Competency between teachers of Rural and Urban Teacher educators the calculated  $t_{(248)}$  value is 1.208 and 'p' value is 0.343 ( $p > .05$ ). Hence, t is not significant at 0.05 level. So, **H<sub>03</sub>** is not rejected and it can be inferred that that rural teacher educators and urban teacher educators do not differ significantly in respect to Professional Competency.

### Major Findings:

On the basis of the analysis of the data presented, the findings are systematically arranged here in accordance with the objectives as mentioned below:

#### Finding related to Objective 1:

The mean score of Professional Competency Scale for Teacher Educators of 250 teacher educators was found 157.27. The range of this scale was from 102 to 198. So, the mean score is more than the average of this range. It is also seen that, 52 (20.8%) Teacher educators have low level of Professional Competency, 136 (54.4%) Teacher educators have moderate level of Professional Competency and 62 (24.8 %) Teacher educators have high level of Professional Competency.

#### Finding related to Objective 2:

1. Male teacher educators are not significantly different from female teacher educators in respect to Professional Competency. But, male teacher educators' mean score (159.537) was higher than female teacher educators' mean score (153.709).
2. Government Institution's Teacher Educators are not significantly different from Private Institution's Teacher Educators in respect to Professional Competency. But, Private Institution's Teacher Educators' mean score (158.781) was higher than Government Institution's Teacher Educators' mean score (152.723).

3. Rural teacher educators are not significantly different from urban teacher educators in respect to Professional Competency. But, Urban teacher educators' mean score (158.286) was higher than rural teacher educators' mean score (153.671).

### **Discussion:**

In the present study, the status of Professional Competency of Teacher Educators of Western Part of West Bengal has been found moderately positive. It is also revealed from the present study that Professional competency of teacher educators don't significantly differ in respect to any demographical variables such as Gender and Location of the Institution. This particular finding supports the research result of Singh (2013). Professional Competency of Government Institution's Teacher Educators is not significantly better than Private Institution's Teacher Educators. Professional competency of male teacher educators is not significantly better than female teacher educators. This particular finding also supports the research result of Koundinya (1999). It is also found that, Professional Competency of rural teacher educators is not significantly better than urban teacher educators.

### **Conclusion:**

Every Teacher has a responsibility to the society and in our society teachers are respected all over. Students usually want to be like their favorite teacher in their personal life. So if the teacher can set example by their behavior and competent, than it will be easy to preaching ethical issues among the students. Therefore as an important part of society teacher should be competent and they should follow the various strategies. The results of this research may help education policy makers to understand the importance and need of Professional Competency of teacher educators; hence they can plan and implement various programs for teachers to develop their Professional Competency. Also, Teacher Education Institution management needs to understand the importance of Professional Competency of teacher educators. To enhance their competencies they can organize various programmes such as Seminars, workshops etc on communications skills, teaching skills, technical skills, managerial skills, content as well as pedagogical and technology based skills etc.

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