



IMPARTING PROFESSIONALISM THROUGH TWO YEAR B.ED PROGRAMME: AS PERCEIVED BY TEACHER EDUCATORS

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ABSTRACT

A sea of change has come upon teacher education, offered through B.Ed degree course since the academic year 2015 – 2016 when the two year B.Ed programme was introduced with the withdrawal of one year course as per the direction of the NCTE. The major reason attributed for such a switch over was that the one year programme is too small a time to meet with all challenges in equipping the aspiring teacher trainees with all essential teacher qualities. The ideal teacher behaviour formed of essential knowledge, skills, and humane values is necessary for the blossoming teachers too. Therefore, the government of Tamilnadu accepted the proposal of the NCTE and took over the system of two year B.Ed programme for preparing teachers for secondary and higher secondary classes.

KEYWORDS: *quality of education , learning outcomes , essential teacher qualities.*

INTRODUCTION

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted and significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above the status of its teacher..." Professionalism is the sign of a great teacher. Professional teachers dress well, hygienic, and treat their students with respect (Pandian, 2004). They believe in timeliness, and are never late and rarely miss days where they are assigned to work. Their students respect them, and are more willing to learn from them. It is the intense desire and obligation to dispense this unique information or skill. A professional teacher has the knowledge that is required for any given lesson. There is professionalism in terms of preparation from a pedagogical point of view (Sharma, 2006).

BACKGROUND

Professionalism means behaving in an ethical manner while assuming and fulfilling our rightful responsibilities in every situation every time, without fail. It also means having the requisite ability to be worthy of the confidence others place in us. It means having already made the right choices so that to attract the right sort of client and work under good circumstances rather than make the best of bad circumstances and take whatever is tossed our way, regardless of its quality (Sinha, 2004).

"Professionalism is demonstrated through a foundation of teaching competence, communication skills, and ethical understanding, on which the aspiration to and wise application of the principles of professionalism: excellence, humanism, accountability, and altruism is built" (Prasad, 2005). This definition emphasizes the fact that professionalism is a behaviour that must be demonstrated. Professionalism needs

to be instilled in each and every phase of teacher preparation starting from conceptualization to evaluation and appraisal to prepare professionals and improve the quality of education.

Education of teachers in the country has been considered crucial, not only for ensuring greater professionalism in teachers but also for facilitating school improvement and effectiveness (Das, 2004). Teachers are the social engineers who are designing the future members of the society. As in the case, every teacher has been trained by teacher educators by which their professional competency will automatically influence the teachers and they may become capable of carrying them to their workplace and exhibit in their practice (Bellingham, 2004). Professionalism of the teacher educators reveals the status of the institution in which he or she is placed. It upholds the quality of the institution to the admirable level.

According to Sharma (2006), a professional teacher is obliged to gain necessary knowledge, and skills before he attempts to teach the same to the students. There is *Professionalism* in terms of **preparation** from the pedagogical point of view, and **manifest Professionalism** in imparting the same to them. In other words, *Professionalism means behaving in an ethical manner while assuming and fulfilling the rightful responsibilities in every situation, and at every opportune moment without fail.* It is understood that this interpretation is based on the context of teaching.

Professionalism is not a single entity; rather it is a collection of characteristics or qualities. It can be developed by improving the criteria such as – task orientation, classroom exhibition, task group orientation, target group orientation, job involvement, 24 x 7 duty, attitude, accountability, communication, competence, professional dressing, never gossiping, honesty, humility, temperament, sociability, punctuality, public relations, pro bono service, quality of life, etc.

OBJECTIVES

- To find the nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in total and in its dimensions.
- To find the nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in terms of gender, and length of teaching experience.
- To find the significance of difference in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of gender.
- To find the significance of difference in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of length of teaching experience.

HYPOTHESES

- The nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in total and in its dimensions is **neutral**.
- The nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in terms of gender, and length of teaching experience is **neutral**.
- There is **no significant difference** in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of gender.
- There is **no significant difference** in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of length of teaching experience.

METHOD

The design of the present study calls for the application of survey techniques for data collection and testing of hypotheses. Thus the present study gives rise to the adoption of **Descriptive Survey Method**.

POPULATION

All the teacher educators working in Colleges of Education in Nagappattinam, Thiruvarur Thanjavur, and Pudukottai districts of Tamilnadu form the population of the study.

SAMPLE

Stratified random sampling will be followed for selecting sample for the present study. It is proposed to choose 25% of the population after stratification of the sample on the basis of District and Gender. The final sample of the study comprises of 350 teacher educators selected from Colleges of Education.

RESEARCH INSTRUMENT

- Perception about *Teacher Professionalism Scale* –Prepared and Validated by the Researcher.

STATISTICAL TECHNIQUES TO BE USED

- Arithmetic Mean and Standard Deviation, are to be used to assess the level of dependant and independent variables.
- 't' test for independent and large sample is to be used to find the significance of differences between two means.
- ANOVA is to be used to find the significance of difference among more than two means.
- Post ANOVA Test (Scheffe) is to be used to find the significance of difference between means when the 'F' value is significant.

ANALYSIS

Hypothesis 1

The nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in total and in its dimensions is neutral.

Table 1

Nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in total and in its dimensions

Dimension	N	Negative		Neutral		Positive	
		N	%	N	%	N	%
Competence related	350	102	29.1	148	42.3*	100	28.6
Ethics related	350	91	26.0	114	32.6	145	41.4*
Value oriented	350	115	32.9	117	33.4	118	33.7*
Virtue based	350	110	31.4	151	43.1*	89	25.4
Trait oriented	350	113	32.3	95	27.1	142	40.6*
Emotion oriented	350	112	32.0	101	28.9	137	39.1*
Life oriented	350	93	26.6	102	29.1	155	44.3*
Overall Professionalism	350	119	34.0	121	34.6*	110	31.4

* indicates the level of professionalism

Hypothesis 2

The nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in terms of gender, and length of teaching experience is **neutral**.

Table 2

Nature of perception of teacher educators in colleges of education about infusing teacher professionalism in student teachers through the Two year B.Ed degree course in terms of gender, and length of teaching experience

Variable	Dimension	N	Negative		Neutral		Positive	
			N	%	N	%	N	%
Gender	Male	138	41	29.7	55	39.9*	42	30.4
	Female	212	78	36.8*	66	31.1	68	32.1
Length of Teaching Experience	Upto 6	221	73	33.0	79	35.7*	69	31.2
	7 – 14	96	32	33.3	31	32.3	33	34.4*
	15 and above	33	14	42.4*	9	27.3	10	30.3

* indicates the level of professionalism

Hypothesis 3

There is **no significant difference** in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of gender.

Table 3

Difference in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of gender

Dimension	Gender	N	Mean	S.D	't' value	'p' value
Competence related	Male	138	23.21	3.06	2.03	0.04*
	Female	212	22.54	2.98		
Ethic related	Male	138	23.74	3.11	0.21	0.83
	Female	212	23.66	3.66		
Value oriented	Male	138	28.24	3.86	0.78	0.43
	Female	212	27.91	3.86		
Virtue based	Male	138	16.74	2.63	0.39	0.69
	Female	212	16.62	2.95		
Trait oriented	Male	138	17.81	2.80	0.55	0.57
	Female	212	17.64	2.97		
Emotion oriented	Male	138	17.98	2.78	2.04	0.04*
	Female	212	17.35	2.82		
Life oriented	Male	138	17.96	2.66	0-.92	0.35
	Female	212	18.24	2.80		
Overall Professionalism	Male	138	145.62	13.96	1.04	0.29
	Female	212	143.94	15.59		

* significant at 0.05 level

Hypothesis 4

There is **no significant difference** in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of length of teaching experience.

Table 4
Difference in the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of length of teaching experience

Variable	Teaching Experience	Mean	Calculated 'F' Value	'p' Value
Competence related	Upto 6	22.63	1.01	0.36
	7 – 14	23.14		
	15 and above	23.00		
Ethic related	Upto 6	23.55	0.60	0.54
	7 – 14	24.02		
	15 and above	23.69		
Value oriented	Upto 6	27.66	3.19	0.04*
	7 – 14	28.82*		
	15 and above	28.36		
Virtue based	Upto 6	16.71	1.87	0.15
	7 – 14	16.86		
	15 and above	15.78		
Trait oriented	Upto 6	17.71	0.21	0.80
	7 – 14	17.81		
	15 and above	17.42		
Emotion oriented	Upto 6	17.49	0.75	0.47
	7 – 14	17.90		
	15 and above	17.48		
Life oriented	Upto 6	18.18	0.12	0.88
	7 – 14	18.05		
	15 and above	18.00		
Overall Professionalism	Upto 6	143.93	1.13	0.32
	7 – 14	146.60		
	15 and above	143.75		

* significant at 0.05 level

FINDINGS

1. The percentage analysis reveals that the perception of teacher educators in colleges of education in the region comprising Thanjavur, Nagapattinam, Tiruvarur and Pudukottai districts of Tamilnadu about infusing teacher *professionalism* in student teachers through the two year B.Ed degree course is **neutral** as 34.6% of the sample falls under the **neutral** category.

The dimension wise analysis reveals that in the case of the dimensions *ethics related* (41.4%); *value oriented* (33.7%); *trait oriented* (40.6%); *emotion oriented* (39.1%); and *life oriented* (44.3%) as a large percentage of the sample falls under the **positive** dimension, they are found to be **positive** in nature. In the case of dimensions *competence related* (42.3%) and *virtue based* (43.1%) are found to be **neutral** in nature.

2. While computing percentage analysis of the perception of teacher educators in respect of their gender, it is found that the male teacher educators are **neutral** in their perception about infusing teacher *professionalism* in student teachers through the two year B.Ed degree course. In the case of **female** teacher educators the perception of teacher educators about infusing overall teacher *professionalism* is **negative** as 36.8% of the sample falls under this category.

While computing percentage analysis of the perception of teacher educators in respect of their teaching experience, it is found that the teacher educators with upto 6 years of experience are **neutral**

(35.7%) in their perception about infusing teacher *professionalism* in student teachers through the two year B.Ed degree course.

In the case of teacher educators with 7 – 14 years of teaching experience, the perception of teacher educators about infusing overall teacher *professionalism* is **positive** as 34.4% of the sample falls under this category. In the case of dimensions *competence related*

In the case of teacher educators with 15 years and above teaching experience, the perception of teacher educators about infusing overall teacher *professionalism* is **negative** as 42.4% of the sample falls under this category

3. The differential analysis in respect of gender on the perception of teacher educators about infusing teacher *professionalism* has shown that there is **no significant difference** between male and female in their perception of overall *professionalism*. However, only in the case of the dimensions *competence related*, and emotional oriented **significant difference** is noted. In both the dimensions, the male students are found to be significantly **higher** than the female teacher educators.

4. On computing differential analysis pertaining to perception of teacher educators about infusing teacher *professionalism* in student teachers in respect of the teaching experience has shown that there is **no significant difference** in their perception of overall *professionalism* and all its dimensions except *value oriented*. In the case of the dimension *value oriented*, teacher educators with teaching experience of 7 – 14 years are **significantly higher** than the teacher educators with upto 6 years of teaching experience.

DISCUSSION AND CONCLUSION

A few important findings have emerged from the analysis. As if to establish the soundness of two year B.Ed degree course, the sample of the study does not point out a negative attitude of teacher educators towards the two year degree course. Though it is not positive to rejoice over, it is not negative, that is the teachers seem to be at the threshold of accepting the new system. It also reveals that the teachers are not yet fully with the stream of two year B.Ed degree programme as it has crossed a period of just one and half years. Anyhow, the encouraging feature is that the working teacher educators have not altogether turned against the new programme out of prejudice or the traditional hold with the formal one. Moreover, they have expressed positive perception in terms of Ethics, Values, Trait-Emotion-Life orientedness of the system introduced. It is encouraging to note that the teacher educators are in the process of forming a 'mindset' in favour of the New System in such a short span of time.

One thing that is likely to trouble us is the fact that female teachers and those above fifteen years of experience are of negative perception with regard to the new scheme being introduced. It may be attributed to their vagueness in understanding the intricacies of the innovative trend set or their initial difficulty in coping with them. It is confirmed by the findings derived from differential analysis. Male teacher educators found to be more dominant than the females statistically in competence based and emotion based perceptions. Similarly, in terms of experience, those with 7 – 14 years of experience stand over and above those of 15+ years of experience and statistically higher than those having below 6 years of experience. It may be because of long years of involvement with the particular mode of teaching and teaching oriented activities. The teachers with 15+ years of experience might have developed a form of 'occupational bend' which in all probability intervenes in accepting the new trend being set in the teacher education programme.

The Researcher being enthused by the outcomes of the research, concludes that the present two year B.Ed programme has not been rejected internally by practicing teacher educators, rather it seems that psychologically they are one with the new scheme expressing positive perception in many of its sub-dimensions, consolidating a net Neutral perception altogether. Precisely, the two year B.Ed programme has already been anticipated as a development in the field of teacher education which could cause more benefit than anything loss as per the perception of such teacher educators.

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