



A STUDY ON THE PROFESSIONAL EFFECTIVENESS OF TEACHER EDUCATORS IN COLLEGES OF EDUCATION IN DELTA DISTRICTS OF TAMILNADU

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ABSTRACT :

This research article focuses its attention on the professional effectiveness of teacher educators working in the Colleges of Education in Delta Districts of Tamilnadu. The investigator adopted survey method for collecting the data. The investigator prepared and validated a scale to measure professional effectiveness of teacher educators. All the teacher educators working in the Colleges of Education in Thanjavur, Thiruvarur, Pudukottai and Nagapattinam districts formed the population of the study. From the population, the investigator has chosen 774 teacher educators using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test and 'F' test. The findings showed that. the professional effectiveness of teacher educators is found to be moderate. The teacher educators irrespective of their gender, age and qualification do not differ significantly in their professional effectiveness. The married teacher educators have better professional effectiveness. The teacher educators handling arts subject have better professional effectiveness. The teacher educators with different years of teaching experience differed significantly in their professional effectiveness in total and in the dimensions - content competency and classroom management.



KEYWORDS : Professional Effectiveness, Teacher Educators, Delta Districts.

INTRODUCTION:

Education is a life-long process for any individual. In this process, the teacher plays an important role in providing the skills and talents to the learners. Without the role of the teacher, the teaching-learning process is not effective and meaningless. No education system is better than its teacher, because the quality of education depends upon the teacher's professional competence, commitment, dedication and behaviour.

Various Education Commissions stressed the importance of the teacher and his or her responsibilities. The prime objective of education is the all round development of the students. This should be realized only when the teacher's role should be an effective one. If the teaching is effective enough, the future of the learners is questionable. Hence, the professional effectiveness of teachers should be studied with different focuses.

PROFESSIONAL EFFECTIVENESS

According to a recent estimate, a poor child who has a high quality teacher for five consecutive years would have large enough learning gains to close the achievement gap with higher-income students (Rivkin et

al., 2005). Given the importance of quality teaching, there is great interest in understanding teacher quality and identifying the teacher characteristics that are most predictive factors of students' achievement.

Among the essential teacher characteristics, the one that is often considered is his/her professional effectiveness. That is why, a number of researchers have focused on five measurable characteristics of teacher quality: teaching experience, teachers' preparation, coursework, certification status and academic performance. A number of researches suggested that professional effectiveness is not strongly correlated with these observable teacher characteristics (Goldhaber and Brewar, 1997). They estimated that observable teacher characteristics explain less than 5% of the variation in their professional effectiveness measured as students' gain in standardized testing procedures. Positive as well as significant associations are found between these characteristics and teachers' professional effectiveness (Aaronson, Barrow and Sanders, 2007; Darling-Hammond, 2000; Harris and Sass, 2007), but it is unclear what these characteristics convey about teachers' professional knowledge.

In measuring teacher quality, prior research used narrowly defined measures of teacher quality, which are poor indicators of the teachers' knowledge and skills that matter for student learning (Wilson et al., 2001). Past research may have been limited in its capacity to assess the relationship between teachers' knowledge and teacher effectiveness if teachers' knowledge has not been adequately measured (Hill, Rowan and Ball, 2005). Therefore, scholars have promoted the consideration of indicators that measure the content of teachers' knowledge (Rowan, Chiang and Miller, 1997).

Research has been consistent in finding a positive relationship between teachers' academic or subject proficiency and their professional effectiveness. The subject proficiency was usually defined as teachers' performance on tests of professional knowledge (subject matter or pedagogy) or tests of general academic ability (basic skills, general knowledge). Compared to measures such as credentials and amount of coursework, some of these tests may represent more direct measures of teachers' professional knowledge. However, they are valid only if they accurately reflect the knowledge and skills required of teachers.

Teachers' grades are imperfect measures of professional knowledge. If grades are determined accurately and fairly, they should reflect how much teachers learned in their courses. However, education coursework may not cover the entire range of the necessary knowledge for effective teaching (Mehrens and Phillips, 1989). Further, high grades do not guarantee that the material was learned (Holmes Group, 1986). In other words, a grade point average does not precisely reveal what the teachers learned but only serve as an indication of demonstrated knowledge and skills that may be related to professional effectiveness. Teachers' grades may also reflect general academic ability, motivation and preparation for fulfilling the requirements of each course. Despite these limitations, scholars have argued that indicators of teachers' academic performance are potentially better predictors of professional effectiveness compared to tests or other measures used in past research because they go beyond measuring simple exposure to programs or training (Goldhaber and Brewar, 1997).

The collection of student ratings is not the only way or the best way but rather one way to evaluate instruction. Professionals in the field of teacher evaluation advocate a multiple-source and multiple-method approach to evaluating professional effectiveness. The collection of student ratings should be combined with data collected from different sources using various methods such as peer review, teaching portfolios, classroom-observations, or self-evaluation. The use of students' ratings for evaluating teacher effectiveness is the single most researched issue in all of higher education (Ory, 2001).

The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Franklin, 2001).

Teaching in the absence of learning is just talking. A teacher's professional effectiveness is again about student learning. However, all the teachers realize that what a student learns is not always within the teachers' control. Teachers also have limited control over many of the most important factors that influence students' learning, including students' attitudes, deeper knowledge of the course content, study and

learning skills, study time, their emotional readiness to learn, and on and on. Since there is clearly a shared responsibility between the teacher and the student as to what that student learns, and because many students are able to learn in spite of the teacher, while others fail despite all of the best efforts of a skilled practitioner, the definition of "professional effectiveness" appears to be "an act of faith" on the part of students and teachers to do their best.

Teacher educators play a critical role in the improvement of quality education. The prospective teachers learn the subject matter with the required amount of pedagogical skills and teaching techniques through the experiences that the teacher educators provide. Thus, the prospective teachers' understanding of the teaching skills, their ability to use it in solving the problems, and their confidence are all shaped by the teaching they encounter in the colleges of education. Successful teaching depends on teachers' ability to make decisions based on their knowledge of the subject, the curriculum expectations, the learning environment, and the needs of the prospective teachers. Effective teacher educators only understand what the students know and need to learn and then challenging and supporting them to learn it well. The teacher educators gain the ability to make effective and appropriate decisions through their experiences in pre-service and in-service professional development programs.

Three major tenets of effective teacher educators are:

- Effective teaching requires knowing and understanding the subject, students as learners, and pedagogical strategies.
- Effective teaching requires a challenging and supportive learning environment.
- Effective teaching requires wide general knowledge and application of varied skills.

These tenets have implications for professional development programs for teacher educators.

NEED AND SIGNIFICANCE OF THE STUDY

Rabindranath Tagore opined that a lamp can never light another lamp, unless it continues to burn its own flame. Similarly, a teacher can never truly teach unless he/she themselves continues to learn. Especially, the teacher educators working in Colleges of Education have to adopt various ways and means to improve his/her professional effectiveness as well as the overall development of the prospective teachers. They should have a thorough knowledge of the subject matter, pedagogical knowledge and techniques, psychosocial characteristics of the prospective teachers,

From the recommendations of the various education commissions, the state and central governments took several steps to improve the status of the teachers working at various levels of education in order to improve the quality of education. Several administrative bodies like UGC, NCERT, NCTE, etc been evolved to monitor and regulate those higher education institutions. But, unfortunately these measures fail to improve the professional effectiveness of teacher educators because of the deteriorating standards in infrastructure facilities and administrative problems.

The present study is an painstaking effort to study the professional effectiveness of teacher educators. There seems to be a growing annoyance on the part of the teacher educators regarding their teaching profession. It is a general observation found among the educationist that the teacher educators are really disappointed in spite of the various plans and programmes implemented by the governmental agencies. The over workload, work pressure, low salary, and other problems may spoil their professional effectiveness.

This study is important one for getting a deeper understanding of teacher educators' professional effectiveness. Therefore, the researcher would like to conduct a study on the selected variable with various demographic factors like gender, age, marital status, subject handled, qualification, monthly income and teaching experience. Moreover, though the present study is a small piece of research, it will be more and more helpful for the educational administrators by giving list of recommendations.

DEFINITIONS OF THE TERMS

Professional Effectiveness

Academic skills are the skills necessary to do well in an educational setting. It include reading, writing, math, research, computer, and study skills.

Teacher Educators

By 'Teacher educators', the investigator refers to the teachers working in the Colleges of Education.

Colleges of Education

By 'Colleges of Education', the investigator refers to the colleges offering B.Ed. and M.Ed. degree programmes in education, which are affiliated to Tamilnadu Teachers Education University, Chennai.

Delta Districts

By 'Delta Districts', the investigator refers to the districts using Cauvery river water for irrigation and drinking water. Here, the investigator refers to Thanjavur, Thiruvarur, Pudukottai and Nagapattinam Districts of Tamilnadu State.

OBJECTIVES

1. To find the level of professional effectiveness of teacher educators.
2. To find the significant difference in the professional effectiveness of teacher educators with regard to with regard to gender, age, marital status, subject handled, qualification, monthly income and teaching experience.

METHOD AND PROCEDURE

The investigator adopted survey method for the present study. The investigator prepared and validated a scale to measure professional effectiveness of teacher educators. All the teacher educators working in the Colleges of Education in Thanjavur, Thiruvarur, Pudukottai and Nagapattinam districts formed the population of the study. From the population, the investigator has chosen 774 teacher educators using simple random sampling technique. For analyzing the data, the investigator used Mean, SD, 't' Test and 'F' test.

ANALYSIS AND FINDINGS

Null Hypothesis - 1

The level of professional effectiveness of teacher educators is not high.

Table - 1.
Level of Professional Effectiveness of Teacher Educators

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Content Competency	124	16.02	500	64.60	150	19.38
Organizing Contents and Teaching	104	13.44	506	65.37	164	21.19
Interactive Skill	154	19.90	452	58.40	168	21.71
Teaching Skill	96	12.40	548	70.80	130	16.80
Classroom Management	178	23.00	42	54.52	17	22.48

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Total	124	16.02	500	64.60	150	19.38

From the above table, it is inferred that 16.02% of the teacher educators have low, 64.60% of them have moderate and 19.38% of them have high level professional effectiveness. In the case of the dimension, 16.02% of the teacher educators have low, 64.60% of them have moderate and 19.38% of them have high level content competency. 13.44% of the teacher educators have low, 65.37% of them have moderate and 21.19% of them have high level organizing contents and teaching. 19.90% of the teacher educators have low, 58.40% of them have moderate and 21.71% of them have high level interactive skill. 12.40% of the teacher educators have low, 70.80% of them have moderate and 16.80% of them have high level teaching skill. 23.00% of the teacher educators have low, 54.52% of them have moderate and 22.48% of them have high level classroom management. Hence, the null hypothesis is rejected.

Null Hypothesis - 2

There is no significant difference in the professional effectiveness of teacher educators with respect to gender.

Table - 2.
Difference in the Professional Effectiveness of Teacher Educators with respect to Gender

Dimensions	Gender	N	Mean	SD	't' Value
Content Competency	Male	288	187.2	12.64	1.78 ^{NS}
	Female	486	189.64	13.68	
Organizing Contents and Teaching	Male	288	116.2	10.50	0.39 ^{NS}
	Female	486	115.76	11.02	
Interactive Skill	Male	288	185.64	13.80	0.82 ^{NS}
	Female	486	186.84	13.78	
Teaching Techniques	Male	288	119.26	9.68	1.33 ^{NS}
	Female	486	120.66	10.36	
Classroom Management	Male	288	119.66	8.34	1.50 ^{NS}
	Female	486	121.1	10.10	
Total	Male	288	727.98	43.08	1.27 ^{NS}
	Female	486	733.98	47.80	

Table Value of 't' = 1.96 at 5% level of significance

NS-Not Significant (Ho Accepted)

From the above table, it is inferred that the calculated 't' values are less than the table value at 5% level of significance. So, the null hypothesis is accepted. Hence, The male and female teacher educators do not differ significantly in their professional effectiveness.

Null Hypothesis - 3

There is no significant difference in the professional effectiveness of teacher educators with respect to age.

Table - 3.
Difference in the Professional Effectiveness of Teacher Educators with respect to Age

Dimensions	Age	Sum Square	of df	Mean Square Variance	'F' Value
Content Competency	Between	89.32	2	44.66	0.50 ^{NS}

Dimensions	Age	Sum Square	of df	Mean Variance	Square	'F' Value
	Within	34247	771	89.18		
Organizing Contents and Teaching	Between	74.56	2	37.28		0.64 ^{NS}
	Within	22498.28	771	58.58		
Interactive Skill	Between	34.68	2	17.34		0.18 ^{NS}
	Within	36654.24	771	95.46		
Teaching Techniques	Between	23.62	2	11.82		0.23 ^{NS}
	Within	19748.88	771	51.42		
Classroom Management	Between	8.54	2	4.28		0.09 ^{NS}
	Within	17392.06	771	45.30		
Total	Between	79.50	2	39.74		0.04 ^{NS}
	Within	410758.10	771	1069.68		

Table Value of 'F' = 3.00 at 5% level of significance; **Not Significant (Ho Accepted)

From the above table, it is inferred that the calculated 'F' values are less than the table value at 5% level of significance. So, the null hypothesis is accepted. Hence, the teacher educators irrespective of their age do not differ significantly in their professional effectiveness.

Null Hypothesis - 4

There is no significant difference in the professional effectiveness of teacher educators with respect to marital status.

Table - 4.
Difference in the Professional Effectiveness of Teacher Educators with respect to Marital Status

Dimensions	Marital Status	N	Mean	SD	't' Value
Content Competency	Married	658	189.38	13.36	2.32 ^S
	Unmarried	116	185.14	12.74	
Organizing Contents and Teaching	Married	658	116.46	10.64	2.21 ^S
	Unmarried	116	112.90	11.40	
Interactive Skill	Married	658	187.14	13.58	2.46 ^S
	Unmarried	116	182.18	14.26	
Teaching Techniques	Married	658	120.44	10.12	1.42 ^{NS}
	Unmarried	116	118.42	10.00	
Classroom Management	Married	658	120.70	9.52	0.64 ^{NS}
	Unmarried	116	119.82	9.46	
Total	Married	658	734.10	45.30	2.27 ^S
	Unmarried	116	718.44	48.96	

Table Value of 't' = 1.96 at 5% level of significance

S- Significant (Ho Rejected); NS-Not Significant (Ho Accepted)

From the above table, it is inferred that the calculated 't' values are greater than the table value at 5% level of significance. So, the null hypothesis is rejected in the case of professional effectiveness in total and in the dimensions - content competency, organizing contents and teaching, and interactive skill. But, the calculated 't' values are less than the table value at 5% level of significance. So, the null hypothesis is accepted in the case of the dimensions - teaching techniques and classroom management. Hence, the

married and unmarried teacher educators differed significantly in their professional effectiveness in total and in the dimensions - content competency, organizing contents and teaching, and interactive skill. The married teacher educators have better professional effectiveness. But, they do not differ significantly in their professional effectiveness related to the dimensions - teaching techniques and classroom management.

Null Hypothesis - 5

There is no significant difference in the professional effectiveness of teacher educators with respect to subject handled.

Table - 5.
Difference in the Professional Effectiveness of Teacher Educators
with respect to Subject Handled

Dimensions	Subject Handled	N	Mean	SD	't' Value
Content Competency	Arts	526	189.68	13.26	2.03 ^S
	Science	248	186.74	13.32	
Organizing Contents and Teaching	Arts	526	117.08	9.52	2.77 ^S
	Science	248	113.48	12.84	
Interactive Skill	Arts	526	187.76	13.30	2.81 ^S
	Science	248	183.46	14.38	
Teaching Techniques	Arts	526	120.86	10.10	2.09 ^S
	Science	248	118.58	10.02	
Classroom Management	Arts	526	121.3	9.72	2.29 ^S
	Science	248	119.02	8.86	
Total	Arts	526	736.68	44.58	3.02 ^S
	Science	248	721.30	47.78	

Table Value of 't' = 1.96 at 5% level of significance; S-Significant (Ho Rejected)

From the above table, it is inferred that the calculated 't' values are greater than the table value at 5% level of significance. So, the null hypothesis is rejected in the case of professional effectiveness in total and in all the dimensions. Hence, the teacher educators handling arts and science subjects differed significantly in their professional effectiveness. The teacher educators handling arts subject have better professional effectiveness.

Null Hypothesis - 6

There is no significant difference in the professional effectiveness of teacher educators with respect to qualification.

Table - 6.
Difference in the Professional Effectiveness of Teacher Educators
with respect to Qualification

Dimensions	Qualification	N	Mean	SD	't' Value
Content Competency	M.Ed. M.Phil	396	190.68	13.60	2.96 ^{NS}
	Ph.D.	378	186.70	12.78	
Organizing Contents and Teaching	M.Ed. M.Phil	396	116.70	11.02	1.45 ^{NS}
	Ph.D.	378	115.12	10.56	
Interactive Skill	M.Ed. M.Phil	396	187.28	14.08	1.30 ^{NS}
	Ph.D.	378	185.46	13.44	
Teaching Techniques	M.Ed. M.Phil	396	120.98	10.28	1.69 ^{NS}
	Ph.D.	378	119.24	9.90	

Dimensions	Qualification	N	Mean	SD	't' Value
Classroom Management	M.Ed. M.Phil	396	121.14	9.78	1.23 ^{NS}
	Ph.D.	378	119.96	9.18	
Total	M.Ed. M.Phil	396	736.76	47.68	2.21 ^{NS}
	Ph.D.	378	726.48	43.98	

Table Value of 't' = 1.96 at 5% level of significance; NS-Not Significant (Ho Accepted)

From the above table, it is inferred that the calculated 't' values are less than the table value at 5% level of significance. So, the null hypothesis is accepted. Hence, there is no significant difference in the professional effectiveness of teacher educators with respect to qualification.

Null Hypothesis - 7

There is no significant difference in the professional effectiveness of teacher educators with respect to monthly income.

Table - 7.
Difference in the Professional Effectiveness of Teacher Educators
with respect to Monthly Income

Dimensions	Monthly Income	Sum of Square	df	Mean Square Variance	'F' Value
Content Competency	Between	786.84	2	393.42	4.50 ^S
	Within	33549.48	771	87.36	
Organizing Contents and Teaching	Between	439.88	2	219.94	3.82 ^S
	Within	22132.96	771	57.64	
Interactive Skill	Between	836.78	2	418.40	4.48 ^S
	Within	35852.14	771	93.36	
Teaching Techniques	Between	356.64	2	178.32	3.53 ^S
	Within	19415.88	771	50.56	
Classroom Management	Between	285.14	2	142.56	3.20 ^S
	Within	17115.46	771	44.58	
Total	Between	12759.72	2	6379.86	6.15 ^S
	Within	398077.88	771	1036.66	

Table Value of 'F' = 3.00 at 5% level of significance; S-Significant (Ho Rejected)

From the above table, it is inferred that the calculated 'F' values are greater than the table value at 5% level of significance. So, the null hypothesis is rejected in the case of professional effectiveness in total and in all the dimensions. Hence, there is significant difference in the professional effectiveness of teacher educators with respect to monthly income.

Null Hypothesis - 8

There is no significant difference in the professional effectiveness of teacher educators with respect to Teaching Experience.

Table - 8.
Difference in the Professional Effectiveness of Teacher Educators
with respect to Teaching Experience

Dimensions	Teaching Experience	Sum of Square	df	Mean Square Variance	'F' Value
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Dimensions	Teaching Experience	Sum Square	of df	Mean Variance	Square	'F' Value
Content Competency	Between	976.44	2	488.22		5.62 ^S
	Within	33359.88	771	86.88		
Organizing Contents and Teaching	Between	245.70	2	122.84		2.11 ^{NS}
	Within	22327.14	771	58.14		
Interactive Skill	Between	443.84	2	221.92		2.35 ^{NS}
	Within	36245.08	771	94.38		
Teaching Techniques	Between	122.96	2	61.48		1.20 ^{NS}
	Within	19649.54	771	51.18		
Classroom Management	Between	507.86	2	253.94		5.77 ^S
	Within	16892.74	771	44.00		
Total	Between	9308.88	2	4654.44		4.45 ^S
	Within	401528.72	771	1045.64		

Table Value of 'F' = 3.00 at 5% level of significance

S-Significant (Ho Rejected); NS-Not Significant (Ho Accepted)

From the above table, it is inferred that the calculated 'F' values are greater than the table value at 5% level of significance. So, the null hypothesis is rejected in the case of professional effectiveness in total and in the dimensions - content competency and classroom management. But, the calculated 'F' values are less than the table value at 5% level of significance. So, the null hypothesis is accepted in the case of the dimensions - organizing content and teaching, interactive skill and teaching techniques. Hence, the teacher educators with different years of teaching experience differed significantly in their professional effectiveness in total and in the dimensions - content competency and classroom management. But, they do not differ significantly in their professional effectiveness pertaining to the dimensions - organizing content and teaching, interactive skill and teaching techniques.

CONCLUSION

It is concluded that the professional effectiveness of teacher educators is found to be moderate. The teacher educators irrespective of their gender, age and qualification do not differ significantly in their professional effectiveness. The married teacher educators have better professional effectiveness. The teacher educators handling arts subject have better professional effectiveness. The teacher educators with different years of teaching experience differed significantly in their professional effectiveness in total and in the dimensions - content competency and classroom management. So, the investigator opines that necessary steps may be taken for improving the professional effectiveness of the teacher educators for improving the teaching competence of prospective teachers.

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