



INTERRELATIONSHIP AMONG TEACHING COMPETENCY AND PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS IN D.Ed COLLEGES.

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ABSTRACT The present study deals with the Interrelationship among Teaching Competency and Professional Development of Teacher Educators in D.Ed. colleges. The Investigators have randomly selected as Teacher Educators from Thirteen different Colleges of Education in Puttur Mandal of Andhra Pradesh as sample. The Teaching competency scale made by Investigator and Professional Development scale standardized by Dr. Yodida Bhutia were used to collect the data. Statistical techniques used by Pearson's product moment correlation and t-test were employed for analyzing the data. Results reveals that there is an interrelationship between teaching competency and professional development of teacher Educators in D.Ed. colleges. Hence the teacher Educators having positive influence on teaching competency shows higher relationship in their professional development. Also result reveals that there is no significant difference between teaching competency and professional development of teacher educators in the sub categories sex and teaching of pedagogy subject and also reflect an evidence that there is a significant difference between the experience of below 5 years and above 5 years of teacher educators in D.Ed.

KEYWORDS : Interrelationship, Teaching Competency, Professional Development, Teacher Educators and D.Ed. Colleges.

Introduction

Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. In the short essay on value of education, you can write about how education acts as a vital human virtue. Education is a need for society, paramount for joining of separate entities, gives essentialness of life, education is a sign of superiority. It is a sign of freedom, it's a controlling grace, and it is an essential basis of good life.

According to Paquay and Wagner (2001), "Teaching Competency emphasis Common ground across different cultures on the nature of teaching, teacher learning and teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession"

- The teacher as a reflective agent
- The teacher as a knowledgeable expert
- The teacher as a skilful expert
- The teacher as a classroom actor
- The teacher as a social agent
- The teacher as a lifelong learner.

According to Baker and Villalobos (1997), Professional development is a process which includes both informal and Formal approaches to individual effectiveness. Development involves all activities aimed at improvement and growth in a person's ability to perform assignments effectively.

Professional development is an on- going process for all extension professionals and is closely related to Institutional changes. Professional development encompasses all types of facilitated learning opportunities including credentials such as academic degrees to formal coursework, conferences and informal learning opportunities situated in practice. "Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills and dispositions as well as the application of this knowledge in practice.

The key components of professional development include .

- The characteristics and contexts of the learners .
- Content (i.e. what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials) and
- The organization and facilitation of learning experiences

Objectives of the study

1. To find out the Interrelationship among Teaching Competency and Professional Development of Teacher Educators in D.Ed. colleges.

2. To find out the significant difference between the mean scores of Teaching Competency of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in D.Ed. Colleges.
3. To find out the significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in D.Ed. Colleges.

Hypotheses of the study

1. There is no Interrelationship among Teaching Competency and Professional Development of Teacher Educators in D.Ed. colleges.
2. There is no significant difference between the mean scores of Teaching Competency of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in D.Ed. Colleges.
3. There is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in D.Ed. Colleges.

Sample of the study

The investigator has chosen 70 Teacher Educators from thirteen various colleges of Education in Puttur Mandal of Andhra Pradesh State for the investigation. Method of the study Normative Survey method of research way employed to investigate the interrelationship and difference of various variable of the study.

Research Tools

The present study used the following Tools

- Teaching Competency Scale made by Investigator.
- Professional Development Scale standardized by Dr.Yodida Bhutia Statistical techniques used.
- Karl Pearson's product moment correlation Technique to study the interrelationship between the variable.
- Differential analysis (t-test) to find out the significant difference between the variables.

Analysis and Interpretation

Hypothesis: 1 There is no Interrelationship among Teaching Competency and Professional Development of Teacher Educators in D.Ed. colleges.

Table-1

Variables	N	Coefficient of correlation	Level of Significance
Teaching Competency	70	0.829	Significant at 0.01 Level.
Professional Development			

From the table: 1, It is found that the calculated 'r'-value 0.829 is greater than the table value 0.325. So the null hypothesis is rejected. Hence the Result revealed the there is a significant interrelationship between Teaching Competency and Professional Development of Teacher Educators in D.Ed. colleges.

Hypothesis: 2

There is no significant difference between the mean scores of Teaching Competency of Teacher Educators in terms of their sex, teaching of pedagogy subjects and Teaching Experience in D.Ed. Colleges.

Table: 2

Variable	Category	Sub group	N	Mean	S.D	t-value	Level of - significant
Teaching competency	Sex	Male	35	71.74	17.71	0.23	Not Significant at 0.05 level
		Female	35	72.60	15.02		
	Teaching of pedagogy Subjects	Mathematics	35	67.77	15.82	0.24	Not Significant at 0.05 level
		Arts	35	67.40	18.48		
	Teaching Experience	Below 5 years	35	70.71	18.05	2.36	Significant at 0.05 level
		Above 5 years	35	75.28	16.92		

From the table: 2, it is found that the calculated t- value (0.23) and (0.24) are less than the table value (1.96) at 0.05 level of significance, and also the critical value (2.36) is greater than the table value (1.96) at 0.05 level of significance. Hence our null hypothesis is accepted with respect to their sex and Teaching of pedagogy subject, and the null hypothesis is rejected with respect to teaching experience of the Teacher educators. So it is concluded that there is no significant difference between the mean scores of teaching competency of Teacher Educators in terms of their sex, teaching of pedagogy subject and there is a significant difference between the mean scores of teaching competency of teacher Educators with respect to the experience of below 5 years and above 5 years.

Hypothesis: 3

There is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, teaching of pedagogy subjects and Teaching Experience in D.Ed. Colleges.

Table: 3

Variable	Category	Sub group	N	Mean	S.D	t-value	Level of - significant
Professional Development	Sex	Male	35	71.51	16.94	0.24	Not Significant at 0.05 level
		Female	35	71.12	18.96		
	Teaching of pedagogy Subjects	Mathematics	35	67.82	15.79	1.65	Not Significant at 0.05 level
		Arts	35	64.42	17.04		
	Teaching Experience	Below 5 years	35	71.00	16.46	5.63	Significant at 0.05 level
		Above 5 years	35	81.80	14.07		

From the table:3, it is found that the calculated t- value (0.024) and (1.65) are less than the table value (1.96) at 0.05 level of significance, and also the critical value (5.63) is greater than the table value (2.58) at 0.01 level of significance. Hence our null hypothesis is accepted with respect to their sex, Teaching of pedagogy subject, and the null hypothesis is rejected with respect to teaching experience of Teacher educators. So it is concluded that there is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, teaching of pedagogy subject and there is a significant difference between the mean scores of professional development of teacher Educators with respect to the experience of below 5 years and above 5 years.

Findings of the study

1. The Result revealed that there is a significant interrelationship between Teaching Competency and Professional Development of Teacher Educators in D.Ed. colleges.
2. There is no significant difference between the mean scores of Teaching competency of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and there is a significant difference between the mean scores of teaching competency of teacher Educators with respect to their experience of below 5 years and above 5 years.
3. There is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, teaching of pedagogy subjects and there is a significant difference between the mean scores of professional development of teacher Educators with respect to their experience of below 5 years and above 5 years.

Educational Implications

- Teaching competency inculcate skills among teacher Educators which directly help them in the profession of teaching.
- A higher degree of teaching competency skills are essential in order to help the present and future generations in the 21st century.
- The college selection committee could try to find out the teaching competency of teacher educators so that better teachers could be produced.
- Effective ongoing professional development programs usually require large time commitments and are linked to the district's or school's instructional goals, curriculum, and materials. Most professional development programs do not share these features. There is little or no evidence on how best to evaluate teachers in order to help them grow professionally.

Conclusions

The result showed a higher Interrelationship between Teaching Competency and Professional Development of Teacher Educators among various D.Ed. colleges. It means Teaching competency and professional Development are dependent on each other but it is in positive sense. Therefore Teaching Competency skills will improve the Professional Development of Teacher Educators in D.Ed. Colleges. Yet while the evidence is weak, it is difficult to contemplate an effective education system that does not include infrastructures to support teachers in becoming more effective in the classroom, whether by improving their own skills or simply their familiarity with new curriculum or instructional programs. As states, districts, and schools experiment with different approaches, we can only hope that we will learn from our experiences so that Teaching Competency and professional development throughout a teacher's career becomes more successful at facilitating effective teaching.

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