



**ORIGINAL RESEARCH PAPER**

**Education**

**ESTIMATING THE INFLUENCE OF THE PSYCHOLOGICAL VARIABLES SOCIABILITY, MENTAL HEALTH AND POSITIVE EMOTION DISPOSITION OVER THE PERCEIVED PROFESSIONALISM BEING IMPARTED THROUGH TWO YEAR B.ED COURSE**

**KEY WORDS:**

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**INTRODUCTION**

The progress of a nation depends considerably on its distinguished teachers, and consequently the quality of teacher education programme. The entire edifice of education is shaky if the teacher is weak, ineffective and valueless. Investments in teacher education yield rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. Apart from the facilities provided and required for teacher education, there are certain things that are mandatory to develop the quality of teachers and teacher education in turn to improve the quality of the entire educational system of the country. To achieve this, qualities such as professional behaviour or performance is required for the teacher educators who are the moulders of the teachers of a country.

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. Professionalism is the sign of a great teacher. They know that as someone who is responsible for helping pupil learn, they must take their work seriously. Professional teachers dress well, hygienic, and treat their students with respect (Pandian, 2004). There is professionalism in terms of being prepared to teaching in the classroom and knowledge needed to teach in a given content area. A professional teacher has the knowledge that is required for any given lesson. If a teacher does not have that knowledge, he or she is obliged to gain it before trying to teach the lesson. There is professionalism in terms of preparation from a pedagogical point of view (Sharma, 2006).

**BACKGROUND**

Professionalism can be defined as, cluster of skills combined with expert knowledge of the profession possessed by an individual and he / she is capable of being a purveyor of those crucial information or skills. Professionalism means behaving in an ethical manner while assuming and fulfilling one's rightful responsibilities in every situation, every time, without fail. To render it a bit more grandeur, it may be said that it is the act of conducting the affairs in such a way as to endear other's trust and confidence in every aspect of one's work. It means having the requisite ability to be worthy of the confidence others place in an individual. It means, having already made the right choices, so as 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 in one's way, regardless of its quality (Sinha, 2004).

Perhaps, most importantly, professionalism means, in every situation, willfully gathering responsibility rather than avoiding it. Doing so is important because if we don't acknowledge and assume the ones of responsibility in every aspect of our work, we will seldom make the right choice to do what is necessary to achieve consistent success for our employer, our employees, our clients, or ourselves (Singh, 2007).

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. Professionalism of a teacher or teacher educator gains reputation for them from every side, as students, parents, colleagues and administrators. These qualities highly fulfill the needs of the institution to reach the level of excellence.

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 so their professional competency will automatically influence the teachers and they may be 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 has placed. It upholds the quality of the institution to the admirable level.

**OBJECTIVES**

- To find the significance of psychological variables – Sociability, Mental health and Positive emotion disposition in predicting the perception of teacher educators about infusing teacher *Professionalism* in student teachers in total and in its dimensions.
- To find the significance of psychological variables in predicting 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 psychological variables in predicting the perception of teacher educators about infusing teacher *Professionalism* in student teachers in total and in its dimensions in terms of *Research articles published*.

**HYPOTHESES**

- There is no psychological variable among Sociability, Mental health, and Positive emotion disposition to significantly predict the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions.
- There is no psychological variable among Sociability, Mental health, and Positive emotion disposition to significantly predict 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 psychological variable among sociability, mental health, and positive emotion disposition to significantly predict the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of *Research articles published*.

**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, Thiruvavur 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 (TPS)*

–Prepared and Validated by the Researcher.

**STATISTICAL TECHNIQUES TO BE USED**

- Regression analysis is used to estimate the significance of psychological / independent variables in predicting the dependent variable.

**ANALYSIS**

**HYPOTHESIS 1**

*There is no psychological variable among sociability, mental health, and positive emotion disposition to significantly predict the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions.*

**Table 1 Predictability of sociability, mental health, and positive emotion disposition over perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions**

Dimensions	Equation	R <sup>2</sup> Value	Variable	Coefficient	'p' Value
Competence related	16.31+ (0.06*SO) + (0.04*MH) +(0.02*PED)	0.126	SO	0.26	0.00*
			MH	0.12	0.02
			PED	0.16	0.00*
Ethic related	15.25+ (0.09*SO) + (0.06*MH) +(0.02*PED)	0.181	SO	0.33	0.00*
			MH	0.16	0.00*
			PED	0.17	0.00*
Value oriented	16.26+ (0.09*SO) + (0.01*MH) +(0.03*PED)	0.149	SO	0.27	0.00*
			MH	0.02	0.72
			PED	0.16	0.00*
Virtue based	9.32+ (0.04*SO) + (0.03*MH) +(0.04*PED)	0.156	SO	0.19	0.00*
			MH	0.07	0.14
			PED	0.28	0.00*
Trait oriented	9.24+ (0.05*SO) + (0.01*MH) +(0.04*PED)	0.162	SO	0.22	0.00*
			MH	0.03	0.56
			PED	0.26	0.00*
Emotion oriented	8.12+ (0.08*SO) + (0.01*MH) +(0.02*PED)	0.205	SO	0.36	0.00*
			MH	0.03	0.56
			PED	0.16	0.00*
Life oriented	10.73+ (0.05*SO) + (0.01*MH) +(0.02*PED)	0.126	SO	0.22	0.00*
			MH	0.01	0.89
			PED	0.20	0.00*
Overall Professionalism	85.17+ (0.47*SO) + (0.15*MH) +(0.19*PED)	0.317	SO	0.39	0.00*
			MH	0.09	0.07
			PED	0.29	0.00*

\* significant

**HYPOTHESIS 2**

*There is no psychological variable among sociability, mental health, and positive emotion disposition to significantly predict the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of gender.*

**Table 2 Predictability of sociability, mental health, and positive emotion disposition over perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of gender**

Gender	Dimensions	Equation	R <sup>2</sup> Value	Variable	Coefficient	'p' Value
Male	Competence related	14.01+ (0.01*MH) + (0.02*SO) +(0.01*EW)	0.070	SO	0.18	0.06
				MH	0.12	0.21
				PED	0.18	0.09
	Ethic related	12.87+ (0.01*MH) + (0.02*SO) +(0.01*EW)	0.195	SO	0.37	0.00*
				MH	0.16	0.07
				PED	0.19	0.05
	Value oriented	14.88+ (0.03*MH) + (0.01*SO) +(0.02*EW)	0.112	SO	0.14	0.12
				MH	0.04	0.63
				PED	0.22	0.03
	Virtue based	13.75+ (0.03*MH) + (0.03*SO) +(0.01*EW)	0.144	SO	0.14	0.14
				MH	0.02	0.79
				PED	0.31	0.00*
	Trait oriented	14.79+ (0.03*MH) + (0.02*SO) +(0.01*EW)	0.176	SO	0.13	0.14
				MH	0.05	0.55
				PED	0.31	0.00*
	Emotion oriented	13.94+ (0.05*MH) + (0.04*SO) +(0.01*EW)	0.157	SO	0.29	0.00*
				MH	0.05	0.59
				PED	0.13	0.17
	Life oriented	14.15+ (0.06*MH) + (0.02*SO) +(0.01*EW)	0.099	SO	0.26	0.00*
				MH	0.06	0.56
				PED	0.05	0.58

	Overall Professionalism	$98.41 + (0.21 * MH) + (0.02 * SO) + (0.02 * EW)$	0.275	SO	0.32	0.00*
				MH	0.03	0.76
				PED	0.29	0.00*
Female	Competence related	$13.04 + (0.01 * MH) + (0.04 * SO) + (0.02 * EW)$	0.180	SO	0.31	0.00*
				MH	0.12	0.07
				PED	0.17	0.02
	Ethic related	$12.52 + (0.03 * MH) + (0.04 * SO) + (0.01 * EW)$	0.175	SO	0.31	0.00*
				MH	0.16	0.01
				PED	0.17	0.02
	Value oriented	$8.40 + (0.13 * MH) + (0.07 * SO) + (0.01 * EW)$	0.190	SO	0.36	0.00*
				MH	0.01	0.92
				PED	0.13	0.07
	Virtue based	$13.29 + (0.02 * MH) + (0.04 * SO) + (0.01 * EW)$	0.170	SO	0.22	0.00*
				MH	0.10	0.11
				PED	0.27	0.00*
Trait oriented	$13.41 + (0.03 * MH) + (0.03 * SO) + (0.01 * EW)$	0.167	SO	0.26	0.00*	
			MH	0.08	0.22	
			PED	0.22	0.00*	
Emotion oriented	$13.31 + (0.03 * MH) + (0.05 * SO) + (0.01 * EW)$	0.253	SO	0.38	0.00*	
			MH	0.07	0.23	
			PED	0.19	0.00*	
Life oriented	$15.78 + (0.02 * MH) + (0.01 * SO) + (0.02 * EW)$	0.157	SO	0.18	0.01	
			MH	0.02	0.84	
			PED	0.27	0.00*	
Overall Professionalism	$88.92 + (0.16 * MH) + (0.27 * SO) + (0.02 * EW)$	0.353	SO	0.41	0.00*	
			MH	0.11	0.05	
			PED	0.28	0.00*	

\* significant

health, and positive emotion disposition to significantly predict the perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of research articles published.

**HYPOTHESIS 3**

There is no psychological variable among sociability, mental

**Table 3 Predictability of sociability, mental health, and positive emotion disposition over perception of teacher educators about infusing teacher professionalism in student teachers in total and in its dimensions in terms of research articles published**

Research Articles	Dimensions	Equation	R2 Value	Variable	Coefficient	'p' Value
Upto 6	Competence related	$16.31 + (0.06 * SO) + (0.04 * MH) + (0.02 * PED)$	0.141	SO	0.25	0.00*
				MH	0.18	0.01
				PED	0.16	0.07
	Ethic related	$15.25 + (0.09 * SO) + (0.06 * MH) + (0.02 * PED)$	0.215	SO	0.23	0.00*
				MH	0.27	0.00*
				PED	0.26	0.00*
	Value oriented	$16.26 + (0.09 * SO) + (0.01 * MH) + (0.03 * PED)$	0.156	SO	0.26	0.00*
				MH	0.06	0.37
				PED	0.19	0.03
	Virtue based	$9.32 + (0.04 * SO) + (0.03 * MH) + (0.04 * PED)$	0.129	SO	0.13	0.13
				MH	0.16	0.02
				PED	0.27	0.00*
Trait oriented	$9.24 + (0.05 * SO) + (0.01 * MH) + (0.04 * PED)$	0.177	SO	0.10	0.21	
			MH	0.11	0.10	
			PED	0.33	0.00*	
Emotion oriented	$8.12 + (0.08 * SO) + (0.01 * MH) + (0.02 * PED)$	0.200	SO	0.20	0.01	
			MH	0.10	0.14	
			PED	0.31	0.00*	
Life oriented	$10.73 + (0.05 * SO) + (0.01 * MH) + (0.02 * PED)$	0.170	SO	0.08	0.32	
			MH	0.14	0.04	
			PED	0.37	0.00*	
Overall Professionalism	$85.17 + (0.47 * SO) + (0.15 * MH) + (0.19 * PED)$	0.351	SO	0.27	0.00*	
			MH	0.22	0.00*	
			PED	0.39	0.00*	
7 - 14	Competence related	$16.31 + (0.06 * SO) + (0.04 * MH) + (0.02 * PED)$	0.091	SO	0.27	0.00*
				MH	0.07	0.47
				PED	0.12	0.19
	Ethic related	$15.25 + (0.09 * SO) + (0.06 * MH) + (0.02 * PED)$	0.133	SO	0.34	0.00*
				MH	0.07	0.46
				PED	0.12	0.19
Value oriented	$16.26 + (0.09 * SO) + (0.01 * MH) + (0.03 * PED)$	0.117	SO	0.27	0.00*	
			MH	0.04	0.67	

	Virtue based	9.32+ (0.04*SO) + (0.03*MH) +(0.04*PED)	0.231	PED	0.14	0.13	
				SO	0.32	0.00*	
				MH	0.04	0.60	
	Trait oriented	9.24+ (0.05*SO) + (0.01*MH) +(0.04*PED)	0.172	PED	0.31	0.00*	
				SO	0.33	0.00*	
				MH	0.03	0.78	
	Emotion oriented	8.12+ (0.08*SO) + (0.01*MH) +(0.02*PED)	0.262	PED	0.18	0.04	
				SO	0.47	0.00*	
				MH	0.03	0.75	
	Life oriented	10.73+ (0.05*SO) + (0.01*MH) +(0.02*PED)	0.139	PED	0.11	0.20	
				SO	0.29	0.00*	
				MH	0.10	0.26	
	Overall Professionalism	85.17+ (0.47*SO) + (0.15*MH) +(0.19*PED)	0.293	PED	0.10	0.28	
				SO	0.45	0.00*	
				MH	0.01	0.99	
15 and Above	Competence related	16.31+ (0.06*SO) + (0.04*MH) +(0.02*PED)	0.298	PED	0.25	0.00*	
				SO	0.16	0.43	
				MH	0.10	0.59	
	Ethic related	15.25+ (0.09*SO) + (0.06*MH) +(0.02*PED)	0.496	PED	0.47	0.04	
				SO	0.50	0.00*	
				MH	0.04	0.77	
	Value oriented	16.26+ (0.09*SO) + (0.01*MH) +(0.03*PED)	0.409	PED	0.29	0.14	
				SO	0.34	0.07	
				MH	0.21	0.21	
	Virtue based	9.32+ (0.04*SO) + (0.03*MH) +(0.04*PED)	0.372	PED	0.24	0.25	
				SO	0.02	0.93	
				MH	0.10	0.54	
	Trait oriented	9.24+ (0.05*SO) + (0.01*MH) +(0.04*PED)	0.374	PED	0.54	0.01	
				SO	0.04	0.82	
				MH	0.04	0.81	
	Emotion oriented	8.12+ (0.08*SO) + (0.01*MH) +(0.02*PED)	0.351	PED	0.65	0.00*	
				SO	0.52	0.01	
				MH	0.13	0.45	
	Life oriented	10.73+ (0.05*SO) + (0.01*MH) +(0.02*PED)	0.191	PED	0.14	0.51	
				SO	0.10	0.64	
				MH	0.21	0.29	
	Overall Professionalism	85.17+ (0.47*SO) + (0.15*MH) +(0.19*PED)	0.661	PED	0.22	0.37	
				SO	0.35	0.01	
				MH	0.05	0.70	
					PED	0.52	0.00*

\* significant

**FINDINGS**

1. On computing multiple regression involving teacher educator’s perception about *professionalism* and the three psychological variables studied, it is found that their Overall Perception about infusing *professionalism* is **significantly predicted** by their *Sociability* and *Positive emotion disposition*.

Similarly, *sociability* and *positive emotion disposition* have emerged as **significant predictors** of the dimensions *competence related*, *value oriented*, *virtue based*, *trait oriented*, *emotion oriented*, and *life oriented*.

Only in the case of the dimension *ethics related*, all the three psychological variables – *Sociability*, *Mental health*, and *Positive emotion disposition* have emerged as **significant predictors**.

2. In the case of **male** teacher educators, on computing multiple regression analysis involving their perception of infusing *professionalism* and their psychological variables, it is found that their *Sociability*, and *Positive emotion disposition* are the **significant predictors**. Similarly, for the dimensions *ethics related*, *emotion oriented*, and *life oriented*, *Sociability* alone is found to the **significant predictors**; for *virtue based* and *trait oriented*, *Positive emotion disposition* is the **significant predictor**.

In the case of female teacher educators, their perception of infusing *professionalism* is found to be *significantly predicted* by their *Sociability* and *Positive emotion disposition*; and also for the

dimensions *virtue based*, *trait oriented*, and *emotion oriented*. For the dimension *competence related*, *ethics related* and *value oriented*, *Sociability* alone is the **significant predictor**. For the dimension *life oriented*, *Positive emotion disposition* is found to be the **significant predictor**.

3. In the case of teacher educators with **upto 6 Research Articles publication**, on computing multiple regression analysis involving their perception of infusing *professionalism* and their psychological variables, it is found that their *Sociability*, *Mental health* and *Positive emotion disposition* are the **significant predictors**. Similarly, for the dimension *ethic related*, all the three psychological variables have emerged as **significant predictors**; for the dimensions *virtue based*, *trait oriented*, *emotion oriented*, and *life oriented*, *Positive emotion disposition* is the **significant predictor**; for *competence related*, and *value oriented*, *Sociability* is the sole **significant predictor**.

In the case of teacher educators with **7 – 14 Research articles publication**, their perception of infusing *professionalism* is found to be **significantly predicted** by their *Sociability* and *Positive emotion disposition*; and also for the dimension *virtue based*. For the dimensions *competence related*, *ethic related*, *value oriented*, *trait oriented*, *emotion oriented*, and *life oriented*, *Sociability* alone turned out to be the **significant predictor**.

In the case of teacher educators with **15 and above Research articles publication**, on computing multiple regression analysis involving their perception of infusing *professionalism* and their psychological variables, it is found that their *Positive emotion disposition* alone emerged as a sole **significant predictors**, and also

for the dimension *trait oriented*. For the dimension *ethic related*, *Sociability* is emerged as a sole **significant predictor**.

### DISCUSSION AND CONCLUSION

The quest of the researcher has come to an end with the act of deducing facts from the outcomes of testing hypotheses. It is convincing that Sociability and Positive emotion disposition are the significant predictors of Overall Perception of teacher educators about Professionalism infusion or injection into minds of student teachers. The different social characteristics 'forming sociability' of a teacher educators and different positive emotional dispositions present in them are likely to be the similar core elements of the factors forming one's perception of professionalism; thereby, capable of predicting one's idealization of professionalism. That is, the scores on 'sociability' as well as 'positive emotion disposition' are strong enough to represent or equal one's scores on perception of professionalism. It is explicitly confirmed by the subsequent outcomes six of the constructs, excepting only one of professionalism are also significantly predicted by the same independent variables. Interestingly, only in the case of the construct 'ethics oriented' all the three independent variables, that is including Mental health have emerged as the significant predictors of 'professionalism'. It highlights the role of Mental health in structuring ethics oriented professionalism in student teachers.

Moreover, the behaviour of male students in respect of their acquisition of professionalism in the context of independent variable is somewhat similar to the unstratified total sample with Sociability and Positive emotion disposition as predictors of their Overall Professionalism. But subsequently, for the dimensions of professionalism, ethics oriented, emotion oriented and life oriented only Sociability is the significant predictor; whereas for the dimensions virtue oriented and life oriented professionalism only Positive emotion disposition is significant predictor. On comparing the male sample with that of the total sample, it is explicit, that the functioning of all the three independent variables in relation to perception of professionalism is much different, revealing the uniqueness of male sample of teacher educators.

Again, in the case of female sample, for the Overall Professionalism as with the male sample Sociability and Positive emotion disposition are the significant predictors. However, in the dimensions of professionalism, the same two independent variables are the significant predictors of virtue oriented, trait oriented, and emotional oriented; whereas for competence related, ethics related and value oriented, Sociability alone is the predictor; with Positive emotion disposition for only life oriented professionalism. It is easily understandable, the line of control separating functioning of male and female samples of teacher educators in respect of their perception of professionalism is strongly laid or drawn on the basis of their structured sociability and Positive emotion disposition, as assumed by the researcher, of course with too little or non significance of mental health.

While studying the relationship between dependent and independent variables in terms of the predictability of the later over the former in the context of the subjects' number of Research Articles Publication, highly relevant and valuable findings have emerged.

The sample of teacher educators having upto six Research Articles Publication seems to be guided or monitored most by their Positive emotion disposition, followed by their Sociability, with a small contribution of Mental health. It is outwardly seen that those with some introduction to the act of research articles publication (upto 6 RAP) appear to be very much boosted by the strength of their Positive emotion disposition, and somewhat assisted by their Sociability. The impact of Mental health is sporadic and not much cognizable.

However, when the exposure of teacher educators goes up with 14 Research Articles Publication, the interactive impact of independent variables over dependent variables undergoes a much visible change. Unlike the former group, in this category,

Sociability has emerged as a most pertinent characteristics to predict the perception of professionalism, followed by Positive emotion disposition, with no effect of Mental health. While the experience in publishing research articles goes beyond more than 15 publications, the predictability of independent variables over the dependent one, take up a u- turn and act similar to the subsample of teacher educators with only upto 6 research articles publication. Interestingly, the Positive emotion disposition becomes the prime predictor of perception of professionalism followed by Sociability, without any cognizable impact of Mental health. Thus in overall perspective, what one can infer from the predictive nature of chosen independent variables over the dependent one is the crucial role being played by teacher educators' social and emotional characteristics in foretelling their perception of professionalism to be infused in student teachers. In other words, the social characteristics including Sociability and Positive emotion disposition are the behavioural aspects of teacher educators, enabling in concrete terms to identify the nature of professionalism being perceived by them to be incorporated in the behaviour of student teachers by means of the two year B.Ed programme.

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