



PROFESSIONALISM AMONG THE TEACHER EDUCATORS WITH RESPECT TO GENDER, MANAGEMENT AND TEACHING METHODOLOGY

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Abstract: The professionalism refers to the level of competence, expertise, and ethical behavior of individual teacher educators. The professionalism of teacher educators explains about their expertise, knowledge, skills and commitment to promoting the effective teaching and learning in the field of education. Teacher educators play a crucial role to prepare future teachers and mould their professional development. The present study was conducted on 320 teacher educators of 40 B.Ed. colleges of education, Telangana state. The objectives of the study were to find the professionalism among the teacher educators with respect to gender, management and teaching methodology. The simple random technique was used for data collection. The results revealed that there was a significant difference between male and female teacher educators in professionalism. However, there was no significant difference between government and private teacher educators with various teaching methodologies.

Key words: Professionalism, Gender, Management, and Teaching Methodology.

INTRODUCTION

Teacher educators play an important role to mould the future of education by aspirant teachers to enter the classroom with the necessary knowledge, skills and dispositions. These dedicated professionals are responsible for guiding and mentoring future educators, equipping them with the tools they need to excel in their profession. The professionalism of teacher educators is a cornerstone of effective teacher preparation programs and has a profound impact on the quality of education provided to students. Teacher educators possess a unique blend of expertise, combining extensive subject knowledge with pedagogical skills and a deep understanding of the intricacies of the teaching profession. They are not only well-versed in their respective academic disciplines but also possess the ability to translate that knowledge into practical teaching strategies that can be applied in diverse educational settings. One of the key aspects of professionalism among teacher educators is their commitment to ongoing professional development. They engage in continuous learning and stay abreast of the latest research, best practices, and educational policies. By constantly updating their knowledge and skills, teacher educators ensure that they are equipped to provide the most relevant and effective guidance to aspiring teachers. Teacher educators also demonstrate professionalism through their ethical conduct and commitment to high standards. They model professionalism and integrity in their interactions with students, colleagues, and the wider education community. They adhere to established codes of ethics and professional standards, ensuring that their actions align with the best interests of students and the teaching profession as a whole.

Furthermore, teacher educators exhibit professionalism through their dedication to creating a supportive and inclusive learning environment. They foster an atmosphere of collaboration, respect, and open-mindedness, encouraging aspiring teachers to explore diverse perspectives and embrace innovative

approaches to teaching. They provide constructive feedback and mentorship, nurturing the growth and development of future educators. The professionalism of teacher educators extends beyond the confines of the teacher preparation program. They actively engage in scholarly activities, research, and professional networks, contributing to the advancement of the teaching profession as a whole. They are advocates for educational equity, social justice, and inclusive practices, promoting a more equitable and inclusive education system. The professionalism of teacher educators is a fundamental component of effective teacher preparation. These dedicated professionals bring a wealth of expertise, ongoing professional development, ethical conduct, and a commitment to creating inclusive learning environments. Their impact on the quality of education is far-reaching, as they shape the next generation of teachers who will shape the minds of future generations. The professionalism of teacher educators is essential for fostering excellence in education and ensuring that every student receives the best possible learning experience.

Objectives of the study

1. To find the professionalism among the teacher educators with respect to gender.
2. To find the professionalism among the teacher educators with respect to management of the B.Ed. colleges.
3. To find the professionalism among the teacher educators with respect to teaching methodology.

Hypotheses of the study

Hypothesis 1: There is no significant difference in the professionalism among the teacher educators with respect to the gender.

Hypothesis 2: There is a significant difference in the professionalism among the teacher educators with respect to the management of B.Ed. colleges.

Hypothesis 3: There is a significant difference in the professionalism among the teacher educators with respect to the teaching methodology.

Universe of the study

The universe of the study has been considered from total teacher educators of the colleges of education (B.Ed.), Telangana State.

Sample of the study

Selection of Colleges of Education

For the present study, the six universities are only running the bachelor of education program (B.Ed.) in Telangana state, 196 colleges of education are affiliated under above six universities. The forty college of education are chosen from 196 colleges of education, those were eighty colleges from Kakatiya University, six colleges from Mahatmagandhi University, fourteen colleges from Osmania University, six colleges from Palamuru University, four colleges Sathavahana University and two colleges from Telangana University, as follows

Table1: Distribution of Teacher Educators from university wise

S.No.	Name of the University	Number of B.Ed.Colleges	Number of Teacher educators
1	Kakatiya University	8	64
2	Mahatmagandhi University	6	48
3	Osmania University	14	112
4	Palamuru University	6	48
5	Sathavahana University	4	32
6	Telangana University	2	16
Total		40	320

Selection of teacher educators

The two thousand seven hundred ninety two teacher educators are working in the six universities, among them, three hundred twenty teacher educators are selected using lottery method from forty colleges of education under six universities. The simple random sampling method was adopted for this study.

Table2: Distribution of Teacher Educators gender wise

Category		Frequency	Percentage	Total
Gender	Male	210	65.6%	320 (100%)
	Female	110	34.4%	

Table3: Distribution of Teacher Educators management wise

Category		Frequency	Percentage	Total
Type of management	Private	272	85%	320 (100%)
	Government	48	15%	

Table4: Distribution of Teacher Educators teaching methodology wise

Category		Frequency	Percentage	Total
Methodology	Mathematics	54	16.9%	320 (100%)
	Physical Science	54	16.9%	
	Biological Science	53	16.6%	
	Social Studies	53	16.6%	
	English	53	16.6%	
	Telugu	53	16.6%	

Tools for the data collection

Professionalism Questionnaire was prepared for teacher educators which was developed and standardized by Dr. Gul Mohammad Yazdani (2016), IASE, Jamia Millia Islamia, New Delhi. This scale consists of 56 items. This study was conducted by using quantitative methods of data gathering by the researcher through field visit to the various college of education in six universities in Telangana State.

Reliability and validity

The reliability was calculated by Split-half and Chronbach's Alpha reliability method. The reliability of the questionnaire was found to be 0.76 by split-half method and 0.73 by Chronbach's Alpha.

Procedure for scoring

The questionnaire consists of three parts i.e. Part-A, Part-B and Part-C. The five point likert's scale was used for the Part A and Part B, and Part-C. There are five options are given such as strongly agree, agree, undecided, disagree and strongly disagree and score are 5, 4, 3, 2, 1, respectively, in the Part-A. Similarly, five options are given, those are always, frequently, occasionally, rarely and never, and score are 5, 4, 3, 2, 1 respectively, in the Part-B. In the Part-C consists yes or no type questions, which having the score 1, 0, respectively.

Analysis and interpretation

Hypothesis -1: There is no significant difference in the professionalism among the teacher educators with respect to gender.

Table 5: Professionalism - Gender wise.

Professionalism	Gender	N	Mean	Sd	t-Value	Sig*	df
	Male	210	146.82	27.22	6.569	<.001	318
	Female	110	126.75	23.32			

*= indicates 0.05 level of significance

The professionalism mean score was 146.82, 126.75 for male and female, respectively. The t-value 6.569 was obtained at degree of freedom (df) 318 with significant at 0.05 level. Hence, it can be inferred that among the teacher educators, male were definitely better than female in the professionalism.

Hence the Hypothesis-1, stating that "there is no significant difference in professionalism of male and female teacher educators" was rejected.

This finding is supported by *Siddharth Lohini(2018)* and *Divya Dosaya(2021)*. The findings of *Colombotos(1963)*, *Gul Mohammad(2016)*, *Ruchika Sharma(2018)*, and *Sudha Singh (2021)*. The findings revealed that there was a difference between male and female teacher educators in their professionalism.

Hypothesis 2: There is a difference in the professionalism among the teacher educators with respect to management of B.Ed. colleges.

Table 6: Showing 'Professionalism' - Gender wise.

Professionalism	Gender	N	Mean	Sd	t-Value	Sig*	df
	Private	272	140.67	27.84	1.159	.247*	318
	Government	48	135.67	26.12			

*= indicates 0.05 level of significance

The mean score obtained by private and government teacher educators were 140.67 and 135.67 respectively. The obtained t- value 1.159 with a df 318 was found to be statistically not significant at 0.05 level. Hence, it can be inferred that government teacher educators and private teacher educators did not differ in professionalism and it was statistically not significant.

Hence the Hypothesis-2 stating that "there is difference in professionalism of private and government teacher educators" was rejected.

This finding is not supported by *Rizvi(2003)* and *Siddharth Lohini(2018)*.

Hypothesis 3: There is a difference in the professionalism among the teacher educators with respect to teaching methodology.

Table 7: Showing 'Professionalism'- methodology wise.

Professionalism	Gender	N	Mean	Sd	F-Value	Si g*	df
	Mathematics	54	144.50	30.301	.789	.558	5, 314
	Physical Science	54	140.37	30.037			
	Biological Science	53	142.94	25.868			
	Social Studies	53	135.66	25.079			
	English	53	137.43	25.759			
	Telugu	53	138.53	28.332			

*= indicates 0.05 level of significance

The mean score obtained by Mathematics, Physical science, Biological science, Social studies, English and Telugu teacher educators was 144.50, 140.37, 142.94, 135.66, 137.43 and 138.53 respectively. The obtained F- value .616 with a df 5, 314 was found to be statistically not significant at 0.05 level of significance. Hence, it may be inferred that the teaching method was not influencing the professionalism.

Hence the Hypothesis 3- stating that 'there is difference in professionalism of teacher educators with respect to their teaching methodology' was not accepted.

Findings

1. There was a significant difference between male and female teacher educators in the professionalism.
2. There was no significant difference with respect to the management i. e. the government and private Colleges of education teacher educators in the professionalism.
3. There was no significant difference among the teacher educators with respect to the teaching methodology.

Conclusion

Professionalism is refers to the standards, attitudes, and behaviors of teacher educators who are responsible for preparing and developing upcoming teachers. Teacher educators are expected to possess a high level of expertise and knowledge in their respective fields, including subject matter expertise, pedagogical knowledge, and an understanding of current educational theories and practices. They have to up-date in their research and innovations in education. Professionalism of teacher educators is crucial for trainee teachers as it provides them with essential skills, knowledge, and guidance to become effective and successful teachers. These parameters make them in high standard in their research area. These results

suggest that there was a significant difference between male and female teacher educators, the gender had significant impact on the professionalism.

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