

PROFESSIONALISM OF SECONDARY TEACHER EDUCATORS IN RELATION TO THEIR ADJUSTMENT

Research
Paper

ABSTRACT

The progress of a nation depends considerably upon her distinguished teachers, and consequently upon the quality of teacher education programmes. Professionalism is the sign of a great teacher. Adjustment is one of the indispensable attributes for a teaching professional in every circumstance. This study attempts to find out whether adjustment has any influence over the professionalism of teacher educators.

The sample of the present investigation composed of 300 teacher educators selected randomly from the colleges of education in Kanyakumari, Tirunelveli and Thoothukudi districts of Tamilnadu. The investigator has used the survey method. Professionalism questionnaire and adjustment questionnaire prepared and validated by the investigator were used for data collection. T test and Pearson's product moment correlation were used to analyze the collected data. Teacher educators working in self financing colleges of education seem to have more adjustment than teacher educators working in aided colleges of education. There is significant relationship between professionalism and its dimensions: task orientation, task group cooperation and job involvement and adjustment of secondary teacher educators.

INTRODUCTION

Professionalism is the intense desire and obligation to dispense one's unique information or skill. "Professionalism is demonstrated through a foundation of teaching competence, communication skills, and ethical understanding, upon which is built the aspiration to and wise application of the principles of professionalism: excellence, humanism, accountability, and altruism" (Prasad, 2005).

Professionalism of a teacher or teacher educator gains reputation to them from every side, from students, parents, colleagues and administrators (Hammer, 2007). These qualities can highly fulfil the needs of the institution to reach the level of excellence. The role of a teacher educator in colleges of education is manifold and cannot be simply listed, as he has to deal with graduates and postgraduates and train them into professional teachers by imparting all the expected skills of a teacher. Adjustment is an indispensable quality of any individual to deal with others as well as the environment in which he lives (Chandra, 2009). It is mandatory for a teacher educator. When the teacher educator has the capacity to adjust with the available resources and make them effective for the decided purpose, automatically his professional

competency will rise to the level of maximum possibility. On the other hand if he lacks adjustment then no task can be executed successfully to the extent of fulfilling professional expectations.

SIGNIFICANCE OF THE STUDY

The quality of professionalism of teacher educators has impact over each and every activity in the classroom. Professionalism not only influences the behaviour of teacher educators but also influences the inculcation of knowledge and values in the institution. To maintain the quality of professionalism, teacher educators need to develop various qualities which should be integral part of their behaviour. Adjustment is one of the indispensable attributes for a teaching professional in every circumstance. Adjustment can influence the behaviour of teacher educators. Adjustment has direct influence over the

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professionalism of teacher educators (Kaur, 2012). Hence it is getting mandatory to assess the level of professionalism and adjustment of teacher educators which are the two main characteristics that can influence their students. By assessing professionalism and adjustment of teacher educators steps can be taken to improve these qualities which are bipolar in effect.

OBJECTIVES

The objectives of the study are :

1. to find out whether there is any significant difference in professionalism and its dimensions of secondary teacher educators with regard to type of management.
2. to find out whether there is any significant difference in professionalism and its dimensions of secondary teacher educators with regard to computer literacy.
3. to find out whether there is any significant difference in professionalism and its dimensions of secondary teacher educators with regard to mode of study in M.Ed.
4. to find out whether there is any significant difference in adjustment of secondary teacher educators with regard to type of management, computer literacy and mode of study in M.Ed.
5. to find whether there is any significant relationship between professionalism and its dimensions of secondary teacher educators and their adjustment.

METHOD USED

The researcher has used the survey method to collect data to complete the present investigation.

POPULATION AND SAMPLE

The population of the present study comprises of secondary teacher educators who are working in the colleges of education in Kanyakumari, Tirunelveli and Tuticurin districts affiliated to Tamilnadu Teachers Education University, Chennai.

The sample of the present investigation comprises 300 teacher educators selected randomly from the colleges of education in the districts stated above.

TOOLS USED

The researcher has used the following tools to collect data for the present investigation :

- Professionalism Questionnaire prepared and validated by the investigator
- Adjustment Questionnaire prepared and validated by the investigator

STATISTICAL TECHNIQUES ADOPTED

The investigator has used large sample independent ‘t’ test, and Pearson’s product moment correlation to analyze the data collected to derive meaningful findings and interpretations.

ANALYSIS OF DATA

Hypothesis 1 : There is no significant difference in professionalism and its dimensions of secondary teacher educators with regard to type of management.

Table 1
DIFFERENCE IN PROFESSIONALISM AND ITS DIMENSIONS OF SECONDARY TEACHER EDUCATORS WITH REGARD TO TYPE OF MANAGEMENT

Dimensi ons	Type of Manage ment	N	Mean	S.D	t - Value	p Value	Rema rk
Task Orientati on	Aided	59	43.05	7.2	1.01	0.3	NS
	Self financed	241	44.28	8.6			
Classroom Expositi on	Aided	59	28.25	4.32	1.23	0.21	NS
	Self financed	241	27.48	4.24			
Task Group Coopera tion	Aided	59	24.25	5.67	1.84	0.06	NS
	Self financed	241	25.86	6.11			
Target Group Orientati on	Aided	59	33.15	5.3	1.49	0.13	NS
	Self financed	241	34.35	5.59			
Job Involve ment	Aided	59	21.33	4.97	0.95	0.33	NS
	Self financed	241	20.64	4.96			
Overall Professi onalism	Aided	59	150.05	13.45	1.23	0.22	NS
	Self financed	241	152.64	14.75			

NS – Not Significant

It is inferred from the above table that there is no significant difference between secondary teacher educators working in aided and self financing colleges of education in their professionalism and its dimensions, since the 'p' values are greater than 0.05.

Hypothesis 2 : There is no significant difference in professionalism and its dimensions of secondary teacher educators with regard to their computer literacy.

Table 2

DIFFERENCE IN PROFESSIONALISM AND ITS DIMENSIONS OF SECONDARY TEACHER EDUCATORS WITH REGARD TO THEIR COMPUTER LITERACY

Dimensions	Computer Literacy	N	Mean	S.D	t-Value	p Value	Remark
Task Orientation	Yes	242	44.52	8.59	2.05	0.04	S
	No	58	42.03	6.99			
Classroom Exposition	Yes	242	27.74	4.17	0.89	0.37	NS
	No	58	27.18	4.63			
Task Group Cooperation	Yes	242	25.48	6.05	0.38	0.68	NS
	No	58	25.82	6.1			
Target Group Orientation	Yes	242	34.13	5.56	0.09	0.92	NS
	No	58	34.05	5.51			
Job Involvement	Yes	242	20.31	4.83	3.37	0	S
	No	58	22.72	5.07			
Overall Professionalism	Yes	242	152.2	14.75	0.17	0.85	NS
	No	58	151.82	13.64			

NS – Not Significant

S – Significant

It is inferred from the above table that there is no significant difference between secondary teacher educators with computer literacy and those without computer literacy in their professionalism and its dimensions: classroom exposition, task group cooperation and target group orientation, since the 'p' values are greater than 0.05.

In the case of the dimensions: task orientation and job involvement there is significant difference between teacher educators with computer literacy and those without computer literacy, since the 'p' values are less than 0.05.

Hypothesis 3 : There is no significant difference in professionalism and its dimensions of secondary teacher educators with regard to mode of study in their M.Ed.

Table 3



DIFFERENCE IN PROFESSIONALISM AND ITS DIMENSIONS OF SECONDARY TEACHER EDUCATORS WITH REGARD TO MODE OF STUDY IN M.ED

Dimensions	Mode of study in M.Ed	N	Mean	S.D	t-Value	p Value	Remark
Task Orientation	Regular	237	44.3	8.51	1.04	0.29	NS
	Distance	63	43.06	7.72			
Classroom Exposition	Regular	237	27.7	4.28	0.47	0.63	NS
	Distance	63	27.41	4.21			
Task Group Cooperation	Regular	237	25.35	5.98	1.08	0.27	NS
	Distance	63	26.28	6.27			
Target Group Orientation	Regular	237	34.18	5.58	0.39	0.69	NS
	Distance	63	33.87	5.44			
Job Involvement	Regular	237	21	4.78	1.52	0.12	NS
	Distance	63	19.93	5.56			
Overall Professionalism	Regular	237	152.54	14.68	0.96	0.33	NS
	Distance	63	150.57	13.93			

NS – Not Significant

It is inferred from the above table that there is no significant difference between secondary teacher educators who completed their M.Ed degree in the regular mode and those who completed in the distance mode in their professionalism and its dimensions, since the 'p' values are greater than 0.05.

Hypothesis 4 : There is no significant difference in adjustment of secondary teacher educators with regard to type of management, computer literacy and mode of study in M.Ed.

Table 4

DIFFERENCE IN ADJUSTMENT OF SECONDARY TEACHER EDUCATORS WITH REGARD TO TYPE OF MANAGEMENT, COMPUTER LITERACY AND MODE OF STUDY IN M.ED

Background	Category	N	Mean	S.D	t-Value	p Value	Remark
Type of Management	Aided	59	158.7	27.44	2.74	0	S
	Self financed	241	169.8	28.15			
Computer Literacy	Yes	242	168.7	29.11	1.25	0.2	NS
	No	58	163.4	24.51			
Mode of Study in M.Ed	Regular	237	167.5	28.4	0.15	0.88	NS
	Distance	63	168.1	28.22			

S – Not Significant
NS – Not Significant

From the above table it is found that teacher educators working in self financing colleges of education have more adjustment than teacher educators working in aided colleges of education.

It is inferred from the above table that there is no significant difference between secondary teacher educators with computer literacy and those without computer literacy, teacher educators who completed their M.Ed in regular mode and those who completed in the distance mode in their adjustment, since the 'p' value is greater than 0.05.

Hypothesis 5: There is no significant relationship between professionalism and its dimensions of secondary teacher educators and their adjustment.

Table 5

RELATIONSHIP BETWEEN PROFESSIONALISM AND ITS DIMENSIONS OF SECONDARY TEACHER EDUCATORS AND THEIR ADJUSTMENT

Dimensions	N	r - Value	P value	Remark
Task Orientation	300	0.13	0.02	S
Classroom Exposition	300	0.07	0.17	NS
Task Group Cooperation	300	0.38	0	S
Target Group Orientation	300	0.05	0.37	NS
Job Involvement	300	0.14	0.01	S
Overall Professionalism	300	0.23	0	S

NS – Not Significant
S – Significant

It is inferred from the above table that there is significant relationship between professionalism and its dimensions task orientation, task group cooperation and job involvement and adjustment of secondary teacher educators.

FINDINGS AND INTERPRETATIONS

It is revealed that teacher educators with computer

literacy (44.52) are found to be better than teacher educator without computer literacy (42.03) in their task orientation. It may be due to the ability to deal with the computer and computer related activities better than their counterparts. In the case of job involvement, teacher educators without computer literacy (22.72) seem to lead their counterpart that is teacher educators with computer literacy (20.31). It indicates that computer literacy doesn't contribute anything to the involvement of teacher educators but influences their success in task.

It is found that teacher educators working in self financing colleges of education have more adjustment than teacher educators working in aided colleges of education. Being placed in self financing colleges of education, they are in the mercy of the management to be in the position and so they may have the internal instinct to adjust with the situation. There is no significant difference between secondary teacher educators with computer literacy and those without computer literacy in their adjustment. Computer literacy can influence the work efficiency of teacher educators but may have nothing to do with their adjustment which cannot be influenced by the knowledge of modern technologies.

It is established in the present research that there is significant relationship between professionalism and its dimensions: task orientation, task group cooperation and job involvement and adjustment of secondary teacher educators. This finding was already supported by Kaur (2012). This may be due to the fact that professionalism is the exhibition of the work abilities in the field which depends upon the quality to adjust with the divergent situations prevailing in the college. Hence only those who have the ability to adjust with the situation can work better than teacher educators with less adjustment capacity.

RECOMMENDATIONS

On the basis of the findings of the present study the investigator believes that efforts can be made to improve the professionalism of teacher educators directly by improving the adjustment of the same group. Infrastructure facilities of the teacher education institutions should be improved to face the needs of teacher educators for conducting action research for the betterment of teacher

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education. Leadership training programmes can be arranged for teacher educators to enhance their leadership quality. Healthy organizational climate can be provided by the management so as the professionalism as well as the adjustment of the teacher educators can be improved. Best college teacher award can be given to those who work for the betterment of the student community with innovation. New techniques and methods of teaching can be experimented by teacher educators in their classes. Teacher educators should involve them in activities such as writing books, articles and research papers for their professional growth.

CONCLUSION

Professionalism and adjustment of teacher educators are highly connected with each other; efforts should be made to improve them simultaneously. Integrated planning should be made by the management of the college or by the government to arrange the academic activities in such a way that there should be always provision for continuous development of teachers' professional competence. Both the characteristics of professionalism and adjustment cannot be developed overnight. Hence efforts should be made by the government, management, heads of the institution, and teacher educators to develop their professionalism and adjustment for the benefit of students.

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