
AN ANALYSIS OF TEACHER EDUCATORS' ATTITUDES AND OPINION TOWARD THEIR PROFESSIONAL COMPETENCIES IN MALAPPURAM DISTRICT, KERALA

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ABSTRACT

The present study explores the beliefs and perspective of teacher educator's regarding their professional competencies. A random sampling method was used to choose 145 teacher educators from different teacher education institutions in Malappuram district of Kerala. Key aspects of professional competency are examined in the study, such as pedagogical proficiency, curriculum planning ability, class room management skills, technology use in the classroom, and professional commitment. Data collection was done using a structured questionnaire, and percentage analysis, mean score, graphs and diagrams are used for data analysis. The result shows that most of the teacher educators have favourable attitude toward their professional competencies. The study emphasizes that to improve educator's competencies', ongoing professional development programs, workshops and technology integrated training are necessary.

Key words: Teacher educators. attitude, professional competencies

INTRODUCTION

“Education is the most powerful weapon which you can use to change the world”: Nelson Mandela. Education is the transmission of knowledge and skills and the development of character traits. It is a wide phenomenon that applies to all age groups in a society. The success of an education depends up on many factors such as psychological, social, teacher quality, parental involvement, technology etc. Education is essential for forming people and advancing society.it shapes society by developing people's knowledge, skills, and values. It teaches people social norms, promotes cultural understanding and prepare them to participate meaningfully in economic and social activities. People can improve their quality of life, social mobility, and employment prospects through education. Additionally, it promotes social change, democratic values, and national integration making education a potent instrument for society's overall advancement.



Educational establishments are essential for delivering organised instructions and influencing student's overall growth. They foster an environment in which knowledge skills and values are systematically taught by trained teachers and structured curricula.

Institutions that provide discipline, social interactions and exposure to a range of ideas help students academically, socially and emotionally. They serve as a hub for character Development carriers, and cultural transmission. All things considered, educational establishments are critical to directing students and advancing both society and individuals.

Professional competency is an essential requirement for teacher educators, who play a critical role in shaping the next generation of teachers. The success of teacher education programs is determent by several competencies including pedagogical knowledge, communication skills, class room management, evaluation procedures, and ethical orientation. Future teacher's success is largely dependences on the p [professionalism, competence and self- assurance of the teacher educators who mentor them.

In a rapidly evolving educational landscape, teacher educators are expected to have a positive attitude toward professional development and ongoing learning in addition to having strong professional competencies. Their views and beliefs about these competencies have a direct impact on their methods of instructions, openness to implementing new approaches and dedication to raising the standard of education. A positive outlook on professional development encourages creativity, thoughtful instruction, and the production of excellent teacher candidates.

Strengthening teacher education institutions requires an understanding how teacher view their professional competencies. Their perspective helps in determining which competencies are deemed to be extremely important, which areas need further focus, and how to improve training initiatives, institutional support, and self- development initiatives. These kinds of insights are essential for creating focused capacity -building programs that close competency gaps and advance high standards in teacher perception.

The Malappuram district provides a valuable environment for researching these topics. Assessing the beliefs and perspective of teacher educators in this area yields important data for strengthen framework for professional development and raising the general efficiency of teacher education initiatives. Therefore, the goal of the present study is to examine how teachers feel about



their professional competencies, pinpoint areas that require development, and suggest ways to support teacher educator's competency development in the Malappuram district.

TEACHER EDUCATOR

Teacher educators are professionals who prepare, train, and develop future educators by imparting the professional values, pedagogical principles, practical skills and theoretical knowledge required for successful instruction. In teacher education institutions, they serve as academic advisors' researchers' mentors, facilitators and curriculum designers. From a conceptual standpoint teacher educators have a significant impact on the quality of teacher education by encouraging reflective thinking, modelling effective teaching techniques and assisting aspiring and practicing teachers with ongoing professional development.

ATTITUDE

Attitude is a bent of mind or predisposition towards certain actions. It shows persistent tendency of an individual to act or behave in a particular manner towards some objectives. According to G. W Allport, "Attitude is a mental or neutral state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which is related." Attitudes represent our beliefs feelings and actions tendencies towards individuals, groups, objects, events and ideas. The term teaching attitude describes a teacher's inclinations, emotions and tendencies regarding assignments, students, professional obligations and instructional strategies that influence their behaviour and efficiency. Key components of teaching attitudes are professional dedication, classroom conduct, self-improvement, honesty, timeliness, student oriented etc.

TEACHING COMPETENCY

Teaching competency is the combined set of professional abilities, pedagogical knowledge, instructional strategies, character traits and reflective practices that allow a teacher to support successful learning. It includes the teacher's capacity to organise, plan, carry out and assess instruction in a way that fosters the social, emotional and cognitive growth of the students. To improve educational quality, teaching competency also entails the ability to modify instructional strategies to meet the needs of a variety of learners, uphold a supportive learning environment and pursue ongoing professional development.

REVIEW OF LITERATURE

A literature reviews a thorough summary and critical assessment of the body of knowledge regarding a particular subject. It summarizes existing knowledge, pointing out pertinent theories, approaches and research gaps. A literature review shows the researcher's familiarity with the topic, puts a new study in context, and illustrate how their work fits in to the greater body of knowledge.

Rajalakshmi and Saila (20024) analysed the relationship between teaching competency and attitude towards teachers among undergraduate teachers in Chennai district. The study followed descriptive methods with random sampling on 244 teachers from government, aided, and privet schools. Statistical tools such as Mean, Standard deviation, and correlation were used. Findings show significant differences in competency across rural and urban teachers and positive link between attitude and competency

Thiyam Priscilla and Sobita (2024) conducted the levels and relationship between teaching competency and attitude towards the teaching profession among secondary school teachers I Imphal West District of Manipur. Applied a quantitative survey method, data were collected from 256 teacher's randomly selected from 59 schools using standardised tools by Passi and Lalitha (2011) and Ummu Kulsum (2008) statistical tools adopted descriptive statistics and Pearson's correlation reveals that both teaching competency and attitude were moderate a d positively correlated the study highlighted the importance of continuous professional development to enhance both attributes.

Sreelekha and Baby (2024) examined the relationship between attitude towards teaching and teaching competencies among prospective teachers under the University of Kerala. The study applied a survey method with a representative sample of 112 trainees and standardized scales to asses' competencies and attitudes.Descriptive and correlation analyses revealed both constructed at an average level with a significant positive relationship between them. The study recommended revising teacher education curricula to strengthen professional motivation and integrate modern pedagogical approaches.

Vidhya Lakshmi and Praveena (2024) conducted a descriptive survey to assess the teaching competency of teacher educators in colleges of education affiliated with the University of Mysore, focusing on differences based on gender and locality. Applied stratified random sampling, data were collected from 112 educators across ten institutions through the general teaching competency scale developed by Passi and Lalitha (1994). Statistical analysis using Mean, Standard deviation and t- test revealed no significant difference in teaching competency between male and female teachers or rural and urban colleges.

T. Deepa, Dr. V Vasudevan (2022) conducted a study the teaching competency and attitude towards teaching among B.Ed., trainees. The investigator selects randomly selected 300 students from four different colleges of education in Thanjavur district with the help of teaching competency scale and attitude scale data were analysed by statistical tools including mean, Standard deviation. The findings reveal that there is a positive relation between teaching competency and attitude of B. Ed trainees.

Dr. K. Ratheeswari R. Akila (2022) assessed teaching aptitude of teacher educators in relation to their professional ethics. Employed a survey 145 teacher educators are selected by using stratified random sampling techniques. For analysing the data Mean, Standard deviation, t-test and Karl Pearsons product moment correlation were adopted. The findings reveal that a positive relationship between aptitude towards teaching and teaching competencies of teacher educators.

Dr. Sunil Kumar Trivedi (2021) investigated teaching competency of prospective teachers in relation to gender. The present study sample of 260 male and 240 female were selected from B.Ed. colleges of Bundelkhand University, Ex-post-facto research method was adopted, the data are collected by using general teaching competency scale by (Passi and Lalitha) Mean, Standard deviation and Critical ratio test were included in data analysis techniques. The result shows the female teachers are well in teaching competence than the male teachers.

Shehla Parveen and Dr. Nalini Srivastava (2020) conducted a study of teaching competency of upper primary school teachers of central and state government schools. The present study was taken 200 samples selected by simple random sampling technique, it comprises 100 central school teachers and 100 upper primary school teachers from government school in Bareilly, Uttar Pradesh. The data were collected by adopting teacher competency scale by (Passi and Lalitha) and data were analysed with the help of Mean, standard deviation, and Two-way-ANOVA. The result reveals based on gender and teaching experience central school and UPS teachers differ in teaching competency.

Bindu and Bindusha (2020) analysed the teaching competency of graduate level teacher trainees in Kerala. focusing on variations across locality, management type and qualification. Using survey design and stratified Random sampling data were collected from 150 B.Ed. trainees Standardised scale with eight dimensions of teaching competency was utilised, data were analysed using t-test. Result revealed no significant difference in competency concerning locality and qualification. while management type had a notable influence The study emphasized strengthen pedagogical training and technology integration.

Vimal Vidushy and Dr. Nand Kishor (2020) conducted a study teaching competence among secondary school teachers in relation to teaching aptitude, locale and teaching experience. Descriptive survey was applied by 700 regular teachers from government high schools and senior secondary schools from seven district from Panjab. Standardised Teaching competency scale for teachers and teaching attitude test battery by Singh and Sharma (2009) were used for data collection and mean, standard deviation t-test and ANOVA were applied for data analysis. The result revealed a significant relationship between teaching competence and teaching aptitude and locale has no significant effect on teaching competence

Jonathan P. Wong (2020) explored the teaching competence and attitude towards the teaching profession of senior high school teachers, education Vs non-education. This study adopted descriptive survey by 95 education graduate and 29 non-education graduates from senior high school in the division of Romblon, MIMAROPA region.

Data are collected by using structured questionnaire and analysed by statistical tools such as percentage weighted arithmetic mean, correlation and t-test. The findings show there is a significant difference in teaching competency dimensions of education and non- education respondents. The study provides a suggestion to department officials to consider restructuring the guidelines in the selection and recruitment of senior high school teachers.

Dr. L. Chinna Reddappa (2019) explored the teaching competency of student teachers during teaching practice in relation to their attitude towards teaching profession. This study focusses on 100 student teachers Working on four colleges of teacher education out of which one government and others privet unaided affiliated to Osmania University. The collected data were analysed by using Mean, Standard deviation, and t-test. Result revealed a positive relationship between teaching competency and attitude towards teaching profession.

Htay Lwin and Khaung Lawan (2019) conducted a study on teacher effectiveness in relating to attitude towards teaching profession. Two data collection tools are applied, questionnaire for teacher effectiveness and questionnaire for attitude towards teaching profession by 322 selected teachers from basic education high schools in Waingmaw Township. The research hypothesis was analysed by using Pearsons's correlation and t-test. The result shows that gender does not influence the attitude of both effective and ineffective teachers towards their teaching profession.

Ram Niwas (2018) examined the relationship between teaching competency and attitude towards creative teaching among B.Ed. trainee teachers in the Himalayan region. The study addressed the issue of limited pedagogical creativity caused by inadequate training and isolation. Using a descriptive design and simple random sampling data were collected from 264 trainees across 18 institutions. Standardised tools were employed and analysis included Mean, Standard deviation, t-test and correlation. Findings revealed significant differences in competency and attitude based on gender, caste and qualification with a strong positive association between creative attitude and competency. The study suggested enhancing creative pedagogical practices and innovative methods.

Rajeswari and Dr. N. Amutha Sree (2017) analysed teaching competence of teaching educators and attitude towards ICT. Under this study, a normative survey method has been used and 500 teacher educators' are selected. Analysed these data by applying statistical tools including Mean, Standard deviation and t-test. The result reveals that there is a significant relationship between teaching competency and attitude towards ICT of teacher educators.

OBJECTIVES OF THE STUDY

1. To investigate teacher educators' attitude towards their professional competencies.
2. To examine teacher educator's perspectives on the importance and relevance of various professional competencies in teacher education.
3. To identify major areas in which teacher educators believe they need to improve their professional competencies.

RESEARCH METHODOLOGY

Research methodology is a way of describing how a researcher intends to conduct their research. It is a logical and systematic approach to resolving a research problem. A methodology describes a researcher's approach to the study to ensure valid, trustworthy results that meet their goals and objectives.

Method: The researcher chooses a descriptive survey method for the present study.

Population : The population of the present study consists of all the teacher educators who worked in self-financing teacher education colleges in Malappuram district of Kerala.

Sampling: The present study, researcher adopted a random sampling method for data collection and selected 145 samples for the study.

Tools for data collection: The researcher developed a structured questionnaire (validated by experts) for collection of data from the participants of the present study.

Tools for data analysis: The present study applied Percentage analysis, mean score, graphs and diagrams for analysing primary data collected through structured questionnaire from teacher educators who worked in self -financing teacher education colleges in Malappuram district of Kerala.

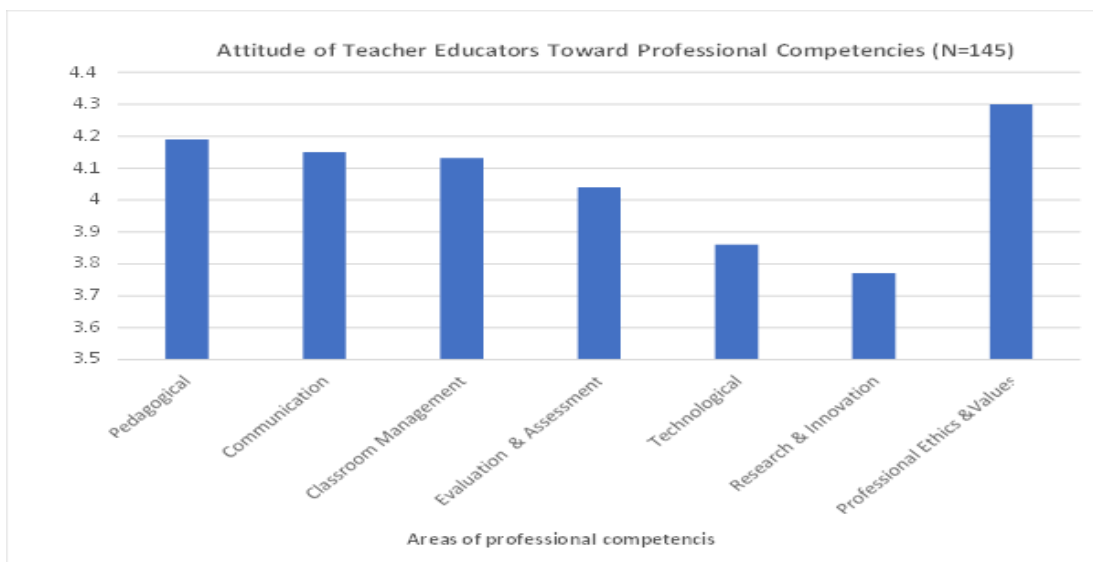
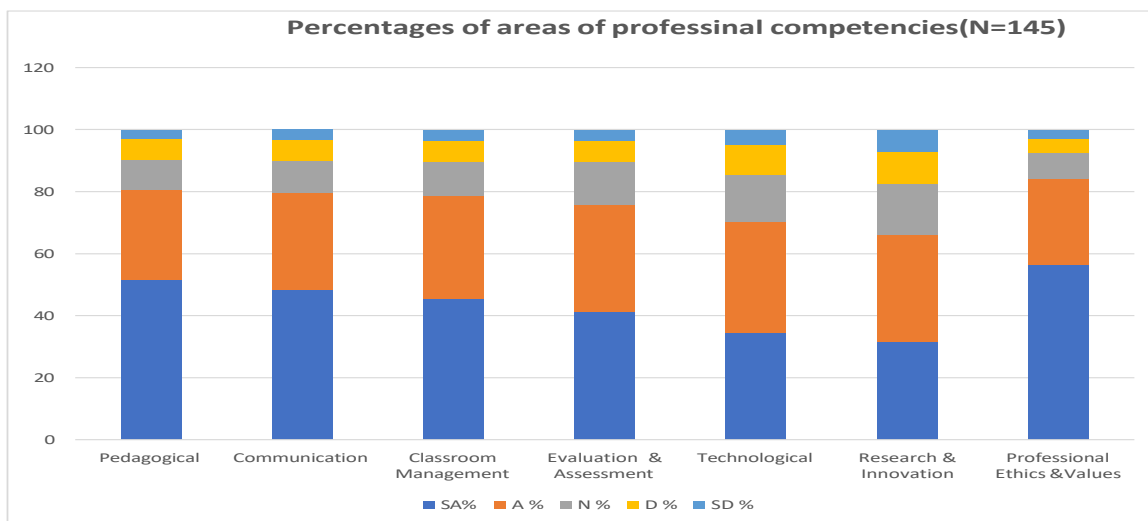
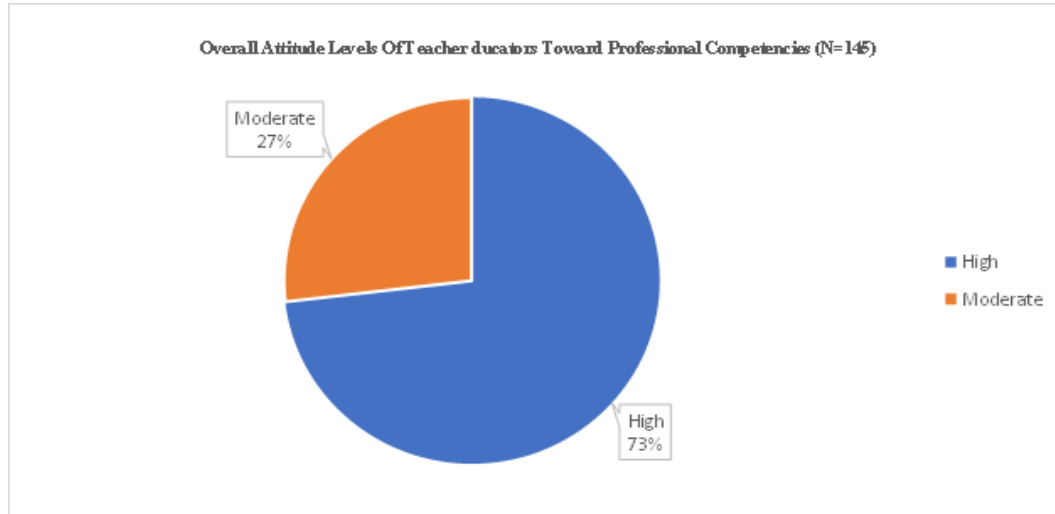
ANALYSIS AND INTERPRETION

The present study used percentage analysis, mean score, graphs and diagrams for analysing collected data.

Table 1 Attitude of teacher educators Toward professional competency Areas in percentage, Mean Score, (N=145)

Sl. No.	Areas of professional competencies	SA%	A %	N %	D %	SD %	Mean Score	ttitude level
1	Pedagogical	51.72	28.96	9.65	6.89	2.75	4.19	High
2	Communication	48.27	31.30	10.34	6.89	3.44	4.15	High
3	Classroom Management	45.51	33.10	11.03	6.89	3.44	4.13	High
4	Evaluation & Assessment	41.37	34.48	13.79	6.89	3.44	4.04	High
5	Technological	34.48	35.86	15.17	9.65	4.82	3.86	Moderate
6	Research & Innovation	31.72	34.48	16.55	10.34	6.89	3.77	Moderate
7	Professional Ethics & Values	56.55	27.58	8.27	4.82	2.75	4.30	High

SA=Strongly Agree, A= Agree, N= Numeral, SD-Strongly Disagree



Interpretation

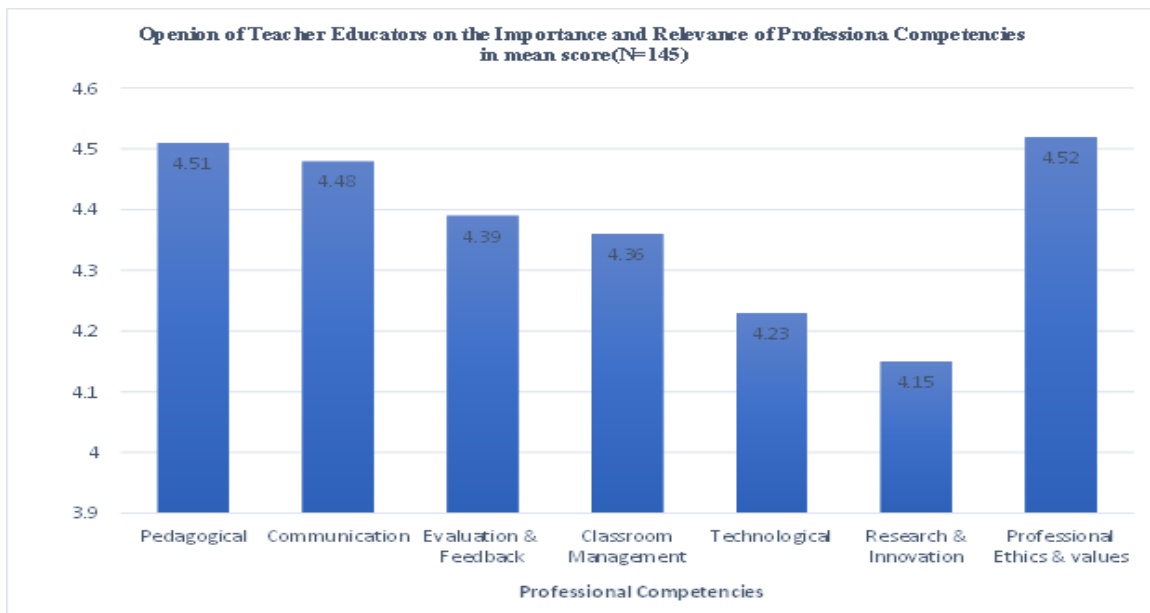
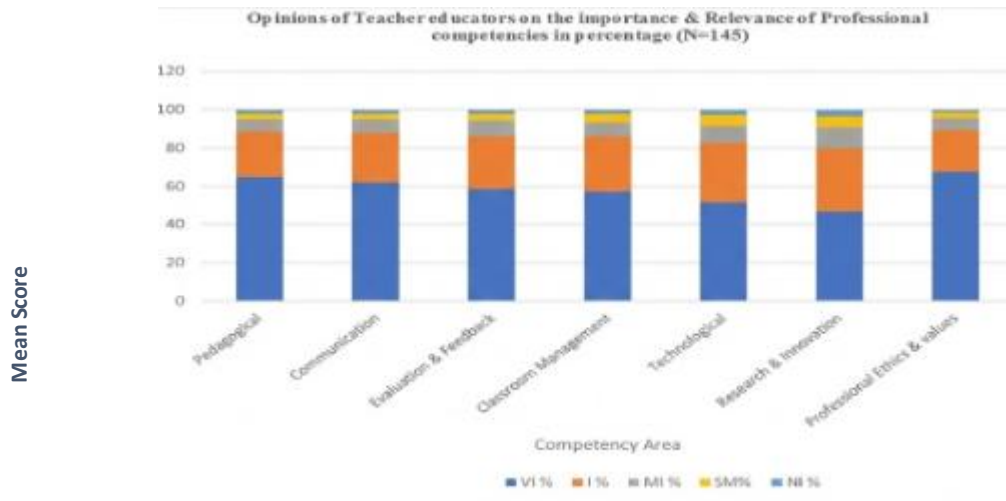
The above table, chart and diagrams expressed that the mean score of attitudes towards professional competencies of teacher educators including; professional ethics and values (4.30) pedagogical (4.19) communication (4.15) classroom management (4.13) and evaluation and assessment (4.04) shows a very positive attitude level and technological (3.86) and research and innovation (3.77) have a moderate level of attitude that indicate potential areas for development. The overall mean score across all competencies indicates that teacher educators in Malappuram districts have favourable and positive attitude towards their professional competencies.

Table 2 Opinions of Teacher Educators on The Importance and Relevance of teacher Competencies in Percentage and Mean Score (N=145)

Sly No.	Competency area	VI %	I %	MI %	SM%	NI %	Mean Score	Interpretation
1	Pedagogical	64.83	24.14	6.21	2.76	2.07	4.51	Very high
2	Communication	62.07	26.21	6.90	2.76	2.07	4.48	Very high
3	Evaluation & Feedback	58.62	27.59	8.28	3.45	2.07	4.39	High
4	Classroom Management	57.24	28.97	7.59	4.14	2.07	4.36	High
5	Technological	51.72	31.03	8.97	5.52	2.76	4.23	High
6	Research & Innovation	46.90	33.10	11.03	5.52	3.45	4.15	High
7	Professional Ethics & values	67.59	22.07	6.21	2.76	1.38	4.52	Very high

VI=Very Important, I= important, MI=Moderately Important, SM = Slightly Important, NI = Not Important





INTERPRETATION

The above table, charts and diagram shows that opinion of teacher educators on importance and relevance of professional competencies. The percentage distribution reveals professional ethics and values (67.59%), pedagogical skill (64.83%) and communication skill (62.07%). This implies that teacher educators place the highest value on ethical behaviour, effective teaching practice, and clear communication. The other competencies include technological skill (51.72%) research and innovation (46.90%) received comparatively low per engage, so it indicates that it may require

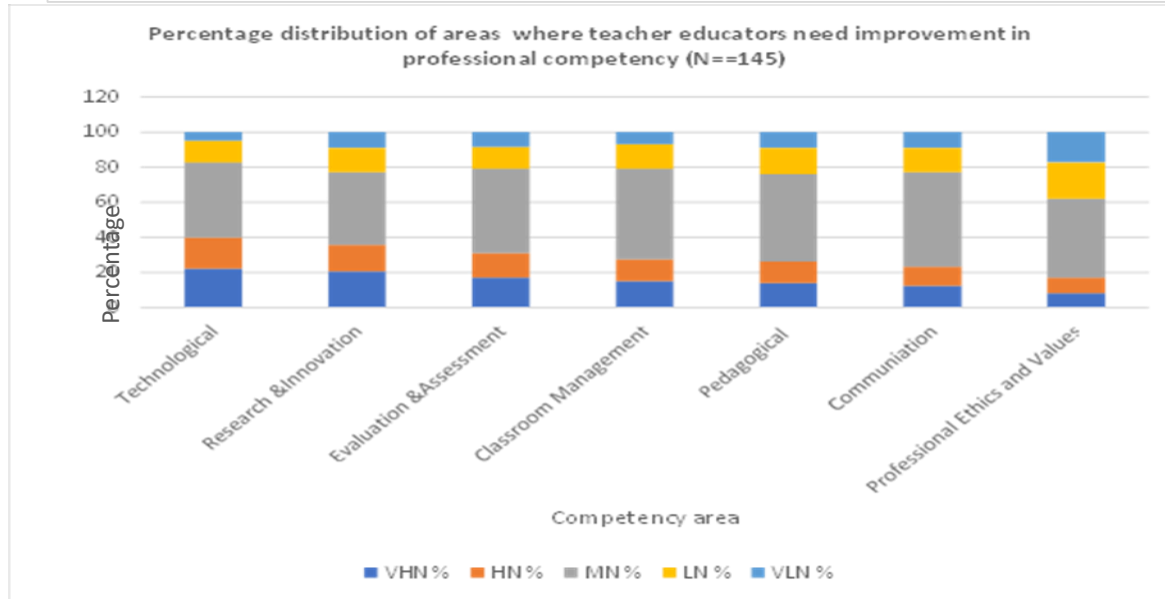
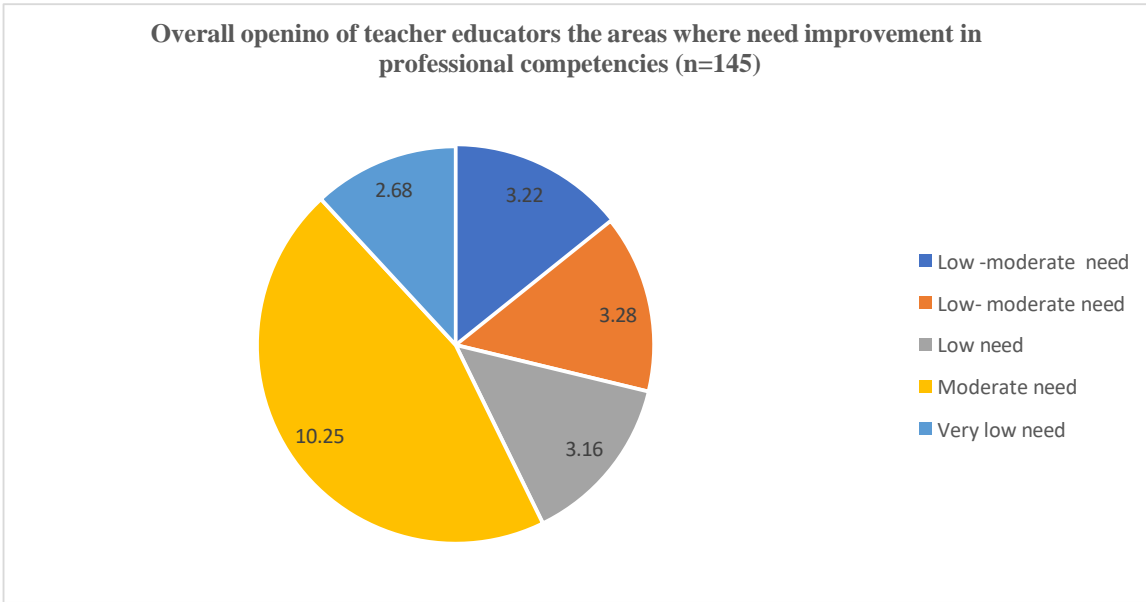
additional strengthening through professional development. Mean score across competencies is also support these findings. Overall results suggest that teacher educators place a high value on professional competencies particularly in ethics, teaching methods and communication. while also growing importance of technology and research in teaching.

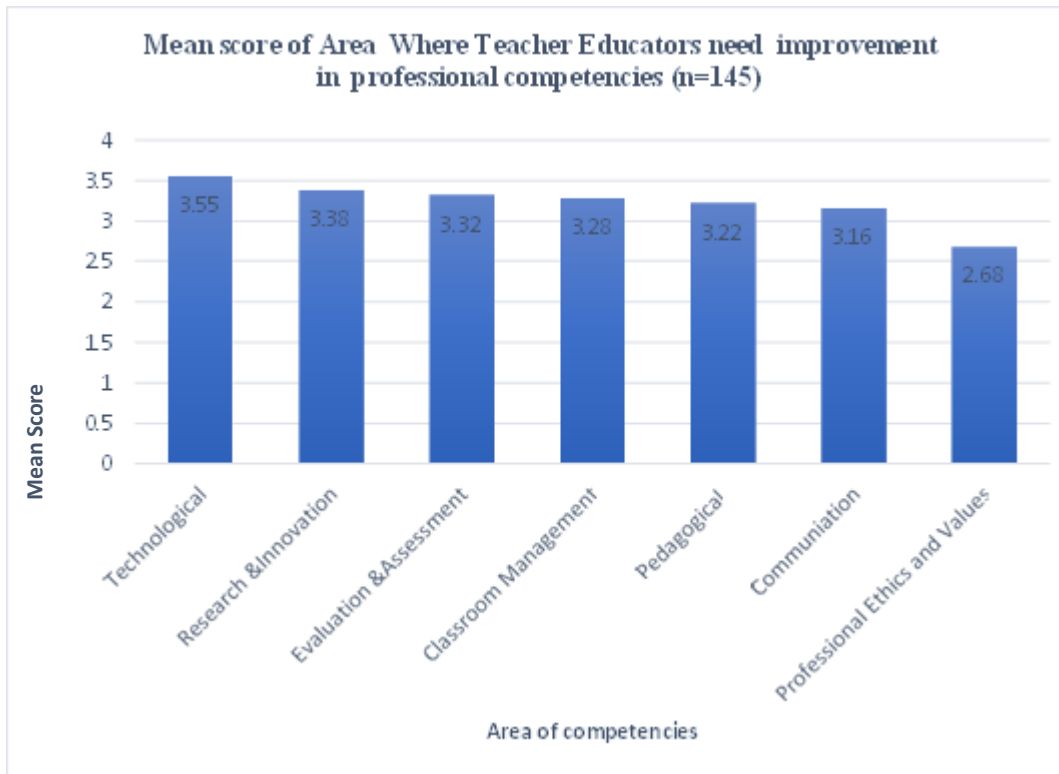
TABLE 3

Percentage Distribution and Mean Score of Areas where Teacher Educators Need Improvement in Professional Competencies (N=145)

Sl No.	Competency Area	VHN %	HN %	MN %	LN %	VLN %	Mean	Interpretation
1	Technological	22.07	17.93	42.76	12.41	4.83	3.55	Moderate need
2	Research & Innovation	20.69	15.17	41.38	13.79	8.97	3.38	Moderate need
3	Evaluation & Assessment	17.24	13.79	48.28	12.41	8.28	3.32	Moderate need
4	Classroom Management	15.17	12.41	51.72	13.79	6.90	3.28	Moderate need
5	Pedagogical	13.79	12.41	49.66	15.17	8.97	3.22	Moderate need
6	Communication	12.41	11.03	53.79	13.79	8.97	3.16	Low need
7	Professional Ethics and Values	8.28	8.97	44.83	20.69	17.24	2.68	Very low need

VHN=Very High Need, HN= High Need, MN= Moderate Need, LN= Low Need, VLN =Very Low Need





INTERPRETATION

The findings shows that teacher educators have moderate levels of need for improvement in most professional competency areas. The highest need is observed in Technological competence (Mean=3.55) and Research and innovation (Mean=3.38), indicating that many teacher educators recognise the importance of improving their skills in using technology and engaging in innovative academic practices.

Communication skills have lower level of need (mean = 3.16), indicating that teacher educators are more confident in this area. Professional Ethics and values record's the lowest mean score (2.68) indicating very low perceived need for improvement and suggesting that educators believe they are already strong in ethical and value- based practices. Overall, the data show that while foundational competencies are relatively strong, teacher educators should focus on technology integration, research h skills and modern teaching innovation.

CONCLUSION

The resultS shows that most of the teacher educators have favourable attitude toward their professional competencies. The study emphasizes that to improve educator's competencies',



ongoing professional development programs, workshops and technology integrated training are necessary.

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