CHAPTER V
SUMMARY OF THE STUDY, FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

Nations become rich not by wealth but by its citizens and contributing citizens are moulded by its education system. It is this important role of education in national development that has made teachers and educators occupy a respected position during ancient times and even today.

Education imbibes qualities of patience, unselfishness, faithfulness, endurance and a sense of sacrifice among people. Educated people nurture a vision that distinguishes between good and bad; they cultivate the habit to stand and fight for their rights and that of their comrades. The advancement of a nation depends on such educated people. Education forms the bedrock of a nation’s development. Therefore it is obligatory on the government and relevant stakeholders of the country to give a serious thought and put in efforts to enhance the quality of its education system. The world of the 21st century is changing rapidly and for our children to live in this new world they need to be educated in a new way. 21st century teachers need to cultivate and maintain the child’s interest and curiosity in the learning material by depicting how the learnt knowledge could be applied in the real world.

The ideal classroom of the 21st century should make children excited about learning at school, and disciplined since everyone is eager to learn. In such a classroom, learning experiences and lessons are related to the community. Ideal schools of the 21st century should be spacious and cheerful, and students need to work with individual assignments and group projects.

Classrooms should be equipped with videoconferencing facilities and facilities for organizing discussion boards so that students can participate in
real time synchronous conversations with experts all over the globe and also learn by watching school productions and presentations. 21st century teachers need to be equipped with certain set of skills to provide such education the students of this century. This would result in dramatic and positive changes in the way education is transacted to children.

Any change in education and throws new demand for skilled teachers and consequently, teacher education. Teacher Education today has become a substantial component in our educational system having a large scale network of institutions and an also various areas of academic specialization. Dellor’s Commission (1996) opines, “Rethinking of teacher education is necessary in order to bring out in future teachers precisely those who are human and possess intellectual qualities until they facilitate a fresh approach to teaching”.

The American Commission on teacher education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher”. Teacher education is grounded on the theory that, “Teachers are made, not born” in contrary to the assumption, “Teachers are born, not made”.

5.1.1 TEACHER EDUCATION

Teacher Education is an important part of the educational system. It is closely related to the society and is influenced by the unique culture, peculiarity and culture of the nation.

Goods Dictionary of Education refers to Teacher education as, “all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively”.

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Teacher education has to be well-informed of the recent developments and trends so that it would prepare teachers who are competent to take up the challenges of the dynamic modern society. It needs to be ever-evolving, vigorous and dynamic. Teacher education is provided by various agencies. NCTE, NCERT, SBTE, University Department of Education, Colleges of Education, SIE, DIET. Any reforms or reorganizations of teacher education programme needs a rethinking of the objectives of teacher education.

It is not difficult to discern that, like educational aim in general, the objectives or aims of teacher education would greatly influence the policy, the instructional structure and the direction and curricula of the colleges of education. It is very often conceived that teacher education is aimed at training teachers to support teacher's knowledge and skills to teach effectively, or in short to produce good teachers. The Bachelor of Education Course is mainly intended to prepare effective secondary school teachers. The course aims at assisting student teachers to be aware of new content, develop competencies and understand his/her multiple role in teaching context.

These objectives could be better achieved through Competency based teacher education, which is an approach to education based on the idea that if "given appropriate time and conditions, almost all learners can and will learn most of what they are taught". Though Indian teacher education system has been strengthened during the past couple of years due to the new NCTE Regulation 2009, teacher Education has been struggling to incorporate these reforms and hence strengthen its identity. Quality teachers can be trained by competent and skilled Teacher Education professionals who have a passion for their profession and do not compromise with the standards.
5.1.2 TEACHER EDUCATOR

The teacher educators have always occupied the highest place in the whole teaching process from the very ancient period. Teacher of teachers referred to being a mentor or trainer who works with pre service teachers or fellow teachers. A teacher educator purposefully shares his knowledge and skills pertinent to teaching in an attempt to improve quality of teaching. A Teacher Educator is “a person of educated status who adequately prepares young teachers to be effective in all teaching areas”.

“A teacher educator is someone who gets the qualities of a teacher into [herself] and can lead others to increase those qualities in themselves”. Being a teacher educator is to take up an additional responsibility with a unique purpose of preparing future teachers for teaching tasks.

The education of teacher educators has been ignored transparently and things have been done at random in our country while it is the first thing that deserves to be given highest priority because the education in schools depends upon the education of teachers who are prepared by the teacher educators.

The professional quality of teacher educators decides the quality of teachers, both at the pre-service and the in-service levels. The professional level at which teachers are prepared would, in turn, determine the quality of school education.

A teacher-educator is the topmost person in the professional pyramid because she moulds the future teachers. A competent and effective teacher-educator will help in the national development. The teacher-educator is the core of the grand opera of teaching-learning since the whole system revolves around him. The whole edifice of education stands on the shoulders of the teacher-educators. Teacher -educators are to be considered as the ultimate agents for the realization of ideals, aims and objectives of education. A quality teacher education institution will have to produce individuals who will be
dedicated and zealous to the profession and make their mark through their accomplishments in the field.

The need for large number of men and women who aspire for degrees or diplomas in teacher education is increasing and hence the dependency on private participation in education system is inevitable. The teacher educators will need to explore on specialized skills and competencies that would enhance the quality for professional functioning.

The teacher educators need to acquire all essential competencies and personality characteristics and imbibe the right attitude towards their profession in order to produce contributing teacher for the future technological and globalized world to take up the issue and discover workable solutions to concoct future teachers.

5.1.3 TEACHING COMPETENCE

Teaching competencies are explicit, demonstrable and perceptible attributes required for teaching professionals to produce a learner friendly and convincing learning environment. A competent teacher has clear vision of the set of objectives, is temperamental, and cordial. In general, teaching competence is nothing but the performance, ability, or the capacity of the teacher to teach.

Teacher education programmes aims at developing various types of teaching competencies in teachers. A profession like that of the teacher educators demands that they acquire a certain set of teaching competencies. In the 21st century, the demand for acquisition of competencies on the part of the teacher educators and student trainees is increasing and even researchers and practitioners are aware of these demands and hence teacher education programmes are undergoing a significant change to maintain the standards for Teaching Competence. The teacher educators also possess different
personality characteristic and views towards profession. These may also have an influence on their behaviours.

5.1.4 PERSONALITY TYPE OF TEACHER EDUCATORS

Personality characteristics influence teaching. Eysenck expands on the definitions of Allport and Murray, and defines personality as, “the sum-total of the actual or potential behavior-patterns of the organism, as determined by heredity and environment; it originates and develops through the functional interaction of the four main sectors into which these behavior-patterns are organized: the cognitive sector (intelligence), the cognitive sector (character), the affective sector (temperament), and the somatic sector (constitution)”.

Personality refers to the integrated whole rather than the sum of parts, Personality is shaped well through social interaction, Personality is hidden, Personality is cause of behaviour. Each individual personality is unique and personalities are diverse. Few individuals also share similarities in a few personality characteristics. Eysenck’s inclusion of the "somatic sector" highlights his interest in relating the behavioural aspects of personality to primary physiological structure and function.

Eysenck adapts the ‘Type approach’ as well as the ‘Trait approach’ to categorize people. His model of personality embraces three basic typological dimensions, viz, Introverts v/s Extroverts, Neurosis v/s Stability, and Psychotism v/s Impulse control. Eysenck thus place individuals at any location between the two extremes on each Type and he also opines that all the three dimensions as essentially normally distributed within the population.

Several studies have proved that the contributing factors for Teacher Effectiveness are emotional stability, a good disposition, patience, adventurousness, self-control and self-efficiency. In addition, there is need for professional competence.
A number of studies have shown the importance of personality factors as predictive of Teacher Effectiveness. It is evident that teachers with positive personality characteristics show a greater Teacher Effectiveness than teachers with negative personality characteristics. Personality factors are also associated with teachers’ behaviour.

Coats (1970) conclude that the teacher’s charisma is probably a significant trait. Beck (1975) reports, “pupils perceive an effective teacher as a warm, friendly and supportive person who communicates clearly, disciplines and motivates students effectively and flexibly adopts various methodologies to teach”.

No amount of sermons from the teacher can make much headway if he does not possess an impressive personality. It is desirable that teacher educators are frank, sincere, honest, humble, sympathetic, agreeable, fair, impartial, helpful, straightforward, upright, dutiful etc. He should avoid everything that is petty, small and mean. A teacher educators teaches not only by what he says and does, but very largely by 'what he is' and equally important is the beliefs and feeling of the teacher educators towards his profession and its significance in the society.

5.1.5 ATTITUDE TOWARDS TEACHING PROFESSION

Teacher educators attitudes affect his behaviour towards the student teachers. Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related. An attitude is learned, and this happens in relation to persons, ideas, objects and values. They may be formed in various situations which have an emotional element to it. Attitudes affect the overt behaviour as well as the internal psychological processes too.
‘Teacher educators are professionals’. Most of the problems of teacher education and the teaching-learning process can be solved without heavy financial inputs, if teacher educators possess a healthy attitude towards their profession. In India, Lack of favourable attitude among teacher educators has made it challenging to ensure quality in teacher education.

Due to lack of highly positive attitude towards the profession among teacher educators, continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self-renewal and sustenance.

Effective learning of student teachers can be achieved only when teacher educators and student teachers are gifted with highly favourable attitude towards their profession. The quantitative expansion and qualitative improvement of teacher education institution has raised the demand for right type of teacher educators with favourable attitude towards their profession. This necessitates teaching competence of teachers, the inculcation of favourable professional attitude in teacher educators.

A negative or unfavourable attitude makes the teaching task of a teacher educator tough, more monotonous and unpleasant. A teacher educator who has a favourable attitude towards his/her profession can bring desirable changes in the student teachers. Knowing a teacher educator’s attitude towards his profession allows us to estimate the potential behaviours towards his profession which has great significance for improvement of the quality of teacher education programmes. Teacher educators with highly favourable attitude towards their profession would also imbibe the same in their student trainees.

The competence of a teacher educator may have an influence on the way they interact with teacher trainees and also on their teaching activities, the way they adjust to the changing needs of teacher education and may be
influenced by their thoughts behaviors and attitude towards teaching profession.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

The quality of life of citizens of a nation depends upon the quality of their education, their knowledge, attitude and values, which is turn depends upon the quality of teachers who are the pivots of educational system. The development of such skilled teachers in turn depends on quality of teacher educators. In the recent years India has taken a fresh and more critical look at the role of education within the context of overall national development. The goals of education follow the national goals of development which aims at Human Resources Development. The development of human resource is possible through a properly organized programme of quality education.

Globally, there is an overwhelming concern over the quality of education. The Education Commission (1964) pointed out, “The quality, competence and character of teachers to be the most significant factor influencing the quality of education and its contribution to national development.” Undoubtedly, quality of school education is the direct consequence and outcome of the quality of teachers and teacher education system. It is imperative, that the teacher has to assume greater responsibility so as to initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development by providing quality education. In this context, quality improvement of teacher education program is one of the indispensable needs.

The future society shall be a knowledge oriented, technology driven and fast changing society. Teachers have to prepare young people with the competences they need to enter a world that is in rapid evolution; this means that school curricula, and approaches to the organization of education and to teaching need to adapt very rapidly to the changing needs of society and of the economy. The teachers shall be required to continuously update their stock of
knowledge through a well-organized mechanism of in-service programmes. Teachers need to be fully equipped with rigorous intellectual and moral qualities, to understand their own culture and cultures of other parts of the world, maintain a balance between the two, help learners to view various things happening around them with an open mind and in a broader perspective. It is the teacher education programme which has to shoulder the responsibility of preparing such skilled and competent teachers. The teacher education in India is facing the challenge of producing such teachers for the new digital society and globalized world.

Importance of teacher education for bringing about quality improvement in the education system has been highlighted by various Committees and Commissions. The national policies on education and programmes of action, 1986 and 1992 clearly emphasized and reinforced the recommendations and statements made by various academic bodies setup up for the purpose. Organizations and statutory bodies like NCERT and NCTE, have put in tremendous efforts for reorienting, and re-structuring teacher education at various levels and dimensions over the years.

New education reforms in schools education as well as teacher education are given importance and its success ultimately depends on the quality of teacher educators. As the people responsible for making sure that teachers’ knowledge, skills and attitudes are kept up to date, teacher educators must themselves be open to constant evolution in their own professional body of knowledge, skills and attitudes, and must be able to adapt rapidly to changing needs. It is the teacher educators who have to shoulder the responsibility of preparing capable, skillful teachers in this technological and globalized era. In order to meet this challenge successfully, it is necessary to gear up the quality of teacher educators.

The role of a teacher educator in the educational process is more challenging and dynamic. The teacher educators work is not only transmission
of knowledge but it is much more. The teacher educators’ great task is inspiring and guiding the student teachers towards cherished goals. Teacher educator in a naturalistic set up is a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. Issue of teacher educators’ quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all. Hence the teacher educators need to be possess a high teaching competency to fulfil these functions.

From the psychological point of view the teacher educator’s attitude may be influential on their performance and development in their profession. Attitudes are generally the outcome of values and more implied in the environment surrounding the mind. Teacher educators with favourable attitude towards teaching profession may find healthy sustenance and create favourable learning environment. The teacher’s intellectual attitude, emotional reactions, various habits and personality type that include all these affect the student trainee in terms of academic success, personality and interests. These aspects significantly influence the thinking processes, classroom activities, professional changes, improvements and teaching skills of teacher educators. The feelings, culture, values, thoughts, beliefs, behaviour which form the personality of teacher educators may affect the attitude of the individual towards his profession and these variables inters may influence the teaching competence of the teacher educators. Hence the researcher felt an imperative need to assess the teaching competence, personality type and attitude towards teaching profession of teacher educators.

The review of related literature reveals that research efforts have been directed towards teaching competence of teachers but not of teacher educators. Unfortunately attention is not drawn to correlate Teaching Competence of Teacher Educator in relation to their Personality Type and Attitude towards Teaching Profession. Hence the study is a modest venture in this direction.
5.3 REVIEW OF RELATED LITERATURE

This research study is based on all of the relevant thinking and research that has preceded it, and hence contributes to thinking and research in the field.

The studies reviewed have been classified into the following three sections:

5.3.1 Studies related to Teaching competence
5.3.2 Studies related to Personality type
5.3.3 Studies related to Attitude towards teaching profession

An overview of related studies is presented in table No. 5.1.

Table No.5.1: Table showing an overview of the related studies reviewed with respect to the variables

<table>
<thead>
<tr>
<th>Sections</th>
<th>Variables</th>
<th>Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.2</td>
<td>Studies related to Personality type</td>
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<table>
<thead>
<tr>
<th>5.3.3</th>
<th>Studies related to Attitude towards teaching profession</th>
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</table>
5.4 STATEMENT OF THE PROBLEM

Teachers are said to be the builders of the future generation and teacher educators are the one who prepare these teachers. Hence the future of our nation depends on the effectiveness of these teacher educators. In this context competent teacher educators with requisite teacher behaviours and positive views about their profession are needed in order to prepare teachers for the future generation who would live in a competitive technological, globalized world of today and tomorrow. The teaching competence of teacher educators may be related to their personality type and their attitude towards teaching profession. Hence the following is the statement of the problem:

“Teaching Competence of Teacher Educators in relation to their Personality Type and Attitude towards Teaching Profession”
5.5 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To assess the level of Teaching Competence of Teacher Educators in total and also with respect to the following categories
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

2. To assess the Personality type of Teacher educators in total and also with respect to the following categories on Extroversion-Introversion Dimension
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

3. To assess the Personality type of Teacher educators in total and also with respect to the following categories on Neuroticism-Dimension
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

4. To assess the level of Attitude towards teaching profession of Teacher Educators in total and also with respect to the following categories
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

5. To study whether there is any significant difference between/among the following categories of teacher educators with respect to their teaching competence
6. To study whether there is any significant difference between/among the following categories of teacher educators with respect to their personality type on Extroversion-Introversion Dimension
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

7. To study whether there is any significant difference between/among the following categories of teacher educators with respect to their personality type on Neuroticism-Dimension
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

8. To study whether there is any significant difference between/among the following categories of teacher educators with respect to their attitude towards teaching profession
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

9. To study whether the Teaching Competence of Teacher Educators is significantly correlated to their
   i. Personality type
   ii. Attitude towards teaching profession
5.6 HYPOTHESES OF THE STUDY

In pursuance of the objectives of the study the following null hypotheses are formulated:

1. There is no significant difference between/among following categories of the teacher educators with respect to their teaching competence
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

2. There is no significant difference between/among following categories of teacher educators with respect to their Personality type on Extroversion-Introversion Dimension.
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

3. There is no significant difference between/among following categories of teacher educators with respect to their Personality type on Neuroticism-Dimension.
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty

4. There is no significant difference between/among following categories of teacher educators with respect to their Attitude towards teaching profession
   i. Male and Female
   ii. Government, Private aided and Private unaided colleges
   iii. Science, Arts and Commerce faculty
5. Teaching Competence of Teacher Educators is not significantly correlated to their

i. Personality type

ii. Attitude towards teaching profession

5.7 VARIABLES OF STUDY

The following are the variables of the study

☐ Main variable: Teaching competence.

☐ Criterion variables:

Personality type, Attitude towards teaching profession.

☐ Background variables:

- **Gender**: Male and Female
- **Types of institution**: Government, Private aided and Private unaided colleges
- **Faculty**: Science, Arts and Commerce faculty

5.8 OPERATIONAL DEFINITION OF THE KEY TERMS

❖ TEACHING COMPETENCE:

Effective organization of instructional activities that are to be performed by a teacher educator in the class requires that he/she possesses certain level of knowledge and skills which is known as teaching competence. In this study teaching competence refers to the capability of teacher educator in conveying knowledge of content, application of his knowledge and skills to student teachers and use appropriate means of conveying it in the class room context, by creating a conducive class room climate. Teaching competence of teacher educators includes the following four dimensions:

I. **Cognitive based teaching competence**: A competent teacher educator demonstrates adequate knowledge of the content, the learning outcomes
to be achieved, motivational strategies and diverse instructional activities.

II. **Performance based teaching competence:** A competent teacher educator is able to use appropriate vocabulary to convey the content effectively, cater to diverse learner needs, effectively pose questions and use audio visual aids effectively.

III. **Affective based Teaching competence:** A competent teacher educator deals responsibly with learners, creates a conducive class room environment for learners’ achievement, foster student teachers’ thinking skills and establish good rapport with student teachers.

IV. **Consequence based Teaching competence:** A competent teacher educator designs and adopts effective evaluative procedures to assess student teachers learning and obtains feedback from the student teachers and uses it to evaluate his own teaching behavior and improve student teacher’s learning.

In the present study teaching competence of teacher educators is represented by the scores on teaching competence observation schedule developed by the researcher.

❖ **ATTITUDE TOWARDS TEACHING PROFESSION:**

Attitude towards teaching profession is a tendency of teacher educators to react favourably or unfavourably towards their profession. Attitude towards teaching profession of teacher educators is an underlying disposition that enters, along with many other influences, into the determination of the variety of behaviours towards their teaching profession, including statements of beliefs and feelings about their profession and approach-avoidance actions with respect to it.
Attitude towards teaching profession of teacher educators in this study includes the following selected five areas namely:

6. Academic aspects of teaching profession,
7. Social and psychological aspects of teaching profession,
8. Co-Curricular aspects of teaching profession,
9. Economic aspects of teaching profession,
10. Administrative aspects of teaching profession

Attitude towards teaching profession in this study is represented by scores on Attitude towards teaching profession scale developed by the researcher.

**PERSONALITY TYPE:**

Personality is the total quality of an individual’s behavior as it is revealed in his characteristic habits of thought and expression, his attitudes and interests, his manner of acting and his personal philosophy of life.

According to Eysenck- a type “is an observed constellation or syndrome of traits” and a “trait is an observed constellation of individual action-tendencies”

Eysenck categorizes people on the basis of traits and characteristics on two dimensions:

- Extraversion–Introversion Dimension
- Neuroticism-Dimension

In the study teacher educators are classify based on Extroversion-Introversion Dimension and Neuroticism Dimensions.

**Extraversion –Introversion Dimension:** based on the scores obtained by the teacher educators on the relevant items, they are categorized as Extrovert, ambivert and introvert.
◆ **Introverts:** React more strongly than extroverts to sensory stimulation. An introvert is quiet, retiring sort of a person. He is reliable, somewhat pessimistic and places great value on ethical standards. He keeps his feelings under close control, seldom behaves in an aggressive manner and does not lose temper easily.

◆ **Extroverts:** Are likely to enjoy time spent with people and finds less reward in time spent alone. They take pleasure in activities that involve large social gatherings. They tend to be energized when around other people. Extroverts tends to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. The typical extrovert is sociable, impulsive, carefree, easy going, optimistic and craves for excitement.

◆ **Ambiverts:** An ambivert is a person who has both introvert and extrovert qualities and may bounce between the two. The ambivert loves social settings and being around others, but also needs solitude.

**Neuroticism Dimensions:** based on the scores obtained by the TEs on the relevant items, they are categorized as neurotic (emotionally unstable), emotionally moderately balanced and stable emotionally well balanced (emotionally stable)

◆ **Neurotic:** Neurotics are characterized as anxious, depressed, tense and moody. Eysenck suggested that neuroticism is largely inherited, a product of genetics rather than learning or experience

◆ **Emotionally Well Balanced:** An individual who is Emotionally well balanced is generally calm, even-tempered, reliable and controlled in his behaviour.

◆ **Emotionally Moderately Balanced:** An individual who is Emotionally moderately balanced possess both Neurotics and Emotionally well balanced characteristics and bounce between the two.
**TYPE OF COLLEGES:**

The colleges of education are categorized as

- **Government:** Colleges of education approved by NCTE and affiliated to University of Mysore which are established, funded and managed by Government of Karnataka are considered as government colleges.

- **Private aided:** Colleges of education approved by NCTE and affiliated to University of Mysore which are established and owned, by private management and funded by Government of Karnataka are considered as private aided colleges.

- **Private unaided:** Colleges of education approved by NCTE and affiliated to University of Mysore which are established, owned, funded and managed by private management and recognized by Government of Karnataka are considered as private unaided colleges.

**5.9 METHOD OF THE STUDY**

The study is a *descriptive study* employing survey method. The researcher personally visited the colleges of education approved by NCTE and affiliated to University of Mysore in Karnataka state. The researcher observed the lessons of teacher educators with the help of Teaching competence observation schedule. The teacher educators were informed about the purpose of this research study and administered Eysenck personality Inventory and Attitude towards Teaching Profession scale to them. They were instructed to fill in the two tools. Sufficient time was given to the teacher educators to fill the two tools and necessary clarification were given.

**5.10 SAMPLE**

All the 269 teacher educators working in thirty six colleges of education out of which one was Government, nine were Private aided and
twenty six were Private unaided, affiliated to University of Mysore, Karnataka, formed the population of the study. All the teacher educators working in these thirty six colleges of education were included in the study.

Figure No 5.1: Figure showing the tree diagram of the sample.

Teacher educators from colleges of education affiliated to University of Mysore (269) from

Government colleges (14) Private aided colleges (69) Private unaided colleges (186)

Male (11) Female (3) Male (41) Female (28) Male (121) Female (65)

Table No. 5.2: Table showing the sample of teacher educators drawn from colleges of education affiliated to University of Mysore

<table>
<thead>
<tr>
<th>Type of Colleges</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Government</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Private aided</td>
<td>41</td>
<td>28</td>
</tr>
<tr>
<td>Private unaided</td>
<td>121</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>173</td>
<td>96</td>
</tr>
</tbody>
</table>
5.11 TOOLS USED FOR COLLECTION OF DATA

The tools used to measure the variables and to collect the data are shown in table no. 5.3

Table No.5.3: Table showing the tools used for collection of data with respect to the variables of the study.

<table>
<thead>
<tr>
<th>Variables Measured</th>
<th>Tool used</th>
<th>Constructed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching competence (TC)</td>
<td>Teacher educators Teaching competence observation schedule</td>
<td>Investigator</td>
</tr>
<tr>
<td>Personality type (PT)</td>
<td>Eysenck’s Personality Inventory</td>
<td>Hans Eysenck</td>
</tr>
<tr>
<td>Attitude towards teaching profession (ATTP)</td>
<td>Teacher educator’s Attitude towards teaching profession scale</td>
<td>Investigator</td>
</tr>
</tbody>
</table>

5.12 STATISTICAL TECHNIQUES USED TO ANALYZE THE DATA

To analyze the collected data SPSS package version 20.0 was used and all the hypotheses were tested at 0.05 levels of significance. For the analyses of the data the following statistical techniques were used:

- **Descriptive Statistics:** Mean, Standard Deviation and Percentage Analysis were employed to study the level of Teaching competence, Personality type and Attitude towards teaching profession of teacher educators, as stated in Objective 1, 2, 3 and 4.

- **Inferential statistics:**
  - t’ test: t test of significance for difference between Means was used to find the difference between various categories of teacher educators with respect to Teaching competence, Attitude towards teaching profession
and also with respect to their components. This technique was used to test Ho 1.1 and Ho 4.1.

- **Chi-square test**: The chi-square analysis was employed to test if there was any significant difference between two groups with respect to their Personality type. This technique was used to test Ho 2.1, Ho 2.2, Ho 2.3, Ho 3.1, Ho 3.2 and Ho 3.3.

- **One Way ANOVA**: was used to find the significance for difference between means among teacher educators of different categories namely type of colleges, and stream, with respect to Teaching competence, Attitude towards teaching profession. This technique was used to test Ho 1.2, Ho 1.3, Ho 4.2 and Ho 4.3.

- **Bi serial Correlation**: was used to find the relationship between Teaching competence and Personality type. This technique was used to test Ho 5.1a and Ho 5.1b.

- **Pearson product moment correlation**: was used to find the relationship between Teaching competence and Attitude towards teaching profession. This technique was used to test Ho 5.2.

### 5.13 DELIMITATION OF THE STUDY

The following is the delimitation of the study:

- The sample is limited to colleges of education affiliated to University of Mysore in Karnataka state

### 5.14 LIMITATIONS OF THE STUDY

The following is the limitation of the study:

- The validity and reliability of Teaching competence observation schedule and Attitude towards teaching profession scale was established. The tools are not standardized.
5. 15. MAJOR FINDINGS OF THE STUDY

The major findings that emerged out of the present study are presented below

1. Majority of teacher educators that is 71.70% of teacher educators possess average level of Teaching competence. It is also seen that merely 12.30% of Teacher educators possess high Teaching competence. 16% of Teacher educators are found to possess low level of Teaching competence.

2. Majority of teacher educators that is 73.41% of male and 65.62% of female possess average level of Teaching competence. Merely 12.72% of male and 15.63% of female Teacher educators are found to possess high Teaching competence. 13.87% of male teacher educators and 18.75% of female teacher educators are found to possess low Teaching competence.

3. Majority of teacher educators that is 64.28%, 73.91% and 73.12% of Government, Private aided and Private unaided teacher educators respectively possess average level of Teaching competence. It is also seen that merely 21.42% of Government, 11.59% of Private aided and 11.83% of Private unaided teacher educators possess high level of Teaching competence. 14.30% of Government, 14.50% private aided and 15.05% private unaided teacher educators possess low level of Teaching competence.

4. Majority of teacher educators that is 75%, 69.12% and 75% of teacher educators belonging to science, arts and commerce faculty respectively possess average level of Teaching competence. Merely 10.4% and 14.8% of teacher educators belonging to science, and arts faculty respectively are found to possess high teaching competence. None of the teacher educators belonging to commerce faculty are found to possess high teaching competence. 14.65%,
16.12% and 25% of science, arts and commerce faculty respectively are found to possess low Teaching competence

5. Majority of teacher educators that is 69.52% of them are found to be Ambiverts. Merely 13.75% of the Teacher educators are found to be Extroverts Personality. 16.73% of the teacher educators are found to be Introverts.

6. Merely 2.30% of male and 2.10% of female teacher educators are found to be Extroverts. Majority of male and female teacher educators that is 87.30% and 86.50% respectively are found to be Ambiverts. 10.40% of male teacher educators and 11.40% of female teacher educators are found to be Introverts.

7. Majority of teacher educators belonging to Government, Private aided and Private unaided colleges that is 85.72%, 86.96% and 87.10% respectively are found to be Ambiverts. It also seen that merely 7.14% of Government, 2.90% of Private aided and 1.60% of Private unaided teacher educators are Extroverts. 7.14% of Government, 10.14% Private aided and 11.30% Private unaided teacher educators are found to be Introverts.

8. Merely 1.72% and 2.68% of teacher educators belonging to science and arts faculty are found to be extroverts. None of the teacher educators belonging to commerce faculty are found to be Extroverts type. Majority of teacher educators that is 57.93%, 86.57% and 75% of teacher educators belonging to science, arts and commerce faculty are found to be Ambiverts. 10.34%, 10.73% and 25% of teacher educators belonging to science, arts and commerce faculty respectively are found to be Introverts.

9. Majority of teacher educators that is 69.52% of them are favourable emotionally moderately balanced. Merely 13.75% of the Teacher educators are found to be emotionally well balanced. 16.73% of the
teacher educators are found to be of Neurotic type (emotionally stable).

10. Merely 11.60% of male and 7.30% of female teacher educators possess Neurotic Personality. Majority of male and female teacher educators that is 63% and 64.60% respectively possess a emotionally moderately balanced Personality. 25.40% of male teacher educators and 28.10% of female teacher educators are found to be emotionally well balanced.

11. Majority of teacher educators belonging to Government, Private aided and Private unaided colleges that is 71.43%, 68.12% and 61.29% respectively are found to possess emotionally moderately balanced Personality type. It is also seen that merely 21.43% of Government, 21.74% of Private aided and 28.49% of Private unaided teacher educators possess Neurotic Personality. 7.14% of Government, 10.14% Private aided and 10.22% Private unaided teacher educators are found to possess emotionally well balanced Personality.

12. Merely 29.31% and 24.16% of teacher educators belonging to science and arts faculty are found to be Neurotic. None of the teacher educators belonging to commerce faculty are found to be Neurotic. Majority of teacher educators that is 61.21%, 65.10% and 75% of teacher educators belonging to science, arts and commerce faculty are found to be emotionally moderately balanced. 9.48%, 10.74% and 25% of teacher educators belonging to science, arts and commerce faculty respectively are found to possess emotionally well balanced Personality.

13. Majority of teacher educators that is 53.54% of them possess highly favorable Attitude towards teaching profession. 46.46% of the
Teacher educators are found to possess less favorable attitude towards teaching profession.

14. 46.82% of male and 55.21% of female teacher educators were found to possess highly favorable Attitude towards teaching profession. It is also seen that 53.18% of male teacher educators and 44.79% of female teacher educators possess less favorable Attitude towards teaching profession.

15. Majority of teacher educators that is 42.86% of government teacher educators, 46.38% of Private aided teacher educators and 49.46% of Private unaided teacher educators possess highly favorable Attitude towards teaching profession. It is also seen that 57.14% of government, 53.62% of private aided and 50.54% of private unaided teacher educators possess less favorable Attitude towards teaching profession.

16. Majority of teacher educators that is 46.55% of science, 52.35% of arts and 50% of commerce faculty possess highly favorable Attitude towards teaching profession. It is also seen that 53.45%, 47.65% and 50% of teacher educators belonging to science, arts and commerce faculty respectively possess less favorable Attitude towards teaching profession.

17. No significant difference was found in Teaching Competence of male and female teacher educators.

18. No significant difference was found in Teaching Competence of teacher educators belonging to Government, Private aided and Private unaided colleges.

19. No significant difference was found in Teaching Competence of teacher educators belonging to Science, Arts and Commerce faculty.
20. No significant difference was found in Personality type on Extroversion-Introversion Dimension of male and female teacher educators.

21. No significant difference was found in Personality type on Extroversion-Introversion Dimension of teacher educators belonging to Government, Private aided and Private unaided colleges.

22. No significant difference was found in Personality type on Extroversion-Introversion Dimension of teacher educators belonging to Science, Arts and Commerce faculty.

23. No significant difference was found in Personality type on Neuroticism-Dimension of male and female teacher educators.

24. No significant difference was found in Personality type on Neuroticism-Dimension of teacher educators belonging to Government, Private aided and Private unaided colleges.

25. No significant difference was found in Personality type on Neuroticism-Dimension of teacher educators belonging to Science, Arts and Commerce faculty.

26. No significant difference was found in Attitude towards teaching profession of male and female teacher educators.

27. No significant difference was found in Attitude towards teaching profession of teacher educators belonging to Government, Private aided and Private unaided colleges.

28. No significant difference was found in Attitude towards teaching profession of Science, Arts and Commerce faculty.

29. Teaching Competence of teacher educators and their Personality type on Extroversion-Introversion Dimension is found to be positively and moderately correlated...
30. Majority of Teacher educators with extrovert personality type were found to possess high teaching competence.

31. Positive but low correlation exists between Teaching Competence of teacher educators and their Personality type on Neuroticism-Dimension.

32. Low positive correlation was found between teaching competence of teacher educators and their personality type on neuroticism-Dimension.

33. High positive correlation was found between Teaching Competence of teacher educators and their Attitude towards teaching profession.

5.16 EDUCATIONAL IMPLICATIONS

The following educational implications could be drawn from the findings of the study:

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- It was found that merely 12% of the teacher educators were found to possess high teaching competence. Teaching competence directly affects the effectiveness of the teacher educators. A teacher with high competency would adopt right ways of conveying knowledge and skills to the student teachers in the teacher education context and would also adopt effective means of instruction to student teachers, presentation skills and evaluation strategies. Hence it is recommended that policies have to be formed to promote teaching competence, Professional development activities, and systematic programmes to assess teacher educators learning needs, provision for individualized training and feedback about their teaching performance have to be provided to support the development of teaching competence among teacher educators.
Teacher educators should be provided with career-long relevant learning opportunities through the comprehensive competence development plan which is based upon clear models of teaching competence with theoretical underpinning through which they can acquire the competencies needed for producing effective student teachers. Teacher educators should be inspire do to be proactive reflective professionals who feel responsible for their own professional development by offering material means like salary increase and non-material means like recognition by colleagues, education authorities, appreciation of success of pupils, respect of the local community and incentives.

Opportunities for competence development should abridge the needs of the teacher educators and those of the teacher training programme.

In-service training programme to teacher educators should be organized and should aim at promoting necessary research based knowledge, professional skills and attitudes for lifelong thus learning, those making way for effective competence development unified through electronic means. Providers of teacher education and administrative bodies need to coherently take up the responsibility of teacher education programmes.

Teacher educators need to participate in professional communities so that it leads to continuous improvement through feedback mechanisms.

Teacher education institutions should maintain a record of the continuing professional learning under taken by every teacher educator so that it acts as a motivating agent.

Post-graduation degrees in education as a subject should concentrate on developing Cognitive based teaching competence, Performance based
teaching competence, Affective based Teaching competence, and Consequence based Teaching competencies that contribute to effective transaction of teacher education curriculum. These programmes for teacher educators must make them aware of various models and motivate them to be frequent users of these models. Observation model, open lesson model, action research model, case study model and professional development model are a few of them.

- Workshops, seminars, collaborative groups should engage the teacher educators in regular discussion to reflect on their practice and assess the teacher educators and use the data for providing feedback.

- Orientation courses, short term courses, indirect training and summer courses, need to be organized to enhance technology literacy that would concentrate on connectivity and digital content. Thus would convert traditional learning environment in to new digital trainee centered learning environment, that catalyze on information exchange rather than information delivery.

- It was found that majority of teacher educators with extroversion personality type possessed high teaching competence. Extrovert teacher educators are those who love to stay and enjoy several moments with other people and student teachers. Most of the time, these individuals are present in huge gatherings and celebrations where many people can see them and talk to them. Extroverts teacher educators are commonly known as energized individuals. They are more enthusiastic than the teacher educators who are introverts. Extroverts prefer to work in a group where several individuals can help them accomplish their job easily. Teacher educators personality training programme need to be organized to enhance personality characteristics among teacher educators.
The study found that nearly 53% of male teacher educators and 45% female teacher educators possess a less favorable attitude towards teaching profession in total merely 47% of teacher educators possess less favorable attitude towards teaching profession. It was found that the correlation between attitude towards teaching profession and teaching competence was significantly high. It is seen that the attitude of teacher educators was a vital factor that contribute to the teaching competence of teacher educators. The success of teacher education does not depend only on setting the aims and objective but on the academic and professional preparation of teacher educators. Professional preparation of the teacher educators requires that they possess the right attitude. How a teacher educators performs his duty as a professional is dependent on his attitudes, values and beliefs. A positive or favourable attitude makes the teacher’s work not only easier but also make it more satisfying for the teacher educators and is also professionally rewarding to him/her. Hence effort to develop highly favorable attitude to teaching profession on the part of the management of teacher education institutions would go an long way in enhancing their teaching competence, Since attitude are influenced by personal experience and other sources of information strategies that resolve conflicting attitudes and changing their believes about other professions would act as a functional approach the utilitarian purpose of the teacher education programme and the positive outcomes of the programme need to be focus an experience of job security would act as enahanswers of highly positive attitude towards teaching profession.

Teacher educators must know well as to how they should train teachers in strategies to teach, curriculum development, preparation of teaching material and development of evaluation material. The training programmes hence should be framed basically in accordance with the needs and patterns of school education. The institutes of Advanced
Studies in Education, university departments of education and the prominent colleges of education must take lead in this direction, and disseminate the necessary information, so that M.Ed programme becomes really useful in practice. The M.Ed programme should be improved and given new orientation in order to enable it to adjust with the demands of changing curricula.

The curriculum of M.Ed programme should emphasize on development of teacher educators that may be prepared will possess the necessary knowledge, skills and capabilities to develop relevant pedagogy, and play the social role required from them. They should be able to reconstruct educational experiences, to train teachers to use relevant educational technology, to undertake new experiments in teacher education, and to undertake meaningful research in education. At the same time, it should remove, what Kothari Commission has so emphatically expressed, isolation of teacher education.

Therefore teacher educators will have to design course curricula to accommodate such functions of the teachers. Specializations like Public Relationing, Parent Counseling, Behavioural Therapy, developing e-learning material will have to be included in the course curricula for preparing teacher educators. All such dimensions need to be revamped in the teacher education courses if these courses have to exist in the future and maintain credibility to the global societal needs.

5.17 SUGGESTIONS FOR FURTHER STUDY

The following are the suggestions for further study:

- The present study was confined only to B.Ed. Colleges of University of Mysore. A similar study can be extended to other Universities of Karnataka State.
A similar study can be conducted on student teachers of D.Ed, colleges.

The same study may be undertaken by employing large sample of Teacher Educators of Karnataka.