The present study deals with the Interrelationship among Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges. The Investigators have randomly selected as Teacher Educators from Thirteen different Colleges of Education in Sivanganga district of Tamilnadu as sample. The Teaching competency scale made by Investigator and Professional Development scale standardized by Dr. Yodida Bhutia were used to collect the data. Statistical techniques used by Pearson’s product moment correlation and t-test were employed for analyzing the data. Results reveals that there is an interrelationship between teaching competency and professional development of teacher Educators in B.Ed. colleges. Hence the teacher Educators having positive influence on teaching competency show higher relationship in their professional development. Also result reveals that there is no significant difference between teaching competency and professional development of teacher educators in the sub categories sex and teaching of pedagogy subject and also reflect an evidence that there is a significant difference between the experience of below 5 years and above 5 years of teacher educators in B.Ed.

KEYWORDS: Interrelationship, Teaching Competency, Professional Development, Teacher Educators and B.Ed. Colleges.

ABSTRACT

The present study deals with the Interrelationship among Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges. The Investigators have randomly selected as Teacher Educators from Thirteen different Colleges of Education in Sivanganga district of Tamilnadu as sample. The Teaching competency scale made by Investigator and Professional Development scale standardized by Dr. Yodida Bhutia were used to collect the data. Statistical techniques used by Pearson’s product moment correlation and t-test were employed for analyzing the data. Results reveals that there is an interrelationship between teaching competency and professional development of teacher Educators in B.Ed. colleges. Hence the teacher Educators having positive influence on teaching competency show higher relationship in their professional development. Also result reveals that there is no significant difference between teaching competency and professional development of teacher educators in the sub categories sex and teaching of pedagogy subject and also reflect an evidence that there is a significant difference between the experience of below 5 years and above 5 years of teacher educators in B.Ed.

The key components of professional development include:

- The characteristics and contexts of the learners
- Content (i.e. what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials) and
- The organization and facilitation of learning experiences

Objectives of the study

1. To find out the Interrelationship among Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges.

2. To find out the significant difference between the mean scores of Teaching Competency of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in B.Ed. Colleges.

3. To find out the significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in B.Ed. Colleges.

Hypotheses of the study

1. There is no Interrelationship among Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges.

2. There is no significant difference between the mean scores of Teaching Competency of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in B.Ed. Colleges.
in B.Ed. Colleges.

3. There is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and Teaching Experience in B.Ed. Colleges.

**Sample of the study**
The investigator has chosen 70 Teacher Educators from thirteen various colleges of Education in Sivaganga District of Tamilnadu State for the investigation.

**Method of the study**
Normative Survey method of research way employed to investigate the interrelationship and difference of various variable of the study.

**Research Tools**
The present study used the following Tools
• Teaching Competency Scale made by Investigator.
• Professional Development Scale standardized by Dr. Yodida Bhutia

**Statistical techniques used**
• Karl Pearson's product moment correlation Technique to study the interrelationship between the variable.
• Differential analysis (t-test) to find out the significant difference between the variables.

**Analysis and Interpretation**

**Hypothesis: 1**
There is no Interrelationship among Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Sub group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Competency</td>
<td>Male</td>
<td>35</td>
<td>71.74</td>
<td>17.71</td>
<td>0.23</td>
<td>Not Significant at 0.05 level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>35</td>
<td>72.60</td>
<td>15.02</td>
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<td></td>
</tr>
<tr>
<td>Professional</td>
<td>Arts</td>
<td>35</td>
<td>67.40</td>
<td>18.48</td>
<td>0.24</td>
<td>Not Significant at 0.05 level</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>Science</td>
<td>35</td>
<td>67.77</td>
<td>15.82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 5 years</td>
<td>35</td>
<td>70.71</td>
<td>18.05</td>
<td>2.36</td>
<td>Significant at 0.05 level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Above 5 years</td>
<td>35</td>
<td>75.28</td>
<td>16.92</td>
<td></td>
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</tr>
</tbody>
</table>

From the Table: 1, It is found that the calculated t-value (0.23) and (0.24) are less than the table value (1.96) at 0.05 level of significance, and also the critical value (2.36) is greater than the table value (1.96) at 0.05 level of significance. Hence our null hypothesis is accepted with respect to their sex, Teaching of pedagogy subject, and the null hypothesis is rejected with respect to teaching experience of the Teacher educators. So it is concluded that there is no significant difference between the mean scores of Teaching competency of Teacher Educators in terms of their sex, teaching of pedagogy subject and there is a significant difference between the mean scores of teaching competency of teacher Educators with respect to the experience of below 5 years and above 5 years.

**Hypothesis: 2**
There is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, teaching of pedagogy subjects and Teaching Experience in B.Ed. Colleges.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Sub group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of significance</th>
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<td>71.51</td>
<td>16.94</td>
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<tr>
<td></td>
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<td>35</td>
<td>71.42</td>
<td>18.96</td>
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<tr>
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<td>64.42</td>
<td>17.04</td>
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<td>Not Significant at 0.05 level</td>
<td></td>
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<tr>
<td>Development</td>
<td>Science</td>
<td>35</td>
<td>67.82</td>
<td>15.79</td>
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<td>35</td>
<td>71.00</td>
<td>16.46</td>
<td>5.63</td>
<td>Significant at 0.01 level</td>
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<td>Above 5 years</td>
<td>35</td>
<td>81.80</td>
<td>14.07</td>
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</tbody>
</table>

From the Table: 2, it is found that the calculated t-value (0.23) and (1.65) are less than the table value (1.96) at 0.05 level of significance, and also the critical value (5.63) is greater than the table value (2.58) at 0.01 level of significance. Hence our null hypothesis is accepted with respect to their sex, Teaching of pedagogy subject, and the null hypothesis is rejected with respect to teaching experience of Teacher educators. So it is concluded that there is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, teaching of pedagogy subject and there is a significant difference between the mean scores of professional development of teacher Educators with respect to the experience of below 5 years and above 5 years.

**Findings of the study**
1. The Result revealed that there is a significant interrelationship between Teaching Competency and Professional Development of Teacher Educators in B.Ed. colleges.

2. There is no significant difference between the mean scores of Teaching competency of Teacher Educators in terms of their sex, Teaching of pedagogy subjects and there is a significant difference between the mean scores of teaching competency of teacher Educators with respect to their experience of below 5 years and above 5 years.

3. There is no significant difference between the mean scores of Professional Development of Teacher Educators in terms of their sex, teaching of pedagogy subjects and there is a significant difference between the mean scores of professional development of teacher Educators with respect to their experience of below 5 years and above 5 years.
Educational Implications

- Teaching competency inculcate skills among teacher educators which directly help them in the profession of teaching.

- A higher degree of teaching competency skills are essential in order to help the present and future generations in the 21st century.

- The college selection committee could try to find out the teaching competency of teacher educators so that better teachers could be produced.

- Effective ongoing professional development programs usually require large time commitments and are linked to the district’s or school’s instructional goals, curriculum, and materials. Most professional development programs do not share these features. There is little or no evidence on how best to evaluate teachers in order to help them grow professionally.

Conclusions

The result showed a higher Interrelationship between Teaching Competency and Professional Development of Teacher Educators among various B.Ed. colleges. It means Teaching competency and professional Development are dependent on each other but it is in positive sense. Therefore Teaching Competency skills will improve the Professional Development of Teacher Educators in B.Ed.colleges. Yet while the evidence is weak, it is difficult to contemplate an effective education system that does not include infrastructures to support teachers in becoming more effective in the classroom, whether by improving their own skills or simply their familiarity with new curriculum or instructional programs. As states, districts, and schools experiment with different approaches, we can only hope that we will learn from our experiences so that Teaching Competency and professional development throughout a teacher’s career becomes more successful at facilitating effective teaching.

REFERENCES: