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Teacher Proficiency Of Prospective Teachers In Chennai And Thiruvallur Districs

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Abstract:

The current study focuses on prospective teachers' teacher competency. A teacher who is proficient in their field is said to possess skill, ability, talent, expertise, competence, mastery, dexterity, and aptitude. The process that leads to teacher competency starts with curriculum groups, state agencies of public instruction, organizations that accredit schools of education, and educational research. The Present investigation has been undertaken to the level of teacher proficiency of prospective teachers in Chennai and Tiruvallur Districts. Descriptive survey method was adopted for the study. Teaching proficiency Scale was Constructed and Standardized by investigators (2018) has been administered to a random sample of 1152 prospective teachers. It is found that prospective teachers significantly differ in teacher proficiency with respect to some selected personal variables such as gender, place of school, age, stream of degree and type of management of prospective teachers.

Keywords: Teacher proficiency, Prospective teachers, Gender, Place of school, Age, stream of degree and Type of management.

1. Introduction:

Teacher proficiency refers to the skill, ability, competence, and mastery that a teacher possesses to effectively facilitate learning. It encompasses teaching skills, sound pedagogical theory, and professional skills, enabling teachers to skill and impart instruction, manage classrooms, and assess student learning effectively. Teacher proficiency is a continuous developmental processes that involves acquiring knowledge, skills, and attitudes essential for promoting active student learning and creating conductive learning environments. It includes Knowledge of subject matter, pedagogical methods, communication, classroom management, and the ability to reflect on and improve one’s teaching strategies. Overall, proficient teachers support holistic student development through effective teaching practices and continuous professional growth.

2. Key Aspects of Teacher Proficiency:

- **Teaching Skills:**
  Practical training in instructional techniques, classroom management, preparation of learning materials, and communication.
- **Pedagogical Theory:**
  Understanding of educational theories and developmental psychology relevant to different stages of learning.
- **Professional Skills:**
  Soft skills like counselling, interpersonal communication, computer literacy, and lifelong learning.
- **Continuous Development:**
  Teacher education is ongoing, including pre-service and in-service training, reflecting the belief that teachers are made through learning and experience.
- **Focus on Student Learning:**
  Proficient teachers create conditions for meaningful student engagement, assess learning outcomes accurately, and adapt teaching methods to diverse student needs.

This holistic approach to proficiency aims at producing teachers who not only deliver content effectively but also foster an environment conducive to active learning and student growth.

3. Need and Importance of the Study:

The study of teacher proficiency of prospective teachers is crucial because it addresses the essential need to prepare teachers who possess the necessary skills, knowledge, and attitudes to effectively promote student learning. Teacher proficiency includes mastery of subject content, pedagogical techniques, communication skills, adaptability, and the ability to create conducive learning environments. This proficiency directly impacts the quality of education and student outcomes, as proficient teachers serve as role models and guides who shape students' abilities and characteristics.

The need for such a study arises from the evolving demands of education, where traditional teacher training focusing only on subject expertise is insufficient. Modern education requires teachers to be proficient in life skills, technology use, and various pedagogical strategies to cater to diverse student needs and dynamic classroom environments. Research into teacher proficiency helps in identifying gaps in teacher preparation, enhancing teacher training curricula, and informing educational policies to produce competent and adaptable educators. Overall , the study contributes to improving the overall quality of education by ensuring prospective teachers are well-equipped to handle classroom challenges and support student learning effectively.

4. Review of Related Literature

Wang.C.(2021). "The Relationship Between Teachers' Classroom English Proficiency and their Teaching Self-Efficacy." This article explores the impact of English proficiency on teaching self-efficacy among English medium instruction of instruction greatly influences teacher self-efficacy.

Liu,Y., et al.(2022). " A review of teachers' assessment literacy proficiency measures." This literature review analyses various measurement tools used to assess teachers' assessment literacy

proficiency from 1991 to 2020, emphasizing the conceptual and practical frameworks for evaluating teacher proficiency in assessment.

Lumbanraja, B., & Reynoso, L.C., (2019)." English Teachers' Effectiveness and Students' English Proficiency – A Literature Review". This study reviews the relationship between English teachers' effectiveness (including proficiency) and students' English proficiency, finding a strong correlation between teacher proficiency and student outcomes.

5. Objective of The Study:

The following objectives have been formulated by the investigator for the present study,

- To find out the level of Teacher Proficiency of Prospective Teachers.
- To find out the difference exists if any, between Prospective Teachers studying in college located at rural and urban areas with respect to their Teacher Proficiency.
- To find out the difference exists if any, between Prospective Teachers based on medium of instruction with respect to their Teacher Proficiency.
- To find out the difference exists if any, between the UG and PG Prospective Teachers with respect to their Teacher Proficiency.
- To find out the difference if any, among Prospective Teachers belonging to different age group (below 25yrs, 25-30yrs and above 30yrs) with respect to their Teacher Proficiency.
- To find out the significant difference if any, among Prospective Teachers in different types of management (Government / Government Aided / Self Financing) with respect to their Teacher Proficiency.

6. Hypotheses of The Study:

- The level of Teacher Proficiency of Prospective Teachers.
- There is a significant difference between Rural and Urban Prospective Teachers respect of their Teacher Proficiency.
- There is a significant difference between Medium of Instruction Prospective Teachers respect of their Teacher Proficiency.
- There is a significant difference among Prospective Teachers belonging to different qualification (UG / PG) respect of their Teacher Proficiency.
- There is a significant difference among Prospective Teachers belonging to different ages (below 25yrs, 25-30yrs and above 30yrs) respect of their Teacher Proficiency.
- There is a significant difference among Prospective Teachers studying in different types of managements (Government / Government Aided / Self Financing) respect of their Teacher Proficiency.

7. Method of The Study:

The investigator considers the number of main variables which is given in the topic and time constrains for selecting the appropriate method. The study includes four variables, so that the investigator

has planned to collect data about all those variables in a single time. So the investigator was adopted the survey technique with descriptive method for the study.

7.1 Population of the study:

The population of the study consists of Prospective Teachers of Chennai and Thiruvallur districts in Tamil Nadu.

7.2 Sample of the study:

A sample is a small proportion of Prospective Teachers which was selected for observation and analysis. The investigator used random sampling technique for selecting the sample of 1152 Prospective Teachers.

7.3 Statistical Techniques Used:

Descriptive analysis, Differential analysis and Correlation analysis ('t' test, 'F' test and 'r' test) were used in the present study to test the hypotheses and interpret the data.

7.4 Tools used for the study:

The investigator constructed the Teacher Proficiency Scale. The scale used for the pilot study, consists of 76 items. All the 76 items were with five point scale (1) Always, (2) Often, (3) Sometime, (4) Occasionally and (5) Never type answers. In order to validate the tool the investigator conducted the pilot study. The pilot study was conducted among 100 prospective teachers. The total number of sample used for the pilot study was 116. The investigator scored the test by giving (5-0) to the positive response. The total number of marks secured by each sample was calculated by the investigator. Based on the total marks secured by the sample item total correlation was used to identify the reliability of the tool. The items with 0.5 level value above 0.3 was selected for the final study. Thus out of 76 items, 66 items were selected for the final study. The item total correlation and the selection of items for the final study were analyzed.

8**. Descriptive Analysis:**

Hypothesis 1. The level of Teacher Proficiency of Prospective Teachers.

Table – 1: Level of Teacher Proficiency of Prospective Teachers.

Level of Teacher Proficiency	Count	%
Low	**304**	**26.4**
Moderate	**554**	**48.1**
High	**294**	**25.5**
Total	**1152**	**100**

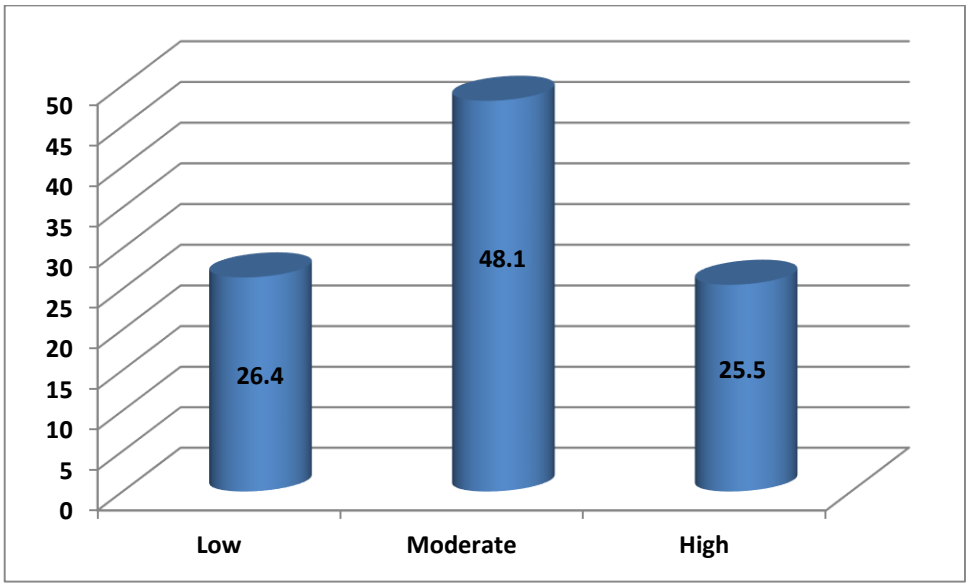

Figure – 1: Level of Teacher Proficiency of Prospective Teachers.

Hypothesis 2. There is a significant difference between rural and urban Prospective Teachers respect of their Teacher Proficiency.

Table – 2: Mean and SD Scores of Teacher Proficiency and its dimension of Rural and Urban Prospective Teachers and The calculated 't' values.

Overall Teacher Proficiency and its Dimensions	Locality				t Value	P Value	Remarks
	Rural (N= 455)		Urban (N = 697)				
	Mean	SD	Mean	SD			
Effective Teaching	57.05	9.90	58.38	10.11	2.198	0.028	0.05 Significant
Attitude Thoughts	79.47	15.46	80.38	16.57	0.942	0.346	Not Significant
Economic Impact	19.80	5.33	19.48	5.91	3.655	0.001	0.01 Significant
Creative Thinking	21.46	5.05	21.90	5.39	2.110	0.035	0.05 Significant
Life based Learning	48.86	10.17	49.89	10.33	1.304	0.193	Not Significant
Overall Teacher Proficiency	226.64	39.31	230.04	42.20	3.030	0.002	0.01 Significant

From the Table 2, it is inferred that 't' value is 3.030 which is higher than the table value of 2.6 to be significant at 0.01 level of significance. It is concluded that there is significant difference between Teacher Proficiency and its dimension namely, Economic Impact 3.655 in their mean and SD Teacher

Proficiency scores with respect to Rural and Urban Prospective Teachers. But, Effective Teaching 2.198 and Creative Thinking 2.110 are less than the table value of 2.6 to be significant at 0.05 level of significant.

But, Calculated table value from the Table 2, it is inferred that 't' value is Attitude Thoughts 0.942 and Life Based Learning 1.304 which is less than the table value of 2.6 to be significant at 1.00 level of significance. It is inferred that both Rural and Urban Prospective Teachers. Trainees do not differ significantly in their dimension Attitude Thoughts and Life Based Learning in their mean and SD Teacher Proficiency scores with respect to Rural and Urban Prospective Teachers. There is a significant difference between Rural and Urban Prospective Teachers in respect of their Teacher Proficiency and its dimensions namely, Effective Teaching, Attitude Thoughts, Economic Impact, Creative Thinking and Life Based Learning of the hypothesis 2 is accepted. It is inferred that both Rural and Urban Prospective Teachers differ significantly in their Teacher Proficiency.

Hypothesis 3. There is a significant difference between Medium of Instruction Prospective Teachers respect of their Teacher Proficiency.

Table – 3: Mean and SD Scores of Teacher Proficiency and its dimension of Tamil and English Medium of Prospective Teachers and The calculated 't' values.

Overall Teacher Proficiency and its Dimensions	Medium				t Value	P Value	Remarks
	Tamil (N= 765)		English (N = 387)				
	Mean	SD	Mean	SD			
Effective Teaching	57.36	10.08	58.38	9.92	2.341	0.019	0.05 Significant
Attitude Thoughts	79.57	16.06	80.91	16.28	1.331	0.183	Not Significant
Economic Impact	19.55	5.70	19.72	5.66	0.473	0.636	Not Significant
Creative Thinking	21.68	5.29	21.81	5.22	0.405	0.686	Not Significant
Life based Learning	49.13	10.14	50.19	10.53	1.645	0.1	Not Significant
Overall Teacher Proficiency	227.3	40.8	231.46	41.6	1.624	0.105	Not Significant

From the Table 3, it is inferred that 't' value is 2.341 which is higher than the table value of 1.96 to be significant at 0.05 level of significance. It is concluded that there is significant difference between Teacher Proficiency and its dimension namely, Effective Teaching 2.341 in their mean and SD Teacher Proficiency scores with respect to Tamil and English Medium Prospective Teachers.

From the Table 3, it is inferred that 't' value is 1.624 which is less than the table value of 1.96 to be significant at 1.00 level of significance. But, It is calculated that there is no significant difference between Teacher Proficiency and its dimension namely, Attitude Thoughts 1.331, Economic Impact 0.473,

Creative Thinking 0.405 and Life Based Learning 1.645, in their mean and SD Teacher Proficiency scores with respect to Tamil and English Medium Prospective Teachers.

therefore significant difference between Tamil and English Medium Prospective Teachers in respect of their Teacher Proficiency and its dimensions namely, Effective Teaching, Attitude Thoughts, Economic Impact, Creative Thinking and Life Based Learning of the hypothesis 3 is Rejected. It is inferred that both Tamil and English Medium Prospective Teachers do not differ significantly in their Teacher Proficiency.

Hypothesis 4. There is a significant difference among Prospective Teachers belonging to different qualification (UG / PG) respect of their Teacher Proficiency.

Table – 4: Mean and SD Scores of Teacher Proficiency and its dimension of UG and PG of Prospective Teachers and The calculated 't' values.

Overall Teacher Proficiency and its Dimensions	Educational Qualification				t Value	P Value	Remarks
	Tamil (N= 870)		English (N = 282)				
	Mean	SD	Mean	SD			
Effective Teaching	58.45	9.76	56.01	10.70	3.561	0.001	0.01 Significant
Attitude Thoughts	80.53	15.74	78.45	17.24	1.880	0.060	Not Significant
Economic Impact	19.94	5.54	18.59	6.02	3.473	0.001	0.01 Significant
Creative Thinking	22.02	4.97	20.81	5.99	3.384	0.001	0.01 Significant
Life based Learning	50.1	9.64	47.6	11.85	3.559	0.001	0.01 Significant
Overall Teacher Proficiency	231.04	39.1	221.47	46.06	3.415	0.001	0.01 Significant

From the Table 4, it is inferred that 't' value is 3.415 which is higher than the table value of 2.6 to be significant at 0.01 level of significance. It is concluded that there is significant difference between Teacher Proficiency and its dimension namely, Effective Teaching 3.561, Economic Impact 3.473, Creative Thinking 3.384 and Life Based Learning 3.559 in their mean and SD Teacher Proficiency scores with respect to UG and PG Prospective Teachers.

From the Table 4, it is inferred that 't' value is 1.880 which is less than the table value of 1.96 to be significant at 1.00 level of significance. But, It is calculated that there is no significant difference between Teacher Proficiency and its dimension namely, Attitude Thoughts 1.880, in their mean and SD Teacher Proficiency scores with respect to UG and PG Prospective Teachers.

Therefore significant difference between UG and PG Prospective Teachers in respect of their Teacher Proficiency and its dimensions namely, Effective Teaching, Attitude Thoughts, Economic Impact,

Creative Thinking and Life Based Learning of the hypothesis 4 is Accepted. It is inferred that both UG and PG Prospective Teachers differ significantly in their Teacher Proficiency.

Hypothesis 5. To find out the difference if any, among Prospective Teachers belonging to different age group (below 25yrs, 25-30yrs and above 30yrs) with respect to their Teacher Proficiency.

Table – 5: Difference among Prospective Teachers with different age in their Teacher Proficiency and its dimensions with calculated 'F' values.

Teacher Proficiency and its Dimensions	Df= (1,149) Source of Variation	Sum of Squares	Mean Square	Calculated F Value	P Value	Remarks
Effective Teaching	Between Group	2650.564	1325.282	13.408	0	0.01 Significant
	Within Group	113572.803	98.845			
Attitude Thoughts	Between Group	6139.507	3069.753	12.009	0	0.01 Significant
	Within Group	293709.906	255.622			
Economic Impact	Between Group	385.189	192.595	6.007	0.003	0.01 Significant
	Within Group	36841.029	32.064			
Creative Thinking	Between Group	433.895	216.948	7.932	0	0.01 Significant
	Within Group	31427.424	27.352			
Life based Learning	Between Group	2141.600	1070.800	10.301	0	0.01 Significant
	Within Group	119442.178	103.953			
Overall ICT Knowledge	Between Group	46758.093	23379.046	14.158	0	0.01 Significant
	Within Group	1897371.587	1651.324			

From the Table 5, it is inferred that 'F' value is 14.158 which is higher than the table value of 4.6 to be significant at 0.01 level of significance. It is concluded that there is significant difference between Teacher Proficiency and its dimension namely, Effective Teaching 13.408, Attitude Thoughts 12.009, Economic Impact 6.007, Creative Thinking 7.932 and Life Based Learning 10.301 in their mean square Teacher Proficiency scores with respect to different age groups of Prospective Teachers.

There is a significant difference among Prospective Teachers belonging to different ages (below 25yrs, 25-30yrs and above 30yrs) in respect of their Teacher Proficiency and its dimensions namely, Effective Teaching, Attitude Thoughts, Economic Impact, Creative Thinking and Life Based Learning of the hypothesis 5 is Accepted. It is inferred that among Prospective Teachers with age below 25yrs, 25-30yrs and above 30yrs differ significantly in their Teacher Proficiency.

Hypothesis 6. There is a significant difference among Prospective Teachers studying in different types of managements (Government / Government Aided / Self Financing) respect of their Teacher Proficiency.

Table – 6: Difference among Prospective Teachers with Types of Management in their Teacher Proficiency and its dimensions with calculated 'F' values.

Teacher Proficiency and its Dimensions	Df= (1,149) Source of Variation	Sum of Squares	Mean Square	Calculated F Value	P Value	Remarks
Effective Teaching	Between Group	103.172	51.586	0.51	0.6	Not Significant
	Within Group	116120.195	101.062			
Attitude Thoughts	Between Group	752.849	376.424	1.446	0.236	Not Significant
	Within Group	299096.564	260.31			
Economic Impact	Between Group	220.693	110.347	3.426	0.033	0.05 Significant
	Within Group	37005.526	32.207			
Creative Thinking	Between Group	258.309	129.154	4.696	0.009	0.01 Significant
	Within Group	31603.011	27.505			
Life based Learning	Between Group	420.187	210.093	1.992	0.137	Not Significant
	Within Group	121163.591	105.451			
Overall ICT Knowledge	Between Group	7076.985	3538.493	2.099	0.123	Not Significant
	Within Group	1937052.69	1685.86			

From the Table 6, it is inferred that 'F' value is 2.099 which is Less than the table value of 3.00 to be significant at 1.00 level of significance. It is concluded that there is no significant difference between Teacher Proficiency and its dimension namely, Effective Teaching 0.510, Attitude Thoughts 1.446 and Life Based Learning 1.992 in their mean square Teacher Proficiency scores with respect to Type of Management of Prospective Teachers.

But, calculated 'F' value 3.426 is greater than value 3.00 at 0.05 and 0.01, level of significance. It is concluded that there is significance difference among Economic Impact and Creative Thinking on Teacher Proficiency in their mean square Teacher Proficiency scores with respect to Type of Management of Prospective Teachers

There is a significant difference among Prospective Teachers belonging to different Types of Managements (Government / Government Aided / Self Financing) in respect of their Teacher Proficiency and its dimensions namely, Effective Teaching, Attitude Thoughts, Economic Impact, Creative Thinking and Life Based Learning of the hypothesis 6 is rejected. It is inferred that among Prospective Teachers

with Government / Government Aided / Self Financing do not differ significantly in their Teacher Proficiency.

9. Educational Implications:

- Impact on student outcomes and achievement - Teacher proficiency, including pedagogical content knowledge, self-efficacy, and enthusiasm, directly influences the quality of teaching and, consequently, student engagement and performance. High competence in prospective teachers correlates with better classroom management, cognitive activation, and positive learning environments, leading to improved student outcomes
- Teacher preparation and training - Teacher education institutes (TEIs) play a critical role in developing the competencies of prospective teachers, including language proficiency, pedagogical skills, technology integration, and classroom management. However, research shows significant gaps in English language and pedagogical competencies among prospective teachers, emphasizing the need for enhanced training programs that incorporate innovative teaching methods and ICT tools.
- Integration of technology and modern methods - Computer literacy and the effective use of technology in teaching have a notable effect on the teaching proficiency of prospective teachers. Those with higher computer literacy and internet usage demonstrate better teaching competency across several dimensions, such as organization, content delivery, communication, and use of audiovisual aids. This underscores the importance of embedding technology education within teacher training curricula.
- Use local data to tailor interventions - District TEIs and DIETs should use assessment data from prospective teachers to design targeted workshops for Chennai and Thiruvallur — e.g., focus on urban classroom management, multilingual classrooms, or subject gaps.
- Improve assessment and accountability of teacher education institutions - Encourage TEIs to publish aggregated proficiency outcomes and use them for internal quality improvement and collaboration with state authorities.
- Promote community and school stakeholder involvement - Engage school leaders, parents and local education officers in practicum design, ensuring that prospective teachers' experiences match actual district needs.

10. **CONCLUSION:**

The proficiency of prospective teachers in Chennai and Thiruvallur districts is pivotal for improving classroom outcomes in local schools. Strengthening teacher education requires an integrated approach: more practice-oriented and contextualized coursework, extended and well-mentored school practicums, systematic formative assessment of skills, focused ICT and inclusive pedagogy training, and strong induction and continuing-professional-development pathways. When teacher education institutions, district authorities, and local schools coordinate using locally gathered evidence, prospective teachers are more likely to enter the profession ready to teach effectively in the specific social, linguistic and infrastructural contexts of Chennai and Thiruvallur.

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