

TEACHER EDUCATORS' PERCEPTIONS OF COMPETENCY BASED EDUCATION IN B.ED. COLLEGES

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Abstract: The present study, titled “Teacher Educator’s Perceptions of Competency-Based education in B.Ed. colleges” aimed to explore how teacher educators perceive and implement competency-based education. The objectives of the study were to assess teachers’ overall perceptions of competency-based education, examine differences across various types of B.Ed. colleges in understand the influence of gender and teaching experience, and challenges faced during implementation. This study employed a descriptive survey design suitable for investigating opinions, perceptions, and experiences of teacher educators. Data were collected using a structured questionnaire that included items on teachers’ beliefs about competency-based education. The sample consisted of 100 teacher educators from government, aided, and self-financing B.Ed. Colleges selected through stratified random sampling to ensure balanced representation. The findings revealed that teacher educators generally hold positive perceptions of competency-based education and recognize its value in enhancing student teachers’ practical skills and promoting active learning. Teachers also acknowledged that competency-based education encourages learner-centered teaching and supports reflective and flexible instructional practices. This study emphasizes that teacher educators’ perception is crucial for the successful adoption of competency-based education, a continuous training, proper guidance, and supportive institutional policies are essential to strengthen competency-based practices in B.Ed. programs.

Keywords: Competency-based education, Teacher educator, perception, learner-centered.

INTRODUCTION

Competency-based education has become an important approach in teacher education, especially in B.ED. programs, where the focus is on developing skillful, reflective, and practice-oriented future teachers. In traditional methods that emphasize content memorization, competency-based education aims to build specific competencies such as pedagogical skills, digital literacy, communication, classroom management, assessment abilities, and professional values. Because teacher educators play a key role in shaping the training process, their perceptions and attitude towards competency-based education are crucial for its successful implementation.

The National Education Policy (NEP) 2020 marks a transformative shift in Indian education by emphasizing learner-centered and competency-based approaches. In many institutions, competency-based education being introduced to make learning more outcome-oriented and to improve the readiness of student teachers for real classroom situations. Its effectiveness largely depends on how teacher educators understand, accept, and apply the principles of competency development. Their experiences, instructional practices, and institutional support systems strongly influence how competency-based education is practiced in B.ED. colleges.

This study examines how teacher educators perceive competency-based education across different types of B.ED. colleges government, aided and self-financing is necessary. It attempts to analyse their perceptions and identify the challenges and opportunities associated with implementing competency-based education in teacher education. This study explores how teacher educators perceive the relevance, usefulness, challenges, and impact of competency-based education in the B.Ed. curriculum. Understanding their viewpoints helps identify strengths in current implementation and areas that require further improvement. A clear examination of teacher educators’ perceptions will provide valuable insights into enhancing teacher training programs and ensuring high-quality preparation of future teachers.

NEED FOR THE STUDY

The need of the present study is

1. Competency-based education is becoming essential in B.ED. programs, and understanding teacher educators’ perception helps evaluate how effectively it is implemented.
2. Many B.ED. Colleges are shifting from traditional teaching to competency-focused approaches, but the level of acceptance and readiness among teacher educators is still unclear.
3. Identifying teacher educators’ views helps to recognize gaps in training, resources, and institutional support needed for successful competency-based education integration.

4. The study highlights their perceptions helps to improve curriculum planning, teaching methods, and assessment practices in teacher education.
5. The findings can guide policymakers, colleges, and training institutions in refining competency-based education frameworks.
6. The study supports enhancing the quality of future teachers by ensuring that teacher educators themselves understand and adapt competency-based education effectively.

1. OBJECTIVES OF THE STUDY

The objectives of the present study are as follows

1. To understand teacher educators’ perceptions towards competency-based education in B.ED. colleges.
2. To compare perceptions among teacher educators working in government, aided and self-financing institutions.
3. To analyses the influence of gender and teaching experience on perceptions of competency-based education.
4. To identify the major challenges faced by teacher educators in implementing competency-based education.
5. To suggests measures to improve competency-based practices in teacher education.

2. VARIABLES

Variables of the present sturdy are,

INDEPENDENT VARIABLES

1. Types of institutions (Government, aided, self-financing)
2. Teaching experiences

DEPENDENT VARIABLE

1. Perception towards competency-based education

3. METHODOLOGY

The study adopted **descriptive survey design** to collect information regarding perceptions, attitudes, and challenges related to competency-based education.

4. POPULATION

The population for the study consisted if all teacher educators working in B.ED. colleges under Calicut university. This included teacher educators from government, aided and self-financing institutions.

5. SAMPLE OF THE STUDY

A total sample o 100 teacher educators were selected using stratified random sampling, ensuring proportional representation from each category of B.Ed. colleges.

Government colleges –35

Aided Colleges—30

Self-financing colleges—35

6. TOOLS USED FOR DATA COLLECTION

The tools used for this study was a structured questionnaire specifically designed to assess teacher educators’ perceptions of competency-based education in B.ED. colleges.

7. ANALYSIS AND INTERPRETATION

TABLE I: PERCEPTION SCORES OF TEACHER EDUCATORS BASED ON TYPE OF INSTITUTION

Type of Institution	Number	Mean Score	SD
Government B.Ed. Colleges	35	78.20	6.10
Aided B.ED. colleges	30	76.40	6.85
Self-financing colleges	35	74.90	6.45
Total	100	76.50	6.47

Interpretation The analysis of teacher educators’ perceptions based on the type of institution reveals interesting insights. Teacher educators from government B.ED. colleges obtained the highest mean score of 78.20 with a standard deviation of 6.10, indicating that they hold the mist favourable perceptions competency-based education and that their responses were fairly consistent. In Aided B.ED. colleges the mean score was 76.40 with a standard deviation of 6.85, showing moderately high positive perceptions, although the slightly higher suggests some variability in their responses. Teachers from self-financing colleges demonstrated moderate perceptions with a mean score of 74.90 and slandered deviation of 6.45, reflecting that some educators in this group may be less

familiar or confident with competency-based practices. Overall, the total mean score of 76.50 indicates that teacher educators across all types of institutions generally have a positive perception of competency-based education.

TABLE 2: PERCEPTION SCORES OF TEACHER EDUCATORS BASED ON TEACHING EXPERIENCE

Teaching experience	Number	Mean score	SD
Below 5 years	30	75.10	6.95
5-10 years	40	78.00	6.20
Above 10 years	30	76.30	6.35
Total	100	76.50	6.47

8. Interpretations

This analysis shows how teaching experience affects teacher educators’ perceptions of competency-based education. Educators with less than 5 years of experience had a mean score of 75.10 with a SD of 6.95, indicating slightly lower perceptions, possibly due to limited exposure and practical experience in implementing competency-based education. Those with 5-10 years of experience obtained the highest mean score of 78.00 with Standard Deviation of 6.20, showing the most favorable perceptions and consistent responses, likely because this group is actively involved in modern pedagogical practices. Educators with more than 10 years of experience had a mean score of 76.30 with Standard Deviation of 6.35, reflecting generally positive perceptions, though slightly lower than the mid-experience group, which is influenced by traditional teaching methods. The total mean of 76.50 indicates that teacher educators across all experience levels maintain a positive attitude towards competency-based education.

KEY FINDINGS

1. Attitude Positive

Most teachers expressed favorable attitudes towards competency-based education.

2. Minor institutional differences

Government, aided, and self-financing colleges showed only small variations in competency-based education.

3. Highest for 5-10 years’ experience

Mid-level experienced teachers showed the strongest positive perception towards competency-based education.

4. Skill development support

Teachers agreed that competency-based education helps to improve student competencies.

5. Need for training

More professional development is required for effective competency-based education implementation.

9. DISCUSSION

The study shows that teacher educators hold a generally positive perception of competency-based education, indicating growing acceptance of this progressive approach in B.ED. programs. Although government, aided, and self-financing colleges display slight variations in their responses, teaching experience emerges as a meaningful factor, with teachers having 5-10 years of experience showing the highest level of acceptance, suggesting that this group is more adaptable to modern teaching methods than compared to senior teachers. Educators across all categories agreed that competency-based education effectively supports students’ skill development, reflecting a shared understanding of its potential to improve learning outcomes. At the same time, the need for additional training programs indicates that teachers still require more structured guidance to implement competency-based education confidently and consistently. Overall, the discussion highlights both the encouraging progress and the areas where further support is essential for strengthening competency-based education adoption.

10. CONCLUSION

The teacher educators across different B.ED. institutions hold a positive perception of competency-based education, recognizing its value in nurturing students’ skills and improving overall learning outcomes. Although slight differences were observed among government, aided, and self-financing colleges, these did not affect the overall attitude towards competency-based education. Teaching experience played a notable role, with mid-career teachers showing the strongest acceptance of competency-based education. The findings also emphasize the need for more targeted training and professional development programs to strengthen teachers’ understanding and effective implementation of competency-based education practices. Overall, the study highlights that teacher educators are ready to adopt competency-based approaches, provided they receive adequate institutional support and continuous training. In the 21st century, competency-based education holds significant importance in the field of teacher education. It equips educators with the skill and knowledge necessary to meet modern classroom challenges effectively. Thus, the effective implementation of competency-based education in B.ED. colleges is essential for realizing the transformative goals of NEP 2020.

11. REFERENCES

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