PREREQUISITE OF COGNOSCIBLE TEACHERS: AN EXPLORATORY STUDY ON THE COLLEGE STUDENTS OF SOUTH TAMILNADU

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Abstract

The literacy rate of Tamilnadu, India's southernmost state is among the highest in the country. Tirunelveli isin the southern part of Tamilnadu. Tirunelveli is often known as "South India's Oxford." In the city, there arecopious schools and colleges. The quality of education, on the other hand, has deteriorated, and students areno longer qualified even for entry-level professions. This prompted the researchers to investigate the causes for the discrepancy in the education. To determine the explanations, the researchers created a survey and conducted an analysis. A total of 100 pupils and 25 teachers took part in this study. To collect data, a questionnaire was included. The data and results were analyzed, and a solution to the problem was found. The system used in the teacher educator selection procedure is not thought to be promising. A special surveywas conducted to better understand the issues faced by teacher educators and to propose a solution for obtaining suitable jobs.

Keywords: Quality Education, Placement, Teacher- Educators, Speaking Skills.

1. INTRODUCTION

The research journals and papers everywhere in India focus the importance of English. The Britishgave India English as a gift. Once English has become the lingua franca, it is mandatory to learn it at any cost. There's no denying that English is a global language (Kirkpatrick, 2014). Apart from these facts, the Indian government has opted to teach English as a fundamental subject from primary school through college. The curriculum was created by the meticulous board members in accordance with international standards in order to meet the demands of the students in instillingthe language in the primary level. The state and national governments of India generously providedlanguage instruction resources such as projectors and computers to all schools as well as the colleges. Huge sums of money have been invested in schools to help students learnEnglish. Teachers were well compensated for their efforts to educate the children. While the country was infected with the Corona Virus, schools were closed indefinitely, Teachers, on the other hand, are paid their full wages even if they do not attend school physically.

The state of Tamilnadu has a large number of schools. For dropout students, special initiatives suchas "Sarva Shiksha Abiyan" (Education for All) were established. The dropout students were personally visited to identify their concerns, and special sessions were held at their convenience. Despite the fact that the urbane infrastructure was provided to the schools in order toteach the intricacies of English to the pupils, the test results demonstrate that the students are unable to pass the exam or get a good job. Sadykova and Shelestova (2016) argue that teachers are accountable for providing pupils with a creative atmosphere in which to learn English. Furthermore, the pupils are unable to perform during their employment interviews. Students'

concerns are not widely expressed (Lee, 2010). The researchers wanted to know the reasons from the perspective of administration, teachers, and students.

The purpose of the questionnaire was to discover the reasons from the perspective of the pupils. The pupils reacted earnestly about their problem. The students remarked that the lessons are only taught in their native tongues or are occasionally multilingual. This is the most common complaint among students. Their mother tongue or the first language was used to teach English. According to Khojastehmehr and Takrimi (2009), good delivery of the targeted language is essential. According to Chen (2014), instructors' independent support will undoubtedly influence students. On that basis, the problem was found, and the researchers performed a survey among English teachers. The teacher's questionnaire yielded some interesting responses, according to the researchers. The teachers filled out the questionnaire without fully comprehending the results. The researchers discovered the reasons why teachers were unable to teach English in an English-medium classroom. The reasons were discovered and communicated to the school principals. According to recent research, one of the most important ways that the most effective principals improve student performance is through efficient teacher recruitment and retention (Beteille, Kalogrides & Loeb, 2009). The president of America has voiced out his views about the unfit teachers "If a teacher is given a chance or two chances or three chances but still does not improve, there's no excuse for that person to continue teaching. I reject a system that rewards failure and protects a person from its consequences" (Obama 2009). Government authorities must work considerably harder to discover and reward the greatest teachers, rather than erecting hurdles to the teaching profession. And toss out the worst of them" (Sharp tonne and Klein 2009). The reasons were discovered, and some recommendations were made.

2. REVIEW OF LITERATURE

The researcher looked at a variety of topics that were pretty widespread in studies around the world. According to Brian A. Jacob (2011), a dearth of qualified teachers has a variety of unanticipated consequences in the lives of unhappy students. In his research article, he also stated that teachers who have had poor evaluations in the past may be fired. He discovered that the principal chastised teachers who had produced poor results in their academic careers. Teachers with higher educational levels have a lower risk of being fired. Finally, he claims that high-quality teachers can affect positive changes in the student community. He also defends the dismissal of low-quality teachers from the school without prior written notice. He emphasizes the importance of certification or any type of certificate test to help teachers improve their profession.

Teachers, according to Hativa Barak and Simhi (2001), must effectively implement classroom activities. The growing use of English has increased the demand for English teachers all around the world (Crystal, 2003). Language learning may not occur unless a source is available. Krashen (Krashen) (1982). Replacing or removing incompetent instructors is completed when management or the principal replaces them with qualified teachers. For the success of any company, it is necessary to monitor the performance of the teachers on a regular basis. He is

pressuring educators and policymakers toembrace a new policy in order to improve the system. Only skilled professors should be brought into the institution under the new policy. He goes on to say that unfit teachers should not be allowed to work in the institution until they improve themselves. As a result, the quality of the instructors must be assessed at the institution's entry.

According to Chen (2012), a teacher's instructional tactics are critical. The ability to instruct is oneof the most crucial talents that teachers possess. Those abilities should be learned by teachers at allcosts.To ensure the quality of the students, the school or institution should establish stringent instructor credentials. The qualifications are frequently linked to the quality of the teachers. They further claim that certification may discourage inexperienced instructors from entering the industry. The literature shows that certification has a significant impact on teacher quality. It emphasises theneed of teacher certification. Students' motivation plays a significant part in encouraging educationamong students (Eric A. Hanushek, Steven G. Rivkin, Richard Rothstein, and Michael Podgursky, 2004). Students' thoughts have changed dramatically as a result of learning motivation (O'Reilly, 2014; Duarte, Leite, &Mouraz, 2015).

3. METHODOLOGY

The researcher looked at two sorts of samples because the goal of the study was to figure out why college students in south Tirunelveli couldn't speak English during the interview. They are; the pupils and the teachers at the school.

3.1 Research Question

1. Why are south Tirunelveli college students unable to communicate in English during job interviews?

3.2 Instrument

To collect data from the participants, a well-structured questionnaire was used. Twounique questionnaires were created to collect information from two groups: students and teachers, there are 25 standard types of questions in the student questionnaire. There are 15 questions for the teachers.

3.3 Participants

For this study, ten schools of Tirunelveli were identified and utilized. Each school had ten (N=10) pupils engaged in the study, for a total of 100 students. There were a total of 25 teachers (N=25) from 25 different schools.

3.4 Data Collection and Data analysis

The students of the schools were initially selected and given instructions on how to fill out the questionnaire in a confidential mode. Some pupils are hesitant to participate in the survey. Those who are afraid to participate in the survey have been excluded, and fresh pupils have been includedto the study. The students had faith in the researchers. They consented to fill out the questionnairewithout bios and fear. The fact file was completed. Many teachers are hesitant to participate in thesurvey after seeing it. Some of them agreed to participate in the survey.

Twenty-five of them were chosen, and they were instructed to take part in the survey. The questionnaire was created in such a way that it exclusively collected information concerning their job's selection process. The manner in which the interview was done was one of the questions. They answered all of the questions honestly and without fear.

4. RESULTS

Five primary questions were addressed by the pupils. The first half of the question concerns the teacher's manner of communication. The second portion of the question inquired about speaking skills training. The third and fourth parts of the questions are on the pupils' desire to converse in English with others. The final section discusses the reasons for their inability to communicate in English. The teachers responded to the two portions of the questionnaire. The first section focuses on the initial round of interviews. The second and final sections are all about the last round of interviews, sometimes known as one-on-one interviews.

Mode of communication

As shown in the graph and table below, 8% of English teachers only teach classes in English. Their instruction, guiding, and teaching are entirely conducted in English. They never open their mouth in vernaculars. Teaching or communicating in a bi-lingual style is used by 28% percent of English teachers. Only 64% of English teachers use the vernacular technique to teach the subject.

Table 1: Mode of communication of English Teachers

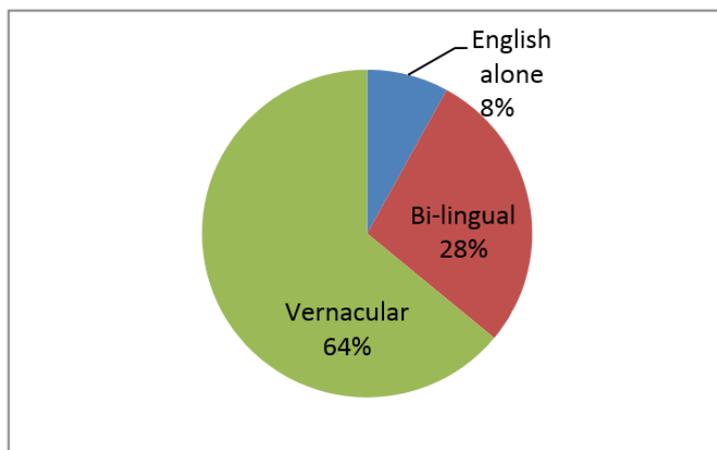| Items	Frequency	Percentage
English alone	2	8
Bilingual	7	28
Vernacular	16	64
Total	25	100

Figure 1

Speaking skill training

This question is intended to determine whether or not children are receiving training from their teachers for speaking. Because just 8% of teachers converse in English in the classroom, they are the only ones who guide and encourage students to help them in speaking English. 12% of the teachers who teach English in a bi-lingual way guided their students to speak English. 80%of English teachers are not prepared to help students learn to communicate in English.

Table 2: Speaking Skill Training

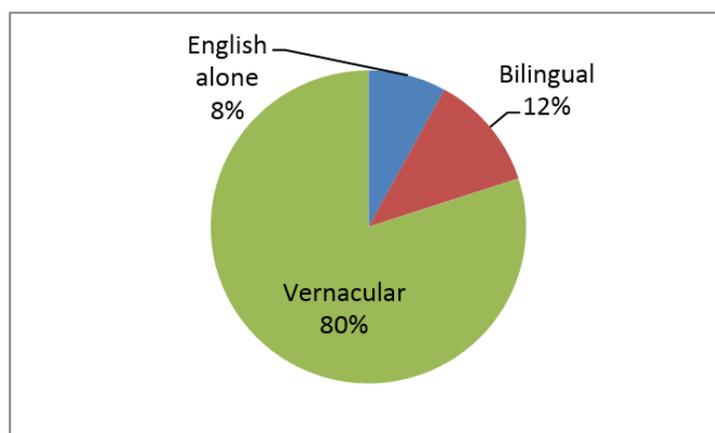| Items	Frequency	Percentage
English alone	2	8
Bilingual	3	12
Vernacular	20	80
Total	25	100

Figure 2

Interest of the students

This section investigates the students' motivations for wanting to talk in English. 8% of the pupils are extremely timid and believe they are unable to communicate in English. Although 88 % of students want to converse in English, they are not given the opportunity. In the classroom, only 4%of students speak English in the classroom.

Table 3: Interest of the students

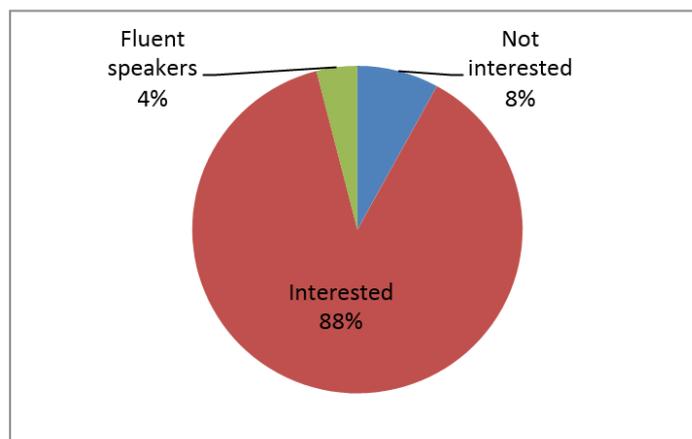| Items	Frequency	Percentage
Not interested	8	8
Interested	88	88
Fluent speakers	4	4
Total	100	100

Figure 3

Interview of Teachers

The first round of the interview was deemed obligatory by 100 percent of teachers. Paper one and paper two are the two types of exams. Paper one is for instructors who work with students in grades

I through V, and Paper two is for teachers who work with students in grades VI through VIII. The teachers who work with students in grades VI through VIII are the subjects of this study. They passed Paper II because they planned to work with elementary school students. The exam was passed by everybody. 76% of the teachers who took the test agreed that it was a written exam that helped them remember what they had learned.Only 12% of teachers were able to come up with practical and analytical questions, which are crucial in identifying actual teachers. 12% of the teachers received analytical questions.   They cover topics such as child development and pedagogy,I and II language, general mathematics, science, and social science.

Table 4: Interviews of Teachers –First Round

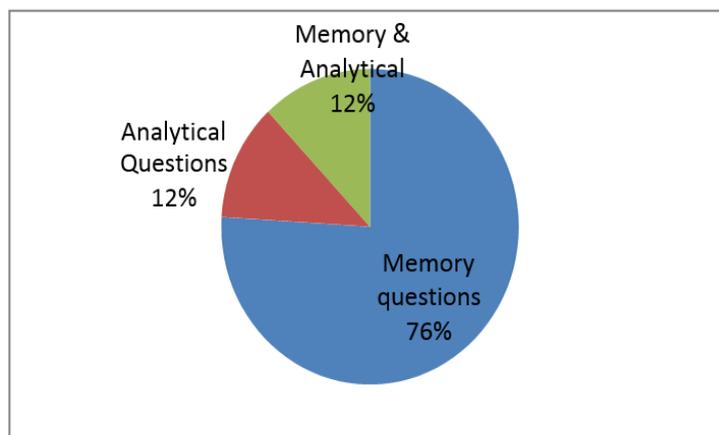| Items	Frequency	Percentage
Memory questions	19	76
Analytical Questions	3	12
Memory & Analytical	3	12
Total	25	100

Figure 4

Final round of Interview

The final phase of interviews was a one-on-one round, with the teachers appearing in front of a panel. The panel must assess the teachers' language abilities. 4% of the teachers were asked subject-related questions, while 92% of the teachers were asked to introduce themselves. They were able todo this assignment quickly since they arrived prepared. Only their names were asked of 4% of the teachers. However, they all passed their face-to-face interview with flying colors.

Table 5: Final rounds of Interview

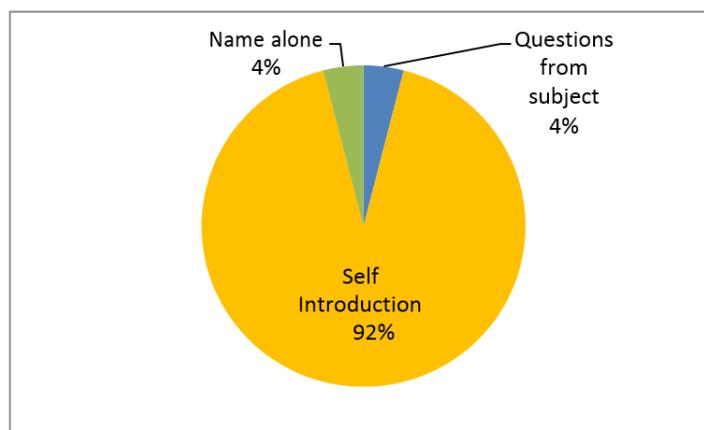| Items	Frequency	Percentage
Questions from subject	1	4
Self-Introduction	23	92
Name alone	1	4
Total	25	100

Figure 5

5. DISCUSSION

The primary goal of the study is to determine why college students in south Tirunelveli are unableto speak English during job interviews. Despite the fact that English was one of their school subjects, some of the children were unable to spell the term "grammar." The researchers were interested in learning what they had learned from the teachers at the school where they had studied. This is one of the researchers' hypotheses. The researchers conducted a survey of 100 pupilsand 25 teachers in order to discover this. To do so, the researcher chose 10 different schools from which to draw samples. Both students and teachers were given two distinct types of surveys. Everyone was given enough time and space to complete the survey. The identities of the participants were kept hidden. The collected data were analyzed. The findings astounded both theeducated community and the researchers. In the classroom, students were not provided adequate speaking training. To their surprise, the majority of teachers are hesitant to use English in the classroom. The teachers who were chosen to teach are unable to speak in English because they wereeducated in a regional medium. According to Arva and Medgyes (2000), an ideal English instructorshould be hired on the basis of their professional abilities. They never took any exams, like as the IELTS or, at the very least, exams that may prove their LSRW level. There are a variety of reasons why people are unable to communicate in English. The terrible aspect is that they becomeinstructors despite not understanding how to teach. Brown (2009) points out that teaching traits and talents are equally significant because they play a major impact in the efficacy of learning. Oneof the main reasons for this is the way the board conducted the interview. At the very least, the instructors' speaking skills would have improved, as this is the most crucial aspect of theirprofession. Stronge (2004) emphasizes the importance of acquiring instructional skills before looking for work. The language proficiency of the teachers must have been tested or included in the interview. To pass the interview, the employers would have required certification from a language competency center. Or the interviewer would have checked the teachers' speakingabilities at the time of the interview. This reflected in the lives of poverty driven students.

6. CONCLUSION

The researchers inquired about the school level of teaching and standards in order to determine the reasons for the lack of speaking abilities among the college students. Finally, it was discoveredthat the teachers who taught English to the pupils in the school were the ones to blame for the students' lack of English. Teachers, according to Shishavan and Sadeghi (2009), are the foundations of the school. The researchers discovered why school teachers were unable to assist students in learning the English language. They discovered that teachers' incompetence was reflected in the students' community. According to Vygotsky (1978), learners learn and develop a language with thehelp of other people who are more proficient in that language than they are. Only in the presence of Headmasters and school inspectors do they communicate in English. Despite the fact that the school administration offered a variety of short-term and refresher courses to help teachers improvetheir skills, the teachers were unwilling to do so. It tarnishes both the young minds' and the country's futures. This situation needs to be addressed. Ramnarain & Hobden (2015) further assert that a teacher's enlightened mentality inspires

pupils to learn things on their own. Few of the recommendations were taken to the teachers, headmasters, or employer by the researchers. First and foremost, the interview should include LSRW examination and certification for teaching English from reputable institutions such as British Counsel and others. Employers should check teacher quality on a regular basis, and compensation increases and promotions should be based on periodic quality assessments. Teachers who have joined the service should continue to improve their skills in order to save time and energy while achieving greater results. To strengthen the nation, teachers should abandon their coyness and poor spirits and learn with an open mind. According to Liakopoulou (2011), teachers must possess abilities in order to achieve their objectives. Anderson (2004) and Jasman (2003) agree that teachers must have certain skills in order to persuade students.

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