

Perception of Teacher Educators towards Professional Development

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ABSTRACT

The purpose of this study is to know the perception of teacher educators towards professional development. A Descriptive survey method has been used and 30 teacher educators were selected from the population (MANUU teacher educators) through simple random sampling. Adapted tool was used, which consists of 20 items and five-point scale, based on a different aspect of professional development. The result of the study revealed that teacher educators have agreed and strongly agree with favorable perceptions and attitudes toward professional development.

1. Introduction

National Education Commission (1964-1966) stated that “The destiny of the country is being shaped in our classrooms”. This statement describes that the shape of India has a direct relation along with students and teachers and whatever is taught in our class and any strategies are used for teaching.

The quality of teacher education will determine the quality of teachers and the quality of teachers determine the quality of students. So, there is a need for teacher educators towards their Continuous professional development (CPD). It is a lifelong process as learning is also a continuous process. Professional development is necessary to fill in the gaps in the skill sets of new teachers (Eersetal, 2016). Professional development is necessary to keep the teacher updated with the continuously changing practice and student needs. Success requires teachers to be active learners and be a coherent part of other well-planned CPD activities. Research also stresses that successful teachers need CPD that is a sustained, intensive effort to improve teaching and learning (Richards on, 2003).

2. Statement of the problem

The present study has been stated as “Perception of teacher educators towards professional development: A study in Headquarters & College of Teacher Education (CTE), MANUU. It is designed to understand the teacher educators’ perception of professional development.

3. The Objective of the study

To study the perception of teacher educators towards professional development.

4. Methodological approach

The study has been conducted through the Descriptive survey method. It is measuring current attitude and perception towards their Professional Developments. The researcher used a quantitative approach to achieve the objective of the present study.

The Population of the study:

The population of the study consists of all the teacher educators, Headquarters & College of Teacher Education (CTE), MANUU.

Sample and sampling:

The sample of the present study consists of 30 teacher educators who are selected through simple random sampling.

Tools used:

Adapted tool (questionnaire) has been used. There are 20 items which have different dimension and it consists of a five-point scale.

5. Result Analysis

The Questionnaire is used for data collection. Each statement of Questionnaire has been analyzed in frequency and percentage

Table: 1. Professional development is necessary for teacher educators.

Responses	SA	A	UD	DA	SD
No of responses	27	3	0	0	0
%	90%	10%	0	0	0

This table reveals that 90% of teacher educators have strongly agreed and 10% of teacher educators agreed it means majority said the Professional development is necessary for teacher educators

Table 2: Professional development is a burden for teacher educators.

Responses	SA	A	UD	DA	SD
Frequencies	1	2	4	7	16
%	3.33	6.66	13.33	23.33	53.33

Table 2 shows that 53.33% of teacher educators are strongly disagreed and 23.33% of teacher educators disagreed that Professional development is a burden for teacher educators; it means the majority believed that professional development is not a burden for teacher educators.

Table 3: Knowledge competency of teacher educators develops through participating in professional development programmes.

Responses	SA	A	UD	DA	SD
Frequencies	15	13	0	2	0
%	50%	43.33	0	6.66	0

50% % teacher educators strongly agreed and 43.33% teacher educators agreed for this statement, it means the Majority of teacher educators agreed that knowledge competency of teacher educators develops through participating in the professional development program.

Table 4: PD helps teacher educators to perform their duties (Evaluating, Encouraging students, maintaining discipline inside the class) better.

Responses	SA	A	UD	DA	SD
Frequencies	8	20	2	0	0
%	26.66%	66.66%	6.66%	0	0

In this table can be seen 66.66% of teacher educators responded that PD help teacher educators to perform their duties (Evaluating, Encouraging students, maintaining discipline inside the class) better, And 26.66% agree for this statement. So this table illustrates that the majority agreed for this statement.

Table 5: Professional development programs are not need-based for teacher educators.

Responses	SA	A	UD	DA	SD
Frequencies	0	5	4	19	2
%	0	16.6%	13.33%	63.33%	6.66%

From the table data, it is revealed that 63.33% of teacher educators disagree for this statement, 6.66% of teacher educators strangely disagree, 13.33% responded are undecided and 16.66% said Professional development programs are not need-based for teacher educators. But the majority does not agree with this statement.

Table 6: Professional development program develops skills for innovation in teaching.

Responses	SA	A	UD	DA	SD
Frequencies	9	17	4	0	0
%	30%	56.66%	13.33	0	0

When teacher educators asked that Professional development programs develops skills for innovation in teaching. The Majority of teacher educators show a positive perception with this statement.

Table 7: working with a team helps in Professional development.

Responses	SA	A	UD	DA	SD
Frequencies	11	17	0	2	0
%	36.66%	56.66%	0	6.66%	0

This table reveals that very few (6.66%) teacher educators disagree about this statement. On the other hand, more than 50% of teacher educators responded agree and 36.66% of teacher educators are strongly agree.

Table 8: Writing books/research papers contributes to Professional development.

Responses	SA	A	UD	DA	SD
Frequencies	16	12	2	0	0
%	53.33%	40%	6.66%	0	0

The Majority of teacher educators strongly agreed that Writing books/research papers contribute to Professional development. Only a few (6.66%) of them are undecided.

Table 9: Informal PD is enough for teacher educator's professional development.

Responses	SA	A	UD	DA	SD
Frequencies	0	1	1	11	17
%	0	3.33%	3.33%	36.66%	56.66%

Informal PD is enough for teacher educator's professional development. When the investigator wanted to know the perception of teacher educators about this aspect. The table shows that Majority were strongly disagreed; only a few of them are agreed and undecided about this statement.

Table 10: Organizing seminars/conferences/symposiums helps in Professional development.

Responses	SA	A	UD	DA	SD
Frequencies	12	15	1	2	0
%	40%	50%	3.33%	6.66%	0

Majority of teachers have positive perception towards this statement that organizing seminars/conference/symposiums helps in PD. 40% of teacher educators strongly agreed and 50% agreed for this statement. While some of them are not agree that Organizing seminars/conferences/symposiums helps in Professional development.

Table 11: Involvement in institution/colleges activities promotes PD.

Responses	SA	A	UD	DA	SD
Frequencies	10	18	2	0	0
%	33.33%	60%	6.66%	0	0

Table 11 reveals that 33.33% of teacher educators are strongly agree and 60% of teacher educators agree that Involvement in institution/college activities promotes PD. So the majority agreed for this statement.

Table 12: Teacher educator teaching is affected when they participate in the professional development programs/activities.

Responses	SA	A	UD	DA	SD
Frequencies	2	15	4	7	2
%	6.66%	50%	13.33%	23.33%	6.66%

In this statement it is revealed that 50% of teacher educators believed that, Teacher educator teaching is affected when they participate in professional development programs/activities, and 16.66% of teacher educators strongly agreed. Although 13.33% of teacher educators are undecided, 23.33% disagree and 6.66% strongly disagree.

Table 13: PD must be organized on relevant topics.

Responses	SA	A	UD	DA	SD
Frequencies	24	5	1	0	0
%	80%	16.66%	3.33%	0	0

From this table it can be seen that 80% of teacher educators are strongly agree on organization of the professional development on relevant topic.

Table 14: Online resources provide access to a huge amount of study materials for the PD of teacher educators.

Responses	SA	A	UD	DA	SD
Frequencies	21	8	0	1	0
%	70%	26.66	0	3.33%	0

The table 14 reveals that 70% of teacher educators are strongly agree and 26.66% agree that online resources provide access to a huge amount of study materials for the PD of teacher educators. On the other hand, few of them are disagree with this statement.

Table 15: Using ICT facilities during PDP brings PD.

Responses	SA	A	UD	DA	SD
Frequencies	11	17	2	0	0
%	36.66%	56.66%	6.66%	0	0

The Majority of the teacher educators agrees and strongly agrees that Using ICT facilities during PDP brings Professional development.

Table 16: Online PD is enough for the professional development of teacher educators.

Responses	SA	A	UD	DA	SD
Frequencies	0	1	4	18	7
%	0	3.33%	13.33%	60%	23.33%

Table16 shows that 60% of teacher educators disagree and 23% of teacher educators are strongly disagreed that Online PD is enough for the professional development of teacher educators. Where 3.33% agree and 13.33% are undecided about this statement.

Table 17: Distribution of work according to the specialization of Teacher educators enhances Professional development.

Responses	SA	A	UD	DA	SD
Frequencies	8	12	7	3	0
%	26.66%	40%	23.33%	10%	0

Distribution of work according to the specialization of Teacher educators enhances PD. When teacher inquires about this then 26.66% of teacher educators responded strongly agree and 40% agree, although 23.33% undecided and 10% have disagreed about it.

Table 18. Institute must create a learning community for the PD of teacher educators.

Responses	SA	A	UD	DA	SD
Frequencies	22	8	0	0	0
%	73.33%	26.66%	0	0	0

The table shows that Majority of teacher educators agreed that the Institute must create a learning community for Professional development of teacher educators.

Table 19: The principal must ensure that teacher educators are informed about avenues for updating their knowledge and skills.

Responses	SA	A	UD	DA	SD
Frequencies	20	10	0	0	0
%	66.66%	33.33%	0	0	0

The table shows that 66.66% of teacher educators responded that the principal must ensure that teacher educators are informed about avenues for updating their knowledge and skills. It means the majority are agreed about this statement.

Table 20: The role of the principal is to provide innovative directions to teacher educators for their Professional development.

Responses	SA	A	UD	DA	SD
Frequencies	18	9	3	0	0
%	60%	30%	10%	0	0

It is determined from the tables that majority of the teacher educators are strongly agree that the role of the principal is to provide innovative directions to teacher educators for their Professional development.

6. Finding of the study

The study made an attempt to know the perception of teacher educators towards professional development. From the study, it was found that most of the teacher educators have agreed and strongly agreed with favorable perceptions and attitudes toward professional development. The Majority believed that a professional development program develops knowledge and competencies. The findings of the study indicate that the professional development activities are very helpful for teacher educators to perform their job.

7. Suggestions

Based on this study some suggestions are given to the teacher, teacher educators, Principal, and policymakers.

- ✓ Teacher professional development must be need-based.
- ✓ Professional development is very necessary, so principle/HOD and institution must provide the opportunity of formal and informal professional development.
- ✓ In professional development programme content must be relevant.
- ✓ Principle and HOD must motivate teacher and teacher educators for implication whatever they have learned through Professional development program.
- ✓ Teacher educators should be provided opportunities for teamwork for Professional development.
- ✓ Mentor and educators must use ICT during professional development teaching.

8. Conclusion

The positive attitude of teacher educators towards professional development is highly needed for the quality of education. A good teacher educator promotes good teachers as he can motivate and inspire and make them to be committed towards their profession. So it can be concluded that professional development activities play a significance role in professional development of teacher educators. So there is

a need to organize professional development programmes time to time and in an effective way.

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