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## EFFECT OF SELECTED VARIABLES ON PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS WORKING IN TEIS OF HYDERABAD KARNATAKA REGION.

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### ABSTRACT

Our changing goals for learning, coupled with shifts in curriculum emphasis and a deeper understanding of teacher learning and student thinking, have led to new findings about the impact of teacher professional development and how best to sharpen teachers' skills and knowledge. What matters most is what teachers learn. Professional development should improve teachers' knowledge of the subject matter that they are teaching, and it should enhance their understanding of student thinking in that subject matter. Aligning substantive training with the curriculum and teachers' actual work experiences also is vital. The time teachers spend in professional development makes a difference as well, but only when



the activities focus on high-quality subject-matter content. Extended opportunities to better understand student learning, curriculum materials and instruction, and subject-matter content can boost the performance of both teachers and students. There are five components of Professional development viz Knowledge, Competencies in Teaching, Commitment and Accountability of teacher educators, Leadership & Personal Effectiveness, Self upgrading & Extended Reading. Present study focuses the influence of some background vari-

able on Professional development and its variables.

**KEYWORDS:** Professional development, Teacher Educators, Teacher Education Institutions.

### 1. INTRODUCTION :

The Professional Development in a broad sense refers to the development of a person in his or her professional role. Similarly Professional Development of Teacher educators are the professional growth a Teacher educator with increased expertise, knowledge and skills which is achieved through various

programmes and experiences. Professional development include formal experiences such as attending workshops and professional meetings, mentoring etc. and informal experiences such as reading professional publications, watching television documentaries related to academic discipline etc. (Ganser, 2000). Teacher educators' professional development is a long term process, which begins with initial preparation and only ends when the teacher retires from the profession therefore it is boarder then just a job. In this study, we tried to analysis the professional development of the teacher educators of TEIs with respect to background variables.

### 2. CONCEPT OF PROFESSIONAL DEVELOPMENT:

The process of

professional development has a significant positive impact on teacher's beliefs and practices, students' learning and on the implementation of educational reforms. Successful professional development experiences have noticeable impact on teachers' work both in and out of the classroom. With regard to the effect of teachers' professional development on students' learning, a number of studies report that the more professional knowledge teachers have, the higher the levels of students achievement (NCFTE, 2009; NIE, Singapore 2009; Falk, 2001; Educational Testing Service, 1998; Grosso de Leon, 2001; McGinn and Borden, 1995). In this study, we tried to analysis the professional development of the teacher educators of TEIs with respect to background variables.

### 3.DIMENSIONS OF PROFESSIONAL DEVELOPMENT :

Following dimensions of Professional Development have been selected for the development of Teachers professional development scale.

#### a)Knowledge :

It includes the knowledge of subject content, pedagogy, learning theory, curriculum, global awareness, environmental awareness and research to solve various problems.

#### b)Competencies in Teaching :

It includes the skills in teaching, motivating students, reflective teaching and thinking dispositions of teachers, social and emotional intelligences to handle the day to day problems in teaching.

#### c)Commitment and Accountability of teacher educators:

It includes the teachers' moral accountability, professional accountability and contractual accountability. The moral accountability includes accountability to students and parents provide equal opportunity to students, empathy concern, honesty, truthful, belief that all children can learn. Professional accountability includes, work for the highest standard, commitment and adjustment in work and punctual. Contractual accountability consists of being accountable to Government or managements involve in community projects and extension service and provide service to the community through the profession.

#### d)Leadership & Personal Effectiveness :

It includes the understanding the environment, developing others, working with others, ability to adjust, initiative taking, partnering parents, ability to know self, tuning into self, exercising personal integrity, adaptability, keeping high standard for self and have a quest for learning.

#### e)Self upgrading & Extended Reading :

It includes participating in extension course, workshops and seminars in related subjects, refresher course on related subjects, orientation on recent development, higher studies formal as well as through informal mode and involving self into research activities, the reading of journals, reference books, books related to the subject as well as related to the subjects, ability to use computer for teaching and learning, developing technical skills as well as using various audio-visual aids for effective teaching.

### 4.SIGNIFICANCE OF THE STUDY:

Teacher's professional development has a significant positive impact on teacher's beliefs and practices. It develops ability to adjust, initiative taking, partnering parents, ability to know self, tuning into self, exercising personal integrity, adaptability, keeping high standard for self and have a quest for learning. All teacher educators of TEIs are not having same extent in professional development and hence effectiveness of teaching and doing capacity of academic works get changing. Teachers professional development is influenced by so many factors, which are deciding the range of professional development. In this we have analysed the influence of some background variables like Gender, Loacle, Experience, teaching Subject and Type of TEIs.

### 5.OBJECTIVES OF THE STUDY:

The present study lays importance upon the following objectives.

1.To find out the significant difference, if any, in the Professional development of teacher educators in terms of selected background variables.

## 6. HYPOTHESES OF THE STUDY:

- 1.H<sub>0</sub>1: There is no significant difference between male and female Teacher Educators with reference to their overall professional development and its dimensions.
- 2.H<sub>0</sub>2: There is no significant difference between rural and urban Teacher Educators with reference to their overall professional development and its dimensions.
- 3.H<sub>0</sub>3: There is no significant difference between Arts and Science Teacher Educators with reference to their overall professional development and its dimensions.
- 4.H<sub>0</sub>4: There is no significant difference between Govt./Aided and Private TEIs' Teacher Educators with reference to their overall professional development and its dimensions.
- 5.H<sub>0</sub>5: There is no significant difference among Teacher Educators of different district TEIs with reference to their overall professional development and its dimensions.

## 7. DEFINITIONS OF TECHNICAL TERMS:

### • PROFESSIONAL DEVELOPMENT:

Effective professional Development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support and is also defined as "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." The definition recognizes that development can be provided in many ways, ranging from the formal to the informal. In present study we have compare such professional Development with other variables like Critical thinking, Scientific Temper and Personality of Teacher Educators of TEIs.

## 8. VARIABLES OF THE STUDY:

### a) Dependent Variable:

- 1) Professional development drvraopalati@gmail.com

### b) Independent Variables:

- 1.Area of Hyderabad Karnataka region (Bidar, Bellary, Gulbarga, Koppal, Raichur, Yadgir).
- 2.Gender (Male & Female)
- 3.Subject of study (Arts & Science)
- 4.Type of Colleges (Govt. aided/Govt. unaided)
- 5.Experience

## 7. LIMITATIONS OF THE STUDY:

- 1)The present study will be limited to Hyderabad Karnataka region Karnataka region.
- 2)The present study will be covered three variables namely Professional development, background variables like Locale, Gender, Subject of study, Type of Colleges, and Experience
- 3)The present study will be restricted to Teacher Educators of TEI.

## 8. DESIGN OF THE STUDY:

### 8.1. Population:

All the Teacher Education Institutions (B.Ed. Colleges) i.e. Government, Government aided and Self-financed institutions/colleges existing in the Hyderabad Karnataka region (Bidar, Gulbarga, Yadgir, Raichur, Koppal, and Bellary districts) constituted the population of the present study.

### 8.2. Sample:

The sample of the study comprised of 1000 teacher educators drawn from Government and Self-financed teacher education institutions of Hyderabad Karnataka region. The sample from all the colleges was collected randomly in such a way that each district was given equal representation. All these colleges were affiliated to the Gulbarga University, Gulbarga or Karnataka State Womens University, Bijapur or Sri Krishnadevaraya University, Bellary.

### 8.3. Data collection tools:

The tools selected for data collection were:

1. Personal Data sheet prepared by Investigator to collect data about background variables and
2. Professional Development scale standardized by Dr. Yodida Bhutia

### 9. DATA ANALYSIS:

The data collected was analyzed based on Objectives

**Objective-1:** To find out the significant difference, if any, in the Professional development of teacher educators in terms of selected background variables.

Data of professional development is also collected on the basis of sex. The collected data is divided into two groups according to sex namely Male and female. These data further analysed for comparison. The analysis is given below-

**1.H<sub>0</sub> 1:** There is no significant difference between male and female Teacher Educators with reference to their overall professional development and its dimensions.

**Table - 1**  
**Comparison of significance of mean difference between professional development score of male and Female Teacher Educators**

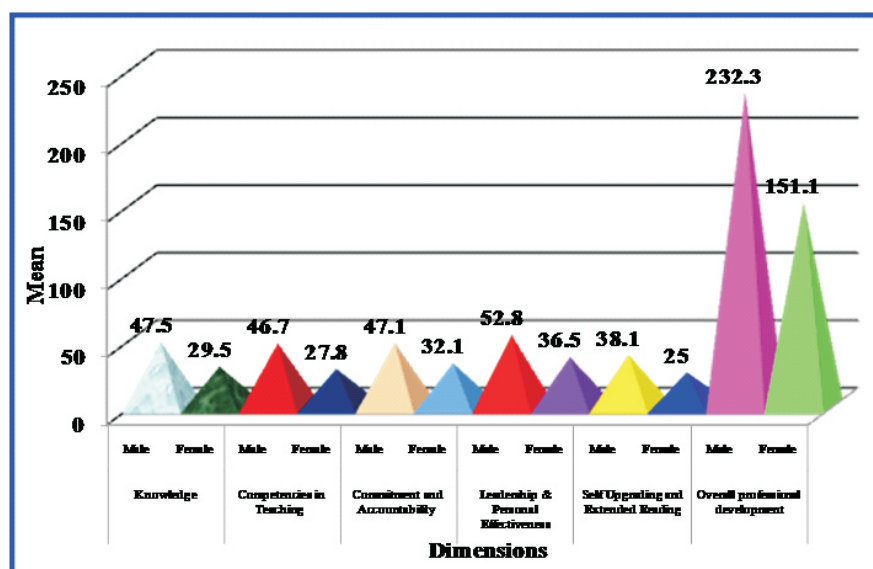
Dimensions	Type of College	N	Mean	S.D	Calculated 't' value	Remarks
Knowledge	Male	500	47.5	6.34	43.54	Significant
	Female	500	29.5	7.46		
Competencies in Teaching	Male	500	46.7	7.05	59.78	Significant
	Female	500	27.8	5.74		
Commitment and Accountability	Male	500	47.1	8.90	56.78	Significant
	Female	500	32.1	5.64		
Leadership & Personal Effectiveness	Male	500	52.8	7.51	46.09	Significant
	Female	500	36.5	7.84		
Self Upgrading and Extended Reading	Male	500	38.1	7.40	32.18	Significant
	Female	500	25.0	9.08		
Overall professional development	Male	500	232.3	23.13	209.64	Significant
	Female	500	151.1	23.46		

(At 0.05 and 0.01 level of significance the table value of 't' is 1.96 and 2.576 respectively, S - Significant, NS - Not Significant)

It is inferred from the above table that the calculated 't' value is less than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance in all the dimensions. It means there is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal Effectiveness, Self Upgrading and Extended Reading and Overall professional development between male and female Teacher Educators. Hence the respective null hypothesis is rejected. While comparing the mean scores of male TEI teacher educators (mean= 38.9, 13.9, 6.6, 8.2, 65.8) and female TEI teacher educators (mean= 29.5, 27.8, 32.1, 36.5, 25.0, 151.1) it is inferred that the Govt./aided TEI teacher educators have better in all the dimensions and overall scientific temper than the private TEI teacher educators. This data has been shown graphically as follows:



**Graph-1: Comparison of significance of mean difference between professional development score of male and Female Teacher Educators**



**2.H<sub>0</sub>2:** There is no significant difference between rural and urban Teacher Educators with reference to their overall professional development and its dimensions.

**Table - 2**

**Comparison of significance of mean difference between professional development score of rural and urban Teacher Educators**

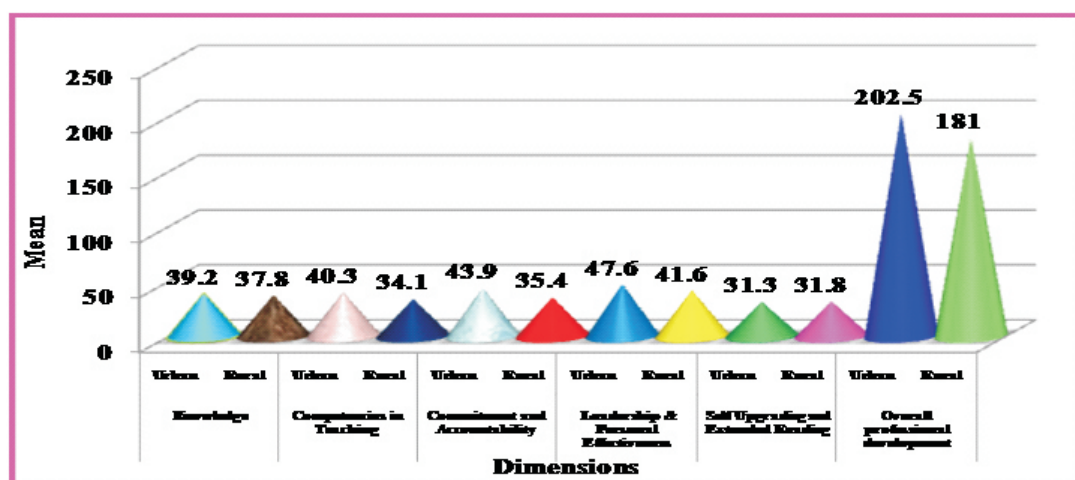
Dimensions	Type of village	N	Mean	S.D	Calculated 't' value	Remarks
Knowledge	Urban	500	39.2	11.62	3.10	Significant
	Rural	500	37.8	10.98		
Competencies in Teaching	Urban	500	40.3	10.35	19.28	Significant
	Rural	500	34.1	11.66		
Commitment and Accountability	Urban	500	43.9	9.33	27.29	Significant
	Rural	500	35.4	10.02		
Leadership & Personal Effectiveness	Urban	500	47.6	9.75	17.75	Significant
	Rural	500	41.6	11.75		
Self Upgrading and Extended Reading	Urban	500	31.9	11.01	3.04	Significant
	Rural	500	31.8	10.04		
Overall professional development	Urban	500	202.5	45.17	57.77	Significant
	Rural	500	181.0	46.01		

(At 0.05 and 0.01 level of significance the table value of 't' is 1.96 and 2.576 respectively, S - Significant, NS - Not Significant)

It is inferred from the above table that the calculated 't' value is less than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance in all the dimensions. It means there is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal

Effectiveness, Self Upgrading and Extended Reading and Overall professional development between urban and Rural TEIs' Teacher Educators. Hence the respective null hypothesis is rejected. While comparing the mean scores of Urban TEI teacher educators (mean= 39.2, 40.3, 43.9, 47.6, 31.9, 202.5) and rural TEI teacher educators (mean= 37.8, 34.1, 35.4, 41.6, 31.8, 181.0) it is inferred that the urban TEI teacher educators have better in all the dimensions and overall professional development than the rural TEI teacher educators. This data has been shown graphically as follows:

**Graph-2: Comparison of significance of mean difference between professional development score of rural and urban Teacher Educators**



**3.H<sub>3</sub>:** There is no significant difference between Arts and Science Teacher Educators with reference to their overall professional development and its dimensions.

**Table - 3**  
**Comparison of significance of mean difference between professional development score of Arts and Science Teacher Educators**

Dimensions	Subject	N	Mean	S.D	Calculated 't' value	Remarks
Knowledge	Science	500	41.1	10.81	12.44	Significant
	Arts	500	35.9	11.24		
Competencies in Teaching	Science	500	40.4	10.17	18.01	Significant
	Arts	500	40.2	11.92		
Commitment and Accountability	Science	500	44.2	8.78	30.65	Significant
	Arts	500	35.0	10.20		
Leadership & Personal Effectiveness	Science	500	49.5	9.85	30.15	Significant
	Arts	500	39.7	10.30		
Self-upgrading and Extended Reading	Science	500	36.3	9.20	20.26	Significant
	Arts	500	26.8	9.62		
Overall professional development	Science	500	211.4	41.90	108.58	Significant
	Arts	500	172.0	43.04		

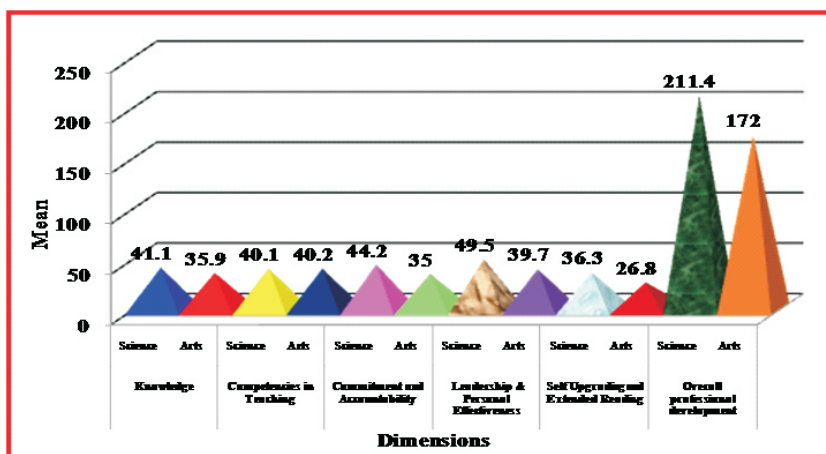
(At 0.05 and 0.01 level of significance the table value of 't' is 1.96 and 2.576 respectively, S - Significant, NS - Not Significant)

It is inferred from the above table that the calculated 't' value is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance in all the dimensions. It means there is significant



difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal Effectiveness, Self Upgrading and Extended Reading and Overall professional development between Arts and Science Teacher Educators. Hence the respective null hypothesis is rejected. While comparing the mean scores of Science TEI teacher educators (mean= 41.1, 40.4, 44.2, 49.5, 36.3, 211.4) and arts TEI teacher educators (mean= 35.9, 40.2, 35.0, 39.7, 26.8, 172.0) it is inferred that the science TEI teacher educators have better in all the dimensions and overall scientific temper than the arts TEI teacher educators. This data has been shown graphically as follows:

**Graph-3: Comparison of significance of mean difference between professional development score of Arts and Science Teacher Educators**



**4.H<sub>4</sub>:** There is no significant difference between Govt./Aided and Private TEIs' Teacher Educators with reference to their overall professional development and its dimensions.

**Table - 4**

**Comparison of significance of mean difference between professional development score of Govt./Aided and Private TEIs' Teacher Educators**

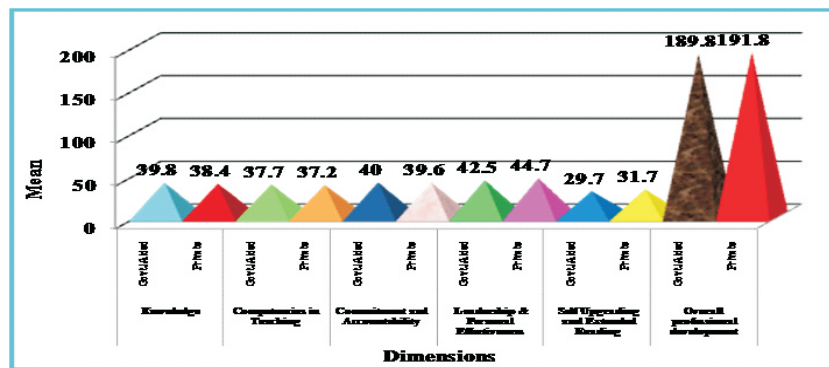
Dimensions	Type of College	N	Mean	S.D	Calculated 't' value	Remarks
Knowledge	Govt./Aided	50	39.8	10.98	0.819	Not-significant
	Private	950	38.4	11.34		
Competencies in Teaching	Govt./Aided	50	37.7	11.16	0.301	Not-significant
	Private	950	37.2	11.46		
Commitment and Accountability	Govt./Aided	50	40.0	10.08	0.246	Not-significant
	Private	950	39.6	10.60		
Leadership & Personal Effectiveness	Govt./Aided	50	42.5	10.80	1.375	Not-significant
	Private	950	44.7	11.22		
Self Upgrading and Extended Reading	Govt./Aided	50	29.7	11.94	1.296	Not-significant
	Private	950	31.7	10.46		
Overall professional development	Govt./Aided	50	189.8	46.28	0.293	Not-significant
	Private	950	191.8	46.87		

(At 0.05 and 0.01 level of significance the table value of 't' is 1.96 and 2.576 respectively, S - Significant, NS - Not Significant)

It is inferred from the above table that the calculated 't' value is less than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance in all the dimensions. It means there is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal

Effectiveness, Self Upgrading and Extended Reading and Overall professional development between Govt./Aided and Private TEIs' Teacher Educators. Hence the respective null hypothesis is accepted. While comparing the mean scores of Govt./aided TEI teacher educators (mean= 39.8, 37.7, 40.0) and private TEI teacher educators (mean= 38.4, 37.2, 39.6) it is inferred that the science TEI teacher educators have better in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability than the private TEI teacher educators. .... But when comparing the mean scores of Govt./aided TEI teacher educators (mean= 42.5, 29.7, 189.8) and private TEI teacher educators (mean= 44.7, 31.7, 191.8) it is inferred that the Govt./aided TEI teacher educators have not better in the dimensions of Leadership & Personal Effectiveness, Self Upgrading and Extended Reading, and Overall professional development than the private TEI teacher educators. This data has been shown graphically as follows:

**Graph-4: Comparison of significance of mean difference between professional development score of Govt./Aided and Private TEIs' Teacher Educators**



**5.H<sub>0</sub>5:** There is no significant difference among Teacher Educators of different district TEIs with reference to their overall professional development and its dimensions.

**Table - 5**

**Difference among Teacher Educators of different district TEIs with reference to their overall professional development and its dimensions**

Dimensions	Sources of variation	Sum of Squares	df	Mean Square	F	Sig.
Knowledge	Between Groups	68.804	2	34.402	0.268	NS
	Within Groups	128099.347	997	128.485		
	Total	128168.151	999			
Competencies in Teaching	Between Groups	58.527	2	29.264	0.223	NS
	Within Groups	130826.248	997	131.220		
	Total	130884.775	999			
Commitment and Accountability	Between Groups	5.680	2	2.840	0.025	NS
	Within Groups	111670.399	997	112.006		
	Total	111676.079	999			
Leadership & Personal Effectiveness	Between Groups	82.091	2	41.046	0.326	NS
	Within Groups	125338.420	997	125.716		
	Total	125420.511	999			
Self Upgrading and Extended Reading	Between Groups	214.870	2	107.435	0.967	NS
	Within Groups	110816.726	997	111.150		
	Total	111031.596	999			
Overall professional development	Between Groups	25.849	2	12.925	0.006	NS
	Within Groups	2190365.635	997	2196.957		
	Total	2190391.484	999			

(The table value of 'F' is 3.00, S - Significant, NS - Not Significant)

It is inferred from the above table that the calculated 'F' value is less than the table value (3.00) for df 999, at 5% level of significance. Hence the respective null hypothesis is accepted. It shows that there is no significant difference among teacher educators of different district TEIs with reference to their overall professional development and its dimensions.

#### 10.FINDINGS:

1. There is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal Effectiveness, Self Upgrading and Extended Reading and Overall professional development among male and female teacher educators. It is inferred that the male teacher educators have better in all the dimensions and overall Professional development than the female teacher educators.

2. There is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal Effectiveness, Self Upgrading and Extended Reading and Overall professional development among Urban and rural TEI teacher educators. It is inferred that the urban TEI teacher educators have better in all the dimensions and overall Professional development than the rural TEI teacher educators.

3. There is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal Effectiveness, Self Upgrading and Extended Reading and Overall professional development among Science and arts teacher educators. It is inferred that the science teacher educators have better in all the dimensions and overall Professional development than the arts teacher educators.

4. There is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal Effectiveness, Self Upgrading and Extended Reading and Overall professional development among Govt./aided and private TEI teacher educators. It is inferred that the science TEI teacher educators have better in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability than the private TEI teacher educators. But when comparing the mean scores of Govt./aided TEI teacher educators and private TEI teacher educators, it is inferred that the Govt./aided TEI teacher educators have not better in the dimensions of Leadership & Personal Effectiveness, Self Upgrading and Extended Reading, and Overall professional development than the private TEI teacher educators.

5. There is no significant difference among teacher educators of different district TEIs with reference to their overall professional development and its dimensions.

#### 11.CONCLUSION:

This study inferred that there is significant difference in the dimensions of Knowledge, Competencies in Teaching, Commitment and Accountability, Leadership & Personal Effectiveness, Self Upgrading and Extended Reading and Overall professional development among the same groups male and female teacher educators, Urban and rural TEI teacher educators, Science and arts teacher educators and Govt./aided and private TEI teacher educators.

This study inferred that the male teacher educators have better in all the dimensions and overall Professional development than the female teacher educators, the urban TEI teacher educators have better in all the dimensions and overall Professional development than the rural TEI teacher educators, the science teacher educators have better in all the dimensions and overall Professional development than the arts teacher educators and the Govt./aided TEI teacher educators have not better in the dimensions of Leadership & Personal Effectiveness, Self Upgrading and Extended Reading, and Overall professional development than the private TEI teacher educators.

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