

PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS IN NAGALAND

Dr.B.Venkata Rao* & M.Chongti Khimn**

*Assistant Professor, Dept. of Education, Nagaland University (A Central University), Kohima Campus, Meriema-797004, Nagaland, India.

**Graduate Teacher in English, Government High School, Chipur, District:Tuensang, Nagaland, India.

Received: July 13, 2018

Accepted: August 26, 2018

ABSTRACT

The present study is stated as Professional development of teacher educators in Nagaland: An Investigation with major objectives to find the status of teacher educators' professional development and to identify their attitude towards professional development with regard to two variables were taken into account for the present study viz. type of management, professional qualifications (B.Ed., M.Ed., and Ph.D.). The researchers have been prepared the tools for this research. After the analysis, it is found that that majority of the teacher educators fall under average status of professional development irrespective of the variables chosen for the present study while there is no significant difference in their attitude towards their professional development.

Keywords: Teacher Educators, Professional Development, Attitude and Professional training

Introduction:

Professional development can be termed as a growth that occurs as the teacher moves through professional career cycle. Professional development could be acquired through in-service and pre-service teacher education programmes offered under various agencies of teacher education. Teacher professional development (PD) is often defined as, "structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes" (Darling-Hammond, Hyler & Gardner). Professional development in a broad sense refers to the development of a person in his or her professional role. Professional development includes formal experiences (such as, attending workshops and professional meeting, mentoring, etc.) and informal experiences (such as reading professional publications, watching Television documentaries related to an academic discipline, etc.) (Ganser, 2002). When looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur and the content in which it will take place (Ganser, 2002, Fielding and Schalock, 1985).

Need and Significance of the study

The quality of teacher educators is responsible for the quality of teachers, therefore the role teacher educators, his/her competence, capability and scholarship becomes vitally significant. The issue of the profile of a teacher educators should receive due attention. Continuing professional development and updating in an essential requirement for ensuring that the teachers and teacher-educators remain in active touch with the various nuances of the content and the process of education and demonstrate his/her role as a thinking practitioner of ideas and practices which influence class dynamics.

Nagaland is a state where quality concern in education has become a daily talk and the need of the hour. There are numerous numbers of teachers who are to be trained yet. While making the role of teacher education institution an utmost necessity and the role of teacher educators an indispensable one. As said earlier due importance if given to the professional development of teacher educators the whole system of education can be improved. The teacher educators, teachers, students and quality are all interconnected to one another; a change in one affects the other. Professional development of teacher educators is a means to enhancing educational effectiveness. The world of teaching is changing, the environment in which teachers work and the demands placed upon them by society are increasingly complex. Teachers and teacher educators are therefore called upon not only to acquire new knowledge and skills but also to develop their profession continuously. The education and professional development of teacher educators needs to be seen as a lifelong task. It is therefore, significant that teacher educators' professional development should be given due importance for the development of education as per the needs and demands of the society and the stake holders in education.

Review of related studies:

Anita, D. (2011), conducted a study on comparative study of Teacher Educators of Government Financed and self-Financed Colleges of Education in relation to their professional values, teaching aptitude and job satisfaction. Correlation descriptive survey method employed for the study. Teacher Value Inventory by Shamim Karim, Teaching Aptitude Test by Jai Prakash and R.P Srivastava and Job Satisfaction Scale-Meera Dixit were used for data collection. The professional values of male teacher educators of self financed colleges of education are significantly higher than the professional values of male teacher educators of government financed colleges of education. The study also found that there is a fear of insecurity among the teacher educators of self financed colleges of education. Teacher educators of self financed colleges of education are continuously upgrading themselves in terms of attending seminars/conferences, presenting research papers, writing research papers, pursuing further studies, etc. with an intention to get a job in a government college of education.

Deka Monisha (2014) conducted an investigation on facilities available for Professional Development of Teacher Educators- A Study on B.Ed. Colleges of Tinsukia District Assam with the main objectives to find out the facilities available for continuous professional development of the teacher-educators and to suggest measures for improving the conditions of the teacher-educators. Tools used i.e. Checklist, observation and unstructured interview schedule were used. Findings of the study revealed that proper infrastructure along with adequate manpower was available and for the continuous development a very less number of teacher educators were found interested. Only few teacher educators were found interested in Seminars, Refresher courses, publication, etc.

Marcel Van der Klink, Quinta Kools, et.al (2015) conducted a study on “Professional Development of Teacher Educators; what they do? The study was carried out by members of the ATEE RDC “Professional Development of Teacher Educators”. The study focused on experienced teacher educators with at least 5 years and not more than 20 years of experience as a teacher educator. Participants were from the Netherlands, Israel and Japan (5 from each country) participants from other countries were also included – Australia, Czech Republic, Belgium, Slovenia, Turkey and UK. In total participants from 10 countries were included. Tools used were highly structured interview. The interview guideline comprised three sections; general background, concern during the career and professional development activities. The findings shows that all participants were currently attending learning activities such as training courses, seminars, workshops, conferences and courses about a wide range of subjects varying from teaching specific subjects to the use of Information and Communication Technologies (ICT) and pedagogical and general teaching skills. The participants were also found to be engaged in attending meetings, discussions and consulting colleagues. Activities demanding very intensive and close collaboration such as working together on innovative ideas, doing research together or team teaching, visiting schools and learning from students were mentioned less frequently. Almost all the participants were engaged in research or research related scholarly activities. In addition to research, other activities were mentioned, such as designing new courses or adjusting courses and materials. Participants experienced those scholarly activities as very conducive to their own professional development; participants indicate that these were helping them to become better teacher educators.

Namamba Adam & Rao Congman (2017) conducted a study on “Preparation and professional development of Teacher Educators in Tanzania: current practices and prospects”. The study found that teacher educators professional development range from formal to informal activities. The professional development of teacher educators in Tanzania has not been well formalised since the profession of teacher educators is characterised by low qualifications as some of them lack basic qualifications. Low professional status and development of teacher educators is caused by under qualified personnel and ineffective professional development strategies. It further recommended, teacher educators should take the initiative to develop and establish teacher education as a distinct profession with a sound professional path.

Objectives of the Study: Following are the objectives formulated for the present study

1. To find out the status (in terms of levels) of professional development among Teacher Educators
2. To identify the attitude of Teacher Educators towards Professional Development.
3. To compare the professional development of teacher educators with respect to their type of institution, educational and professional qualification.
4. To suggest measures for optimum professional enhancement of teacher educators in Nagaland.

3.5 Hypotheses of the study

1. All teacher educators in Nagaland do not have the same professional development.

2. There is no significant difference in professional development of teacher educators with special reference to their educational/professional qualification.
3. There is no significant difference in the attitude of teacher educators towards their professional development in respect to their Professional qualifications.

Sample and Sampling:

The population of the present study comprised of the teacher educators of secondary teacher education institution in Nagaland. All male and female teacher educators serving in Nagaland will constitute the population of the study. There are 9 secondary teacher education institutions offering two years secondary teacher education course, 2 government and 7 private. 1 located in Mokokchung, 4 in Dimapur and 4 in Kohima

The investigator employed purposive sampling for the present study. There are approximately 80 to 85 teacher educators in the state, for the present study the investigator could collect total number of 71 samples. All population of the present study comprised the sample but due to certain unavoidable circumstances the investigator was unable to collect data from the population of the present study.

Description of the tool used:

The investigators employed self - developed questionnaire for the teacher educators to collect data on the professional development and their attitude towards professional development. The questionnaire has focused on status of professional development consisting of 40 items of Yes/No type, & attitude towards professional development comprised of 24 items on a five point scale (SA, A, UD, D, SD) with 13 negative statements and 11 positive statements and for suggestions which was of open ended questions with 8 items.

Statistical analysis:

Table-1: Status of Teacher Educator's Professional Development

Sample size	Professional Development in Percentages		
71	High	Average	Low
	16.90%	63.38%	19.72%

Table-1 indicates that out of 100% teacher educators in Nagaland, only 16.90% have high professional development, 63.38% falls under average professional development while 19.71% of teacher educators in Nagaland comes under low professional development.

Table-2: Professional Development of Teacher Educators in terms of Percentages and Variables wise

S. No	Variables	Categories	Professional development					
			High		Average		Low	
			No	%	No	%	No	%
1	Type of management	Govt.	3	14.28	17	80.96	1	4.76
		Pvt.	9	18	28	56	13	26
2	Professional qualification	B.Ed.	8	23.53	22	64.70	4	11.76
		M.Ed.	3	11.54	16	61.54	7	26.92
		Ph.D.	2	18.18	6	54.54	3	27.27

Under the type of management, teacher educators working under Government management is found to have 14.28 per cent with high level of professional development, 80.96 per cent on average and 4.76 on low level of Professional development. With the Private establishment, 18 per cent of teacher educators have high professional development, 56 per cent with average and 26 per cent with low level of professional development.

Among the teacher educators with B.Ed. as their professional qualification only 23.53 per cent falls under high level, 64.70 per cent with average and 11.76 per cent with low level of professional development. Among M.Ed. holders only 11.54 per cent has high level, 61.54 per cent has an average and 26.92 has low level of professional development and among Ph.D. holders, 18.8 per cent has high level, 54.54 per cent has an average level and 27.27 per cent has low level of professional development.

Table -3: F- ratio values of Teacher Educator’s Professional Development in respect to their professional qualification

S.No	Variable	Sources	SS	df	MS	F- value	Table value
1	Professional qualification	Between groups	371.4147	2	185.7073	2.88@	3.13
		Within groups	4390.529	68	64.5666		
		Total	4761.9437	70			

@: not significant at 0.05 level

Table-3 as presented shows the result of teacher educator’s professional development in respect to their professional qualifications. It is found that calculated F-value 2.88 is less than table value (3.13) at 0.05 significant level. Which indicated that there is no significance difference between teacher educator’s professional developments in respect to their professional qualification? Therefore, the null hypothesis “there is no significant difference in professional development of teacher educators with special reference to their professional qualification” is accepted. Thus, this results shows that the professional qualification won’t have any influence on the Professional Development of Teacher Educators.

Table-4: F- ratio values of Teacher Educator’s attitude towards Professional Development in respect to their professional qualification and subject specialization

S.No	Variable	Sources	SS	df	MS	F- value
1	Professional Qualification	Between groups	376.8798	2	188.4399	2.74@
		Within groups	4678.078	68		
		Total	5054.9577	70	68.7953	

@: Not significant at 0.05 level

At the significant level of 0.05 level the calculated F- value 2.74 is less than the tabulated value (3.13), indicating that there is no significant difference in the attitude of teacher educators’ towards professional development in respect to their professional qualification. Therefore the null hypothesis, “there is no significant difference in attitude of teacher educators towards their professional development in respect to their professional qualification” is accepted. It can be concluded that the Professional Qualification won’t have any influence on the attitude of Teacher Educators towards Professional Development.

Findings of the study:

It has been found that out of 71(100%) teacher educators, 12 (16.90%) are on high level of professional development, 45(63.38%) has been found to be on average professional development while 14 (19.72%) are found to have less professional development.

In regard to the type of management, secondary teacher education is dominated by private teacher educators with 70.42(50) and the least number of teacher educators in public sector with only 29.58 % (21).

Pertaining to the professional development, 47.89% (34) is occupied by teacher educators with B.Ed. degree, 36.61% (26) with M.Ed. degree and only 15.5% (11) of teacher educators has Ph.D. degree.

Regarding the professional development of teacher educators pertaining to the variables chosen for the present study, it is found that;

Among the teacher educators with B.Ed. as their professional qualification only 23.53% falls under high level, 64.70% with average and 11.76% with low level of professional development. Among M.Ed. 11.54% has high level, 61.54% has an average and 26.92% has low level of professional development and among Ph.D. holders only 18.8% is found to have high level, 54.54% has an average level and 27.27% has low level of professional development. Through the study conducted it is found that teacher educators have same attitude towards professional development irrespective of professional qualifications (B.Ed., M.Ed. & Ph.D.)

Conclusion:

It is therefore, the need of the hour to enhance and promote higher and qualitative professional development of teacher educators and time to move from B.Ed. qualified to M.Ed./Ph.D. qualified teacher educators with which they can become a catalyst in giving practical shape towards qualitative improvement and satisfying the demands of the learners and of the society. Policy makers, the concerned department,

administrators of secondary teacher education institution should organised professional development programmes at regular intervals keeping in mind the needs and demands of the new millennium learners and the stake holders in education. Organising such need based programmes will definitely work as an enhancer, motivator and booster for the teacher educators.

Bibliography:

1. Deka, M. (2014). Facilities Available For Professional Development of Teacher Educators- A Study on B.Ed Colleges of Tinsukia District Assam. Retrieved from www.academia.edu.
2. Justice Verma Commission on Teacher education (2012). Vision of Teacher Education in India Quality and Regulatory Perspective (Volume 1). Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme of India. Published by Government of India Ministry of human Resource Development, Department of School Education and Literacy. mhrd.gov.in.
3. Koul Lokesh, (2014). *Methodology of Educational Research* (Fourth edition). New Delhi: Vikas Publishing House (Pvt) Ltd.
4. Marcel Van D,K. & Quinta K, et al (2015). Professional Development of Teacher Educators; what they do? Findings from an explorative international study. Journal homepage: <http://www.tandfonline.com/loi/rjie20>.
5. Lunenburg, M, Dengerink, J. Etal (2014). *The Professional Teacher Educator, Roles, Behaviour, and Professional Development of teacher educators*. Boston(Taipei): Sense Publisher Rottedam
6. Namamba, Adam & Rao, Congman. (2017). Preparation and Professional development of Teacher Educators in Tanzania: current practices and prospects.