



Attitude towards Professional Development of Teacher Educators

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Abstract

The present study was focused on study of teacher educators' attitude for professional development. The teacher educators are artists at recognizing, encouraging, and developing the normal desires of children to understand and make intelligent use of things that appear to concern them. Teachers educators' attitudes directly influence students' attitudes are in turn, influenced by their culture and belief system. The subject of the research concerns the attitude of teacher educators for professional development. This study was conducted on 100 teacher educators. The teacher attitude scale and professional development scale developed by researcher is used which covers the four components of the attitude of teacher educators of teacher education institutions affiliated to SPPU. The study concluded that there is no significant difference in the attitude of teacher educators for professional development of teacher education institutions affiliated to SPPU.

Key Words: Attitude, professional development, teacher educators, teacher education

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The country has to deal with the need of providing well qualified and professionally competent teachers in superior numbers in the upcoming years. The magnitude of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors reciprocally strengthen the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. Though truly a professional, the teacher's personality, in being compassionate to the learners, is the core preliminary issue on which this framework is based, in order that it has a bearing on transforming the paradigm shift of teacher education. A teacher's positive attitude is a catalyst and it sparks extraordinary results. A positive attitude is a great asset in life. The primary function of teachers is to motivate the learners who are not motivated and to nurture those who are already well motivated to the task of learning. According to Eggen and Kauchak (2001) Positive teachers' attitude are fundamental to effective teaching. Thus, teachers' attitude towards teaching is an essential component that affects the teaching learning process.

The quality of teacher education is a major component which relies totally on teacher educators in order to improve the status of teacher education institutions, revitalizing professional preparation of teachers. The National Commission on Teachers (1983) pointed out the need for teacher trainers to be proficient in the use of skills they seek to develop among their trainees. The Programme of Action (1992), that induction and continuing

training programmes for the teacher educators of DIETs/CTEs/SCERTs should be planned and implemented by NCERT, NIEPA and other sister institutes. Faculties of education are the brain and central nervous system of the teacher education institutes establishment. Thus, the current teacher education faculty must add another urgent need to their efforts: they must expand their focus beyond the multiple demands of teaching, research and service and sometimes conflicting expectations of their higher education institutions and the schools with which they work in order to terms with their role in the larger issues of the transformation of teacher education institutes.

REVIEW OF RELATED LITERATURE:

Six features of attitudes identify on which most of those studying attitudes of teachers agree (Stern and Keislar 1975). An attitude involves a definite psychological stress exerted upon the sensory field by processes originating in other parts of the 117 nervous system (Kohler 1929). According to (Thurston 1944) attitude is the degree of positive or negative affect associated with some psychological object. Patel 1996 studied the impact of the professional training on teachers' attitude and reported that training programme has definitely played a positive role in developing and building up more favourable attitude towards teaching. Joshi (1991) assessed the conceptual understanding of professional accountability of teacher educators. Singh, Gurmit. (2007) found that the job satisfaction of teacher educators was positively but not significant related to their attitude towards teaching. And the job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching. Singh (1978) studies the relationships of teacher personality success in teaching and impact on students' behaviors and found that the theoretical and social values were positively related to teaching success but the economic and aesthetic values are negatively related.

NEED AND SIGNIFICANCE OF THE STUDY

The main aim of the study was to find out attitude of teachers from the general teacher educators population. An attempt was also to be made to examine relationship of attitude towards professional development of teacher educators. Thus the problem is stated as the study of teacher educators' attitude towards professional development. It is assumed that attitude towards professional development conducted on this theme have reported positive results so far as relation between attitude and professional development is concerned, though attitude of teacher educator is a vital factor which upgrades their professional development. So it is decided to examine relationship between these two variables. Here it is to see as to

how far these two variables are related with each other, since education of a country is largely dependent upon the quality of teacher educators.

OBJECTIVES OF THE STUDY

The main objectives of the study are the followings:-

1. To assess the status of attitude of teacher educators towards professional development
2. To find out the relationship between attitude and its components
3. To find out the relationship between attitude and professional development of teacher educators

RESEARCH QUESTIONS:

1. What is status of attitude of teacher educators towards professional development?
2. Is there any relationship of attitude and its components, up to what extent?
3. Is there any relationship of attitude and professional development of teacher educators, up to what extent?

RESEARCH METHODOLOGY: -

In this study researcher used survey method of descriptive research. For this survey study, 300 teacher educators were selected with Cluster random sampling. This sample was used for selection of teacher educators of teacher education institutes affiliated to Savitribai Phule Pune University of Pune. For the data collection, the teacher attitude scale and professional development scale developed by researcher. At first the investigator contacted the teacher educators of teacher education institutes of SPPU. They were about the purpose and utility of the study and future importance of the study. It was also assured that the given information will be kept confidential. After rapport with the teacher educators, data collection was done. Since the study was exploratory in nature, so it was decided to use descriptive statistical technique in the interpretation of data in this way Mean, S.D., Correlation were used. Hence the scores obtained were recorded for further analysis and interpretation.

RESULTS AND DISCUSSION

The main aim of the study was to find out attitude of teacher educators from the general teacher educators population. An attempt was also to be made to examine relationship of attitude towards professional development of teacher educators. Thus the problem is stated as the study of teacher educators' attitude towards professional development. 100 teacher

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educators were selected on random basis. Cluster random sampling was used for selection of teacher educators of teacher education institutes affiliated to Savitribai Phule Pune University of Pune. In order to measure as mentioned above. Mean & S.D was calculated. To find the significance difference between two means, correlation was calculated.

Table – 1 Attitude of teacher educators towards professional development

Variable	N	Mean	SD	Level
Attitude	300	109.10	9.49	Very Strong Level

The obtained mean score of overall attitudes is 109.10 and standard deviation is 9.49. The level of very strong attitude is 106-125. According to the level of attitude shown that it very strong attitude of teacher educators.

Table No- 2 Descriptive Statistics of Attitude- Sharing Duties and Responsibilities

Variable	N	Mean	SD	Level
Sharing Duties and Responsibilities	300	19.97	2.97	Strong Level

The above table shows the means score of sharing duties and responsibilities of attitude. The obtained mean score of sharing duties and responsibilities of attitude is 19.97 and standard deviation is 2.97. The level of strong attitude is 21-25. According to the level sharing duties and responsibilities of attitude shown that it strong attitude of teacher educators.

Table No-3 Descriptive Statistics of Attitude-Encouraging Creativity and Innovation

Variable	N	Mean	SD	Level
Encouraging Creativity and Innovation	300	26.77	4.43	Very Strong Level

The above table shows the means score of Encouraging creativity and innovation of attitude. The obtained mean score of Encouraging creativity and innovation of attitude is 26.77 and standard deviation is 4.43. The level of strong attitude is 25.2-30. According to the level

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Encouraging creativity and innovation of attitude shown that it has very strong attitude of teacher educators.

Table No-4 Descriptive Statistics of Attitude-Learning Attitude

Variable	N	Mean	SD	Level
Learning Attitude	300	26.08	2.24	Very Strong Level

The above table shows the means score of learning attitude. The obtained mean score of sharing duties and responsibilities of attitude is 26.08 and standard deviation is 2.24. The level of very strong attitude is 25.2-30. According to the level, learning of attitude shown that it has very strong attitude of teacher educators.

Table No- 5 Descriptive Statistics of Attitude-Student-Centered Attitude

Variable	N	Mean	SD	Level
Student-centered Attitude	300	35.05	2.69	Very Strong Level

The above table shows the means score of learning attitude. The obtained mean score of sharing duties and responsibilities of attitude is 35.05 and standard deviation is 2.69. The level of very strong attitude is 33.6-40. According to the level learning of attitude shown that it very strong attitude of teacher educators.

Table no-6 Significance of relationship between attitude and professional development

Variable	N	R	Level of significance
Attitude	300	.745**	0.00
Professional development			

**Positive correlation but significant at 0.01 level

The value 'r' is found significant it means that there is high correlation between attitude and professional development. i.e. any change in professional development may cause change in attitude. Therefore, it is clear that the change in attitude will cause similar change in professional development.

Inter-correlation between components of teacher Attitude

Components of Attitude	Sharing duties & responsibilities	Encouraging creativity and innovation	Learning attitude	Student centered attitude
Sharing duties & responsibilities	1	.433**	.535**	.458**
Encouraging creativity and innovation		1	.426**	.270**
Learning attitude			1	.704**
Student centered attitude				1

Above table shows that there is significant positive correlation between among all the components of teacher attitude. This means that any changes in any one of the components of teacher attitude may cause consequent change in rest of the components of teacher attitude. It is clear that all the components of teacher attitude are correlated to each other.

DISCUSSION AND IMPLICATIONS

Present study was conducted to examine relationship of attitude towards professional development of teacher educators. Thus the problem is stated as the study of teacher educators' attitude towards professional development. The sample of the study comprises of 100 teacher educators of teacher education institutes affiliated to Savitribai Phule Pune University were selected through cluster random sampling. In order to measure as mentioned above. The tools Professional developments Scale & Attitude Scale were used to cherish the objectives contained in the study. On the basis of the analysis of the scores obtained by investigator it was found that 1) There was significant positive relationship between attitude of teacher educators towards professional development. 2) There was significant positive interrelation between components of attitude of teacher educators.

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