

# Professionalism of Teacher Educators at DIETs in Purvanchal Region

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## Abstract

The objective of this research paper is to explore the concept of teacher educator's professionalism by studying the perceptions of in-service DIETs teacher educators in Purvanchal Region of Uttar Pradesh. A descriptive survey was carried out at the In-Service Teacher Educators' of different District Institute of Education and Training (DIETs). This research data were collected by using anonymously filled professionalism perception questionnaires by teacher educators and pupil teachers. The major focus of this study was concerned with professionalism dimensions (knowledge, skill, Spirit, standard, and supportive environment), in relation to teacher educators. The second objective was related to level of professionalism as in dimension perceived by pupil teacher. Sample of study, teacher educators and pupil teachers were 84 and 300 respectively collected from thirteen different DIETs of Purvanchal Region of Uttar Pradesh.

**Keywords:** Teacher educators, Professionalism, DIETS.

## 1.1 Introduction

At present the educational systems at globe have experienced widened changes and modernizations (Hargreaves, 2000). Teacher educators who are anticipated to handle with a broad range of tasks and demands in present context are facing the necessity for re-defining their professionalism. (Day, 2000; Hargreaves, 2000). When person chose their profession as teachers and during their professional life; they enhance their professional competency, through formal or non-formal education activities. At this time it is highly essential for teachers to regularly upgrade their professional quality through various mode of professional development programs.

A significant part of the research work has focused on teacher educator's professionalism as whole and as in dimension. Dr. Nicolas T. Capulong in (2013) described five dimensions of professionalism. In this research these dimensions used for this study. These are namely -Specialized Knowledge, Skills, Spirit, Standards and Supportive Environment. The main point of this study was to explore teacher educators' views about professionalism. Specially, researcher sought to explore their ideas, thoughts, and concerns, regarding professionalism and their dimensions. Consequently, teacher educators derived professionalism perceptions could provide an insightful background for an additional discussion about these issues.

## 1.2 Teacher Professionalism

The birth of professionalism is suggested in medicine, clergy, and law, profession (Freidson, 1971). These three profession have a defined set of norm which is framed the key factor of a professional that distinguish them from all the others (Whitty, 2008). Hargreaves and Goodson (1996) defined the notion of professionalism as “something which identifies and articulates the quality and character of people’s actions within that group” (p. 4). Hargreaves (2000), recognized teachers professionalism, as development of it takes four wide historical phases-

- 1) The pre-professional phase- in which teaching profession was seen “as managerially demanding but technically simple, and its principles and parameters were treated as unquestioned commonsense. “One learned to be a teacher through practical apprenticeship, and one improved as a teacher by individual trial-and-error” (p. 156).
- 2) In second phase of autonomous professional, a challenge comes for singularity of teaching and the unquestioned traditions on which it is based” (p. 161).
- 3) In the third phase of the collegial professional, there are more attempts “to build tough professional cultures of collaboration” (pp. 165-166).
- 4) Finally, the last one called as post-professional phase “is driven by two key progresses in economics and digital revolution in professional communications” (p. 167).

These phases can be recognized in all over the world but not at the same time and in the same order. **Helsby (1999)** also identified as teacher professionalism: “There is nothing simple or static about the concept of teacher professionalism in England” it is frequently changing and being redefined in various ways and at different moments to serve various interests. Many researchers suggested that it was very difficult to define the concept of teachers’ professionalism due to the inherent complexities in varying nature of this profession. (Evans, 2008; Helsby, 1995). Helsby, 1995 and Troman, 1996, advocated that professionalism is socially constructed concept , further in 1995 Helsby, again asked about teachers professionalism it is a “subject to geographical and cultural differences in interpretation,”( p. 317). Teacher’s professionalism is also intimately connected to the educational policy reforms, which can sustain or diminish teacher’s professionalism, when they have been strangely or poorly managed. (Day & Gu, 2007), So it is very important for policy makers and government to promote the teachers voices and their needs in order to policy reform program. The 12<sup>th</sup> Plan has a stress on professional revival of teacher educators. For same former government it has been implemented as are fresher courses plan for teacher educators in government and aided institutions (DIETs, DRCs, CTEs and IASEs). These institutions should be practiced and impart 21-days refresher courses in two cycles each year. Teacher educator’s institutions would be essential to prepare modules in particular course especially for teacher educators in respect of the RTE Act. in order to quality standard of education. The NEP 2019 draft have been decided to make sure tough teacher educators training in multidisciplinary institutions in integrated way of 4-years teacher education program. Teaching profession demands knowledge, skills and norms to make sure quality in education. Being a professional teacher needs professional training, or other professional development program to improve competency, and skill so that teachers create their own teaching style. Professional

development program contains a number of activities like conferences, workshops, training, seminars, journals, magazine, reading book, writing research paper, field study, updating knowledge by regular study etc. Professional teacher also requires availability of resources like, well equipped library, internet facility, computers, magazine, updated TLM, journals, colleagues cooperation etc, to sustain their professionalism.

### **1.3 Objectives of the Study:**

- 1) To study the professionalism perception of Teacher Educators working in DIETs of Purvanchal Region.
- 2) To find out the level of professionalism of teacher educators with respect to different dimensions as perceived by Pupil Teachers.

### **1.4 Methodology:**

The descriptive survey was carried out at DIETs of Purvanchal Region of Uttar Pradesh during the academic term of year 20019-2020. The research sample was consisted of ninety two (N=92) in-service teacher educators and 320 of pupil teaches , who were teaching in the two-years of D.L.ED course, in current session by using simple random method of sampling technique. Due to lack of complete information in questionnaire only 84 teacher educators and 300 pupil teachers were selected as main respondents. Data were collected by using anonymously fulfilled questionnaires. Professionalism perception questionnaire was developed by the researcher herself for the Teacher Educators. The questionnaire for teacher educators was consists of 49 statements and questionnaire of pupil teachers were consist of 36 statements regarding dimensions of professionalism at five point likert scale. Initially, researcher carried out a pilot study in a small representative sample, in order to validate the accuracy of the questionnaire before distributing at large scale.

### **1.5 Findings and Discussion:**

**1.5.1 Objectives 1:** To study the professionalism perception of Teacher Educators working in DIETs of Purvanchal Region.

Table No.2

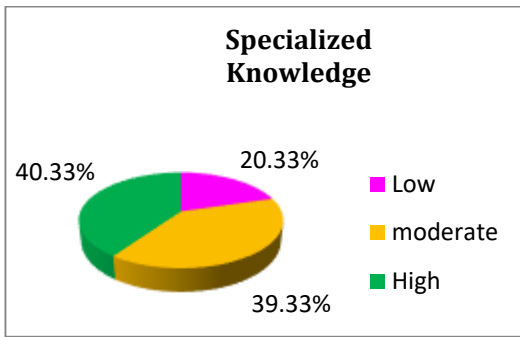
Total no. of Respondent N=84

S.No	Dimensions	Min	Max	Mean %
1	SpecializedKnowledge	43	54	89.09
2	Skill	42	50	97.70
3	Spirit	40	50	91.08
4	Standard	37	45	92.86
5	Supportive Environment	33	44	91.82
	Total Professionalism	212	238	92.48

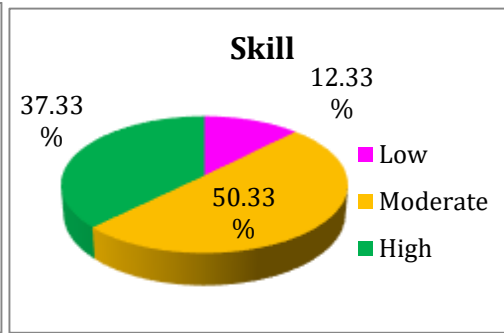
The mean percentage score of first dimension Specialized Knowledge of Teacher Educators was 89.09%. The second dimension skill mean percentage score was 97.70 %. Third dimension spirit mean percentage was 91.08%. Fourth dimension standard mean percentage score was 92.86%. And last fifth dimension mean percentage was 91.82 %. The percentage score of professionalism as whole of Teacher Educators was 92.48%. The overall result indicates that there was incomplete professionalism perception among teacher educators of DIETs

**1.5.2 Objective 2:** To find out the level of professionalism of teacher educators with respect to different dimensions as perceived by Pupil Teachers.

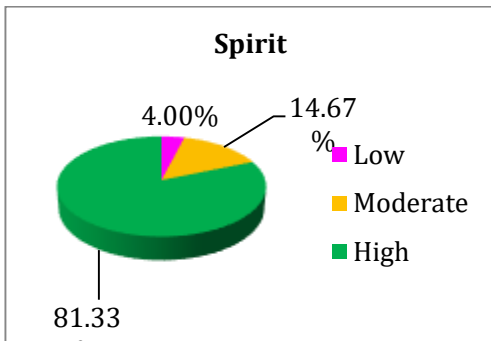
In order to peruse the level of professionalism, the row score firstly changed into percentage and further divided into three categories the score below 80% is low ,in between 80 -85% moderate ,above 85% is high. The finding revealed that various level of professionalism as shown in pie diagram. Result indicated that only 40.33% pupil teachers accepted that teacher educators of DIETs have high level of specialized knowledge (Pie Diagram No.1), 50.33 % accepted that moderate level of teaching skill (Pie Diagram No.2). 81.33% Pupil teacher accepted that DIETs teacher educators' high level of teaching spirit (Pie Diagram No.3) but 70 % pupil teacher accepted that moderate level of standard (Pie Diagram No.4). At last 48.67% pupil teacher perceived that supportive environment by teacher educators are high level (Pie Diagram No.5).



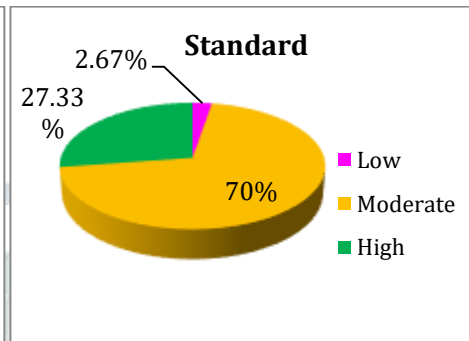
Pie Diagram No.1



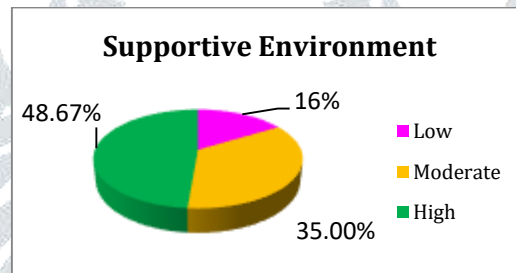
Pie Diagram No.2



Pie Diagram No.3



Pie Diagram No.4



PieDiagram No.5

**1.6 Discussion and Conclusion :**

As Campbell (2003) has expressed their views about professionalism it is an inherent attribute of teaching profession; teacher educators should act as power full means to define their own professionalism, as per their professional needs. The teacher educators of our research sample offered as teaching as a challenging profession, which must be supported by learning activities over their tenure. Finding of the first objectives indicates that there was incomplete professionalism perceived by teacher educators of DIETs. This mean percentage of professionalism as whole or in dimensions showing that there was no 100% professionalism occurs in DIETs teacher educators. This result reveals there were some factors which are associated with teacher educators like administration control, autonomy, motivational factors like salary, pupil teacher interaction etc. Day’s et al. (2007) research findings reveal that teachers’ perceptions towards professionalism were highly affected by pupil’s teacher interaction.

In second objectives pupil teachers perceived level of professionalism in dimension. The above result indicates that level of professionalism among teacher educators was not at satisfactory level of pupil teacher like skill and standard. This result is only based on classroom performance of teacher educators during teaching learning process, hence we cannot say that teacher educators does not have high level of skill or standard due to some reason like classroom condition, large classroom size , lack of updated technical skill etc. It is possible that they may not perform well, but as per findings there is need to improve level of professionalism of teacher educators. Rivkin, etall.,(2000) expresses their opinion about learning outcome of students which is positively affected by Teachers role in teaching and learning process .The students learning performance depends competency , skill ,and practice of teachers .In India fourth planning commission (1969-74), laid stress on quality improvement of teacher educators through in-services training. In order to maintain and preserve the suitable environment of learning, it is necessary to achieve the educational goal. Building a good academic, maintaining bandings among administrator, teacher educators and learners are key components of professionalism (Meador, Derrick. 2018). Success or failure of teacher educator's professionalism only depends on these bonding.

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