



A STUDY OF AWARENESS AND ATTITUDE OF TEACHER EDUCATORS TOWARDS PROFESSIONALISM IN GREATER MUMBAI

Tandra Bandyopadhyay, Ph. D.

Associate Professor (Retired), H. J. College of Education, Khar-West

Mumbai-400052



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

“A profession is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain”.

Work of professionals entails a high degree of skill and knowledge that only the fellow professionals can make accurate assessment of professional performance.

Teaching as a Profession prepares each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Responsive teaching is an art focusing on teaching for meaning through a blend of instructional domains, instructional approaches, curriculum and assessment.

Teaching as a Profession:

Teaching as a profession focuses on the following:

- It focuses on big ideas by requiring students to use high-level problem solving skills in authentic contexts and creating meaningful and effective assessments,
- Focuses on depth not just breadth,
- Designs and implements instruction that is meaningful to the diverse student population and to have a meaningful professional growth.
- To make the students to manage content through focusing on understanding, to make the students understands the importance of long lasting learning.

Situations and Best Practices in Teaching Profession

Professional development goes beyond the term 'training' with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. Professional development includes support for teachers as they encounter the challenges that come with putting into practice in different situations, challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests.

The best practices are the practice of the Institutions leading to improvement and having visible impact (Ref: Shreeram Ankita 2013, Ascent, Pune, TOI, and Make the best practices) Best Practices have come to the most preferred way to perform a certain task or tackling a particular challenge as opposed any other.

Institutional best practices are the quality indicators of the Institute. They display the visionary management, the creativity of leadership, the Institutional commitment, to quality and its academic vibrancy. Best Practice as a method has consistently shown result superior to those achieved with other means and that is used as a benchmark. It is an operating practice or a strategic management term, a proven way of doing something which will not harm but help others. It is followed as a process that is known to produce near optimum results to navigate the different situations.

Need of the Study

Like the learners, the professional teachers in many training Institutions, too are not empowered. Majority of the faculties have holistic knowledge of academia are not ignorant to the objectives of higher education, but because of attitudinal change the output in higher education is reasonably low. As a result they are not in a position to boost the young souls. Their carrying out the responsibilities without social accountability is a common deficiency found in the faculty. There is a lot of scope to empower and motivate the faculty through various programmes and policies. The Institutions ready to empower through best practices are bound to develop the man power for holistic human development for qualitative growth. These thoughts raised many queries in the minds of the researcher such as:

- 1. Is adverse attitude still existing in professional teachers?**
- 2. Are the professional teachers aware of the opportunities of professional growth?**
- 3. Are professional teachers still victims of discrimination and disparity?**
- 4. Will motivation be able to empower professional teachers?**

5. Will professional teachers be able to perform an independent role in developing a knowledge society?

The present study is an attempt to search answers to these questions.

Hence there has been a felt need of choosing the said theme for a research.

Statement of the Study:

A Study of “**Rethinking Professionalism among Teacher Educators**”

To understand the above, the Researcher considered two important elements i.e. Professional teachers’ **Attitude** and **Awareness** which play a significant role in professional development. Researcher further studied how **Motivation** as an essential factor to empower the professional teachers in any given colleges and in any given society.

Operational Definition:

Awareness:

In the present study it is defined as conscientiousness related to work, discipline, interest in subject matter, concentration, considering the work as quite easy. Lack of Leadership qualities or to understand the opportunities to where to use leadership qualities and enthusiasm.

Attitude:

It is defined as opinion, thinking, feeling, thought, view, position, approach, belief, mood, perspective, point of view of the Professional Teachers of Teachers Training colleges.

Motivation:

Motivation is something that prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose (Mangal, 2005). It is further defined as strong will power, greater enthusiasm to take up responsibilities as challenges and Multi-tasking ability.

In the present study the professional teachers mean the professional teachers of teachers training colleges.

Objectives of the Study:

1. To understand the improved Academic Outcomes in professional colleges
2. To understand the degree of the increasing awareness, confidence and motivation to the professional teachers in higher education
3. To provide rich work experience, work culture and careers awareness among teachers in higher education.
4. To build teacher and community capacity for better development

5. To provide opportunities for professional development to support curriculum outcomes and its usage
6. To understand the increasing capacity among teacher educators
7. To examine teachers awareness of different aspects of higher Education
8. To examine teachers attitude towards the perfection in higher Education
9. To find out the motivational factors for achieving excellence in higher education.
10. To provide enriched learning opportunities that support teachers' readiness for higher education.

Significance of the Study

The study will be of immensely beneficial to the different stakeholders in education.

Head of the Institutions

The findings of the study are immensely beneficial to the heads of the institutions because it successfully creates awareness about how to make provisions for capacity building of teachers for improving the efficiency at their institutions. It will further enlighten them to design a matured structure and processes of education for holistic development by changing their attitude and awareness among teacher educators.

Professional Teachers

The study is of immensely beneficial to the teacher-educators who are the key drivers for educational delivery. Unless there would be an attitudinal change in them, higher education cannot be revamped.

The study will equip the budding teacher educators with sufficient knowledge of how to exercise their rights and deliver holistic educational inputs aimed at future challenges.

Society

The findings of the study will be an eye opener to the Indian society. It will be immensely beneficial to the present generation teachers to know and analyze their attitude towards teaching-learning and their own expectations for overall societal and individual development. The entire programme is expected to change the behavioral pattern of general individuals towards nation's progress and prosperity.

Policy Makers

The study will bring to light the present weaknesses of Professional Education and curriculum of the modern society. The findings of the study could be utilized for bringing desirable changes in the curriculum pattern and include a teacher friendly approach in educational scenario.

Global Implications

The findings of the present study not only have local implications but also global implications, since the issue of professional development is common to all nations. The student teachers in twenty first century are graduating in the world that is interconnected as never before. All the major challenges, whether in health, environment, poverty, or peace and security, require cooperation across borders and boundaries. Our economy is so very globally interconnected now. Migration is changing the demographic fabric of our communities, bringing us in daily contact with people from around the globe.

But the present education system is not preparing young teachers for this new reality. In Educational reforms, efforts have focused heavily on improving reading, math, and science education. These efforts, while important, cannot ensure that students will develop the knowledge of world regions and global issues, languages and cross-cultural skills, and values of citizenship and collaboration that are so important to living and working in an increasingly interdependent world.

Therefore the said study is extremely important to know and understand the dynamics of the situations and the practices in Professional Institutions Globally.

Scope and Limitations of the Study:

The scope of the study elaborates what the investigator actually attempts to study.

The present research covers the Attitude and Awareness of professional teachers in Bed colleges in greater Mumbai.

The study covers the attitude and awareness of professional teachers in Education aided and unaided colleges.

The study covers the geographical area of greater Mumbai under western, central and Navi Mumbai railway routes.

Limitations of the Study:

Limitations of the study draw the boundaries of the study.

The present study does not cover the variables like educational qualifications or teaching experience of professional teachers.

The present study does not cover the variables like mental health, quality of life or standard of living for examining empowering of professional teachers in Bed colleges.

The professional colleges like engineering colleges, nursing colleges, agricultural institutions, law colleges, IT institutions are excluded from the study.

The professional colleges situated in interior Maharashtra, are not covered.

Hindi, Marathi, Gujarati, Kannada, Urdu, or the other mediums are not covered.

The teacher education colleges affiliated to SNDT University are excluded from the study.

Research Method of the Present study

“Research is a systematized process, which is carried out within the framework of well-defined rules and procedural specifications. Planning in research guides the efforts of the researcher along chartered lines and acts as his continuous frame of reference. The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which in turn lead to better ways of doing things and better products.”

John W Best

In the present study the current status of awareness and attitude of the professional teachers have been examined. An in-depth study on motivational factor has been made through interview technique. As the data has been collected through survey, descriptive survey has been employed.

Sample of the Study:

The sample of the present study consists of 100 teacher educators from teachers training colleges, aided and unaided in greater Mumbai. The gender of the sample is men and women teachers respectively.

Tools of the Study:

The researcher made tool in the form of questionnaire was used for the said study. An Interview was made to examine in depth information about the level of awareness and attitude towards their work culture. The study further examines the motivational level required for the teacher educators for further improvement in the setup of professional colleges and I turn in the entire system.

Procedure of the Study:

The questionnaire was distributed among the professional teachers of Bed colleges in greater Mumbai. The Researcher did not consider the gender perspective in her study. All the professional teachers irrespective of the gender had been the sample of the study. The questionnaire was distributed to the professional teachers of aided and unaided colleges.

Percentage as a measuring tool has been calculated for understanding the degree of attitude and awareness of professional teachers towards professionalism.

An Interview schedule was made and the same professional teachers were interviewed after obtaining the data received out of the questionnaire.

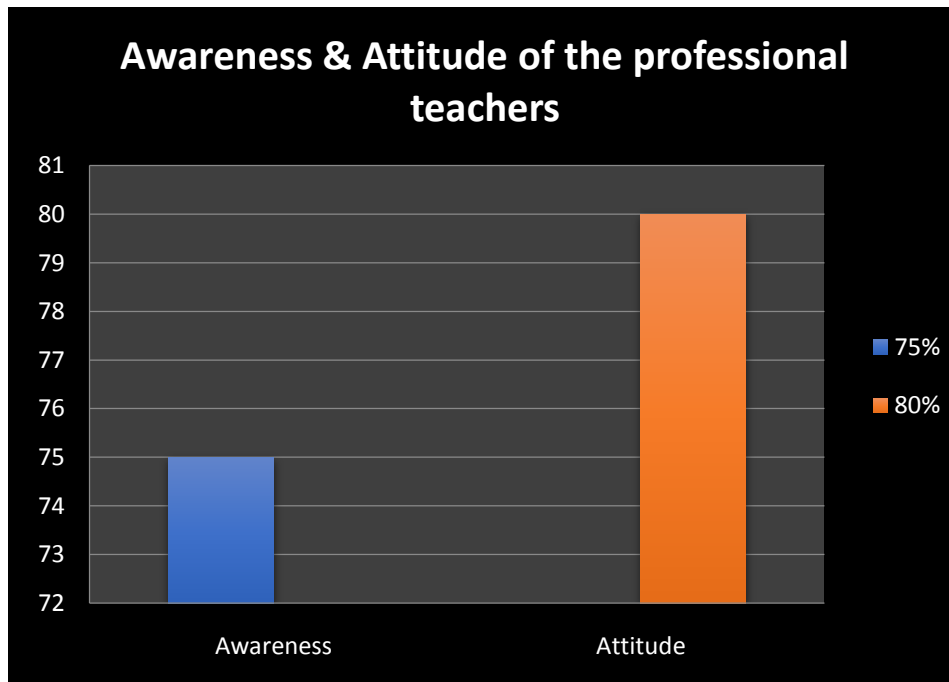
Analysis and Major Findings of the Study:

Approximately 75% of the teachers are aware of the different dynamics of personal and professional growth. They are equipped with 21st century skills like information and media literacy, communication skills, critical thinking and reasoning ability, they have potential to identify the problems of teaching or various other arena in the Institutions, intellectual curiosity, inter personal and collaborative skill, accountability and adaptability, they have social responsibility. The study shows that professional teachers of Bed colleges in aided and unaided can very well exercise sound reasoning ability, analyze and access, manage and integrate, evaluate and create new arena of cognition and skills. They can demonstrate teamwork and leadership, adapting to various roles and responsibilities, can productively with others, exercise empathy in diverse perspectives.

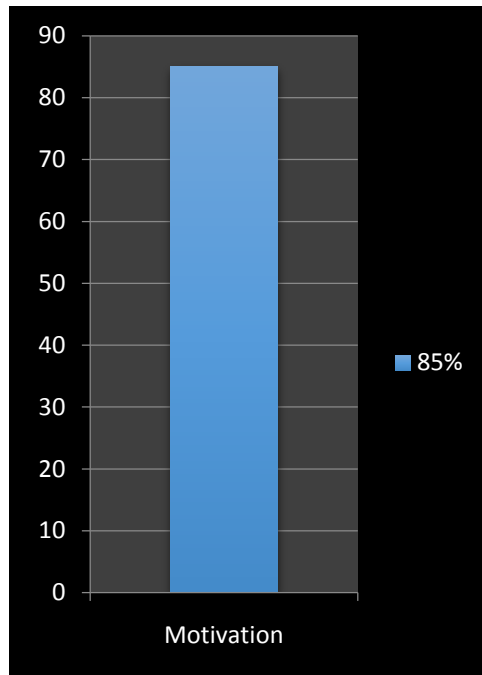
Approximately 80% of the professional teachers’ attitude towards teaching and the entire system of Higher Education is not up to the satisfactory level.

In both the phenomena teachers have mentioned about the situational practices existing in the colleges and in the system are not at all favourable for professional development in 21st century.

The above phenomena could be interpreted with the following graphical representation:



The percentage of motivation can be represented through the following bar diagram



Major Findings

The most important criteria- Professional Ethics, Code of Conduct is actually not adhered by most of the professional members of the teaching fraternity.

1. No incentives and reinforcement is given as per their qualities and qualifications, most of them are not getting their dues as per the service conditions, as a result a large number of teachers take shelter under the law of retrieval of service conditions
2. Unwarranted political interference – involuntary, unethical and unusual transfers put the teachers in embarrassment, which in turn affects the quality of dispensation and discharge of their moral duties
3. Undue and unjustified favour shown to the undeserved lot results in corresponding demotivation and distress among the genuinely qualified members and curbs their innovative spirits and achievement motivation.
4. Lack of coordination between demand and supply. The Profession is not attracting the right individuals into teaching.
5. Professional Teachers seldom avail time for challenging activities or Research based activities within the Institution, though because of API Criteria, teachers are supposed to fulfill the different criteria for availing their pay scale and designation, hardly they get time to focus on their personal and professional growth.
6. Liberty of thought and innovation of teachers in an Institution is curtailed due to rigid pattern of curricular structure and existing frame of routine work.

7. It is observed by many of the Professional teachers that important and challenging portfolios are not judiciously distributed among the faculty members, the discrimination still exists.
8. In many colleges professional teachers are asked to supervise and maintain of the ladies common room and washrooms, they are asked to take care of the beautification of the college, taking care of the cleanliness of the kitchen of the college, taking care and counting the stationary and how many paper rims are exhausted for Xeroxing in the college and why at a regular basis.
9. In many colleges the teachers are given training for taking care of the Inclusive students, the time table goes much beyond the boundary of the college schedule. The teachers have unanimously proclaimed, “Everything is included by excluding our own children’s, education, their profession, our family life, which adversely affect our body, mind and spirit”

Besides regular teaching the following portfolios are to be handled by the teacher Educators like: NCC, NSS, community work, Adult Education, Action Research, Educational visits, College excursions, students council, organization of debate, sports day, women development cell, Getting trained themselves for being a successful teachers for inclusive, teaching learning experiences should be creative, innovative, thought provoking and up to the optimum significance.

After analysis of the interview schedule, it was exhibited that almost 90% of the teachers admitted that motivation in different forms could be an important tool for empowering the professional teachers and regaining back their attitude towards professional development and in turn develop the best practices at to overcome the existing situations.

Identifying Institutional Best Practices

1. New Institutional ethos with focus on expansion of knowledge and research linking higher education
2. Human resource and capacity development for societal transformation
3. Flexible curricular structures
5. To inspire the professional teachers a shared vision for the teaching profession could be in a form of Intellectual sharing.
6. To identify the values, knowledge and skills that is distinctive to the teaching profession
7. To guide the professional judgment and actions of the teaching profession
8. To promote a common language that fosters an understanding of what it means to be a member of the teaching profession, the system should be transparent.

9. Heutagogical learning environment is to be created. It put emphasis on learning, how to leave and grow, universal learning, heutagogy also requires that educational initiatives include the improvement of peoples actual learning skills, heutogogy focuses on learning continuity of formal and Informal learning.

10. The portfolios are to be educationally significant. Insignificant activities could be discarded so that emphasis could be given.

11. Study leave should be sanctioned for faculty improvement programme to the desirable candidates, which is advocated by the UGC.

12. Liberty of thought and expression are to be recognized. Many of the colleges go for SWOT analysis, but the suggestions are never liked by the HOD, it is not taken as it stride, rather create a vengeance among the faculty and the HOD.

13. Members are to be promoted and participated in the creation of collaborative and supportive learning communities. They recognize their shared responsibilities and their leadership roles in higher education.

14. On-going professional learning environment is the most important criteria of having professional growth.

Around 85% professional teachers have unanimously confided that motivation in different forms would facilitate professional development. This could be termed as a best practice.

Summarization:

Socrates said “**Education is the kindling of a flame, not the filling of a vessel**”.

Institutions for higher education are to be inspired for new thinking. Academic environment must be conducive for promotion of research, increasing the no. of research fellowship. Supporting inter-disciplinary and inter university research partnership and establishing industry incubation parks as necessary steps. Our system must run flexibly to attract Indian Researchers working abroad to return and work on short term projects.

Enhancing access, equity and quality at all levels of education is at the heart of achieving many of the millennium development goals.

Sustained and meaningful access to education is critical in achieving equity, quality and excellnce. One of the goals of this initiative is to refocus our educational system on the twin areas of quality and competency that will enhance the creative and productive capabilities of our learners and produce enlightened global citizens.

Quality and competency in higher education have always been an elusive and enigmatic. Universities are no longer concerned about providing industries with right kind of workers and employers but are focusing on true human resources and capacity development.

Socrates has said “Education for higher education is to be inspired for new thinking. Academic environment must be conducive for promotion of Research, increasing the number of research fellowship, supporting inter disciplinary and inter university research partnership and establishing industry incubation parks as necessary steps. Our system must run flexible to attract Indian Researchers working abroad to return and work on short term projects.

The professional growth is an ongoing attention; it serves as a guiding beacon in fulfilling the quest for having world class system. It requires enormous resources of determination, tremendous effort and a plethora of resources.

The practices need to be relevant in global intellectual community. Intensive reading and evaluation of the peer team report will be the best way to identify the Institutional challenges, which will help in generating the Best practices to enhance the academic ambience of the Institute.

Stakeholders sensitizes towards the quality education and welcoming the institutional shortcomings will pave the expected way for the bench marking of the best practices.

Conclusion:

The development of a nation’s economy mostly depends on its growth of education in society. Today the world needs professional individuals to collaborate to face the global challenges to create a better life. Progress of society is possible only when its citizens are dynamic, resourceful, enterprising and responsible.

To achieve the multi-disciplinary approach in global scenario, it is imperative to give maximum motivation to professional teachers for higher education and professional growth so that they participate extensively in developmental processes, which would accelerate the growth of a vibrant economy of any nation. The millennium development goals are the credible approaches to highlight empowerment and better participation of educated population as a necessary step if a country is to overcome the obstacles associated with capability crisis and developments.

References

Journals

- Metri, Dhanappa, 2013, “Generating Best Practices to galvanize the Institutional Quality”, University News, Vol 51, No 44, Nov 04-10, pg no. 11*
- Mukherjee, Pranab, “Create conducive environment for promotion of Research” (Convocation Address), Univ News, Vol51, No 33, Aug 19-25, 2013. Pg No 29*
- “Roadmap to Competency and Quality in Higher Education”, Univ News. Vol-51, No- 04, Jan 28-Feb 03, 2013.*
- Prahallada, N.N/ Heutagogy as a learning approach, Univ News, Vol-51, No. 2013. Pg No 19-25*

“A New Paradigm for the Professional Development of teachers in higher education”, *Univ News*, Vol 51, No-15. April 15-21, 2013
“Motivating the Faculty: A key factor in quality enhancement in Higher Education”

Webliography

<http://sdnhq.undp.org/ww/women-poverty> UNDP, Millennium Development Goal, A Report [Accessed on 17th July 2014]

http://en.wikipedia.org/wiki/Capability_approach Capability approach

Wikipedia, Sen, Amartya K. (1985). *Commodities and Capabilities*, [Accessed on 18th July 2014]

http://www.unfpa.org/swp/2005/presskit/factsheet/facts_gender.htm

UNFPA (2005). “The State of World Population. The Promise of Equality: Gender Equity, Reproductive Health and the Millennium Development Goals.” [Accessed on 18th July 2014]

en.wikipedia.org/wiki/Best_practice.” [Accessed on 18th August 2014]

www.mycontrolroom.com/.../situation-awareness-workshop [Accessed on 18th August 2014]