



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631(UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



FACTORS AFFECTING PROFESSIONAL DEVELOPMENT OF DEGREE COLLEGE TEACHERS OF KARNATAKA

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ABSTRACT:

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. The social, cultural and material status of educators should be considered as a matter of priority. As is mentioned in National Policy on Education (1986) that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.



KEYWORDS: world of knowledge, information, experience and education..

1. INTRODUCTION :

The government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community. This study reviles the factors affecting professional development of degree college teachers.

2. OBJECTIVES:

1. To study the level professional development of degree college teachers
2. To study the significant difference professional development with other factors of degree college teachers

3. HYPOTHESES:

1. **H₀ 1:** There is no significant difference between scientific temper and professional development of Degree college Teachers.
2. **H₀ 2:** There is no significant difference between scientific temper and Critical thinking

of Degree college Teachers.

3. **H₀ 3:** There is no significant difference between scientific temper and Personality of Degree college Teachers.
4. **H₀ 4:** There is no significant difference between Critical thinking and professional development of Degree college Teachers.
5. **H₀ 5:** There is no significant difference between Critical thinking and Personality of Degree college Teachers.
6. **H₀ 6:** There is no significant difference between Personality and professional development of Degree college Teachers.

7. **H₀ 7:** There is no significant difference between scientific temper and professional development of Degree college Teachers.

4. DEFINITIONS OF TECHNICAL TERMS:

a) Teacher Educator:

A simple definition of teacher educator is anyone who educates teachers. Such a definition is too general to be useful in establishing standards for Degree college teachers. Moreover, it diminishes the professionalism of Degree college teachers and impedes the profession in distinguishing highly qualified Degree college teachers from others who contribute to the education of teachers. The purpose of the standards is to promote more effective practice by these Degree college teachers. In present study we have to compare level of Scientific temper, Professional Development, Critical thinking and Personality of Degree college teachers of Degree colleges.

b) Scientific Temper:

Scientific temper describes an attitude which involves the application of logic and the avoidance of a bias and preconceived notions. Discussion, argument and analysis are vital parts of scientific temper. It is thus necessarily open-admitting every point of view, however heterodox it might be or where it comes from. Elements of fairness, equality and democracy are built into it.

Scientific temper is an attitude, a way of living, which should be applicable to all aspects of our life. While most people find it easy to accept the applicability of this approach involving objective observation, rational analysis and healthy skepticism-an attitude of questioning every belief-in personal, social, economic and even political aspects of our everyday life, you may not be able to 'see' how it can be extended to our religious life. In present study we have to compare such scientific temper with other variables like professional Development, Critical thinking and Personality of Degree college teachers of Degree colleges.

c) Critical Thinking:

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth and fairness. In present study we have to compare such Critical thinking with other variables like professional Development, Scientific Temper and Personality of Degree college teachers of Degree colleges.

d) 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 recognises 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 Degree college teachers of Degree colleges.

e) Personality :

Personality is the product of social interaction in group life. In society every person has different traits such as skin, color, height and weight. They have different types of personalities because individuals are not alike. It refers to the habits, attitudes as well as physical traits of a person which are not same but have vary from group to group and society to society, everyone has personality, which may be good or bad, impressive or unimpressive. It develops during the process of socialization in a culture of a specific group or society. One cannot determine it of an individual exactly because it varies

from culture to culture and time to time. For example, a killer is considered criminal in peace time and hero in war. The feeling and actions of an individual during interaction moulds the personality. It is the sum of total behaviors of the individual and covers both overt and covert behaviors, interests, mentality and intelligence. It is the sum of physical and mental abilities and capabilities. In this study I have been studied the relationship of Personality with Critical thinking, scientific temper and professional development.

5. DESIGN OF THE STUDY:

5.1. Population:

All the Degree colleges i.e. Government, Government aided and Self-financed institutions/colleges existing in the Hyderabad Karnataka region

5.2. Sample:

The investigator has used normative survey method to study 'Scientific Temper, Professional Development and Critical Thinking in relation to Personality of Degree college teachers'. a sample of 1000 Degree college teachers constituted the final sample of the study.

5.3. Tools used for the study:

- 1) Scientific Temper Scale Dr. Smt. Leela Pradhan (Kansakar)
- 2) Professional Development Self Made Tool
- 3) Critical Thinking Inventory Porgio and Rani,
- 4) Singh's Differential Personality Inventory (DPI) Aashish Kumar Singh and Arun Kumar Singh

5.4. Statistical techniques used for the present study:

The following Statistical techniques were used

- 1) Standard Deviation:
- 2) 't' test:
- 3) ANOVA (Analysis of Variance):

6. ANALYSIS OF THE DATA:

Table - 1:

Difference between scientific temper and professional development of Degree College Teachers

Variable	N	Mean	S.D	Calculated 't' value	Calculated 'r' value	Remarks
Scientific temper	1000	65.1	11.54	112.73	0.980	Significant
Professional development	1000	191.7	46.86			
Scientific temper	1000	65.1	11.54	86.85	0.949	Significant
Critical thinking	1000	193.0	57.95			
Scientific temper	1000	65.1	11.54	44.68	0.987	Significant
Personality	1000	94.4	32.06			
Professional development	1000	191.7	46.86	2.84	0.934	Significant
Critical thinking	1000	193.0	57.95			
Critical thinking	1000	193.0	57.95	114.80	0.980	Significant
Personality	1000	94.4	32.06			
Professional development	1000	191.7	46.86	184.41	0.882	Significant
Personality	1000	94.4	32.06			

(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).

The following results were found from the above (From t-test):

1. The calculated 't' value, 112.73 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. Hence the null hypothesis H_{01} is rejected. i.e. there is significant difference between scientific temper and professional development of Degree college Teachers.
2. The calculated 't' value, 86.85 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. Hence the null hypothesis H_{02} is rejected. i.e. there is significant difference between scientific temper and critical thinking of Degree college Teachers.
3. The calculated 't' value, 44.68 is more than the table value (1.96 and 2.576) for df 1998, at 0.05 and 0.01 level of significance. Hence the null hypothesis H_{03} is rejected. There is significant difference between scientific temper and personality of Degree college Teachers.
4. The above table that the calculated 't' value, 2.84 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. Hence the null hypothesis H_{04} is rejected. i.e. there is significant difference between Professional development and critical thinking of Degree college Teachers.
5. The calculated 't' value, 114.80 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. Hence the null hypothesis H_{05} is rejected. i.e. there is significant difference between Critical thinking and Personality of Degree college Teachers.
6. The calculated 't' value, 184.41 is more than the table value (1.96 and 2.576) for df 998, at 0.05 and 0.01 level of significance. Hence the null hypothesis H_{06} is rejected. i.e. there is significant difference between Professional development and Personality of Degree college Teachers.

The following results were found from the above (From r-test):

- 1) The above table shows that the value of co-efficient of correlation between scientific temper and Professional development is 0.980. It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables. Hence, there is strong positive correlation between scientific temper and Professional development of Degree college Teachers. Change in the level of Professional development is directly proportional to scientific temper.
- 2) The above table shows that the value of co-efficient of correlation between Critical thinking and Professional development is 0.949 It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables. Hence, there is strong positive correlation between Critical thinking and Scientific temper of Science Degree college Teachers. Change in the level of Scientific temper is directly proportional to Critical thinking.
- 3) The above table shows that the value of co-efficient of correlation between Scientific temper and Personality is 0.987 It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables. Hence, there is strong positive correlation between Scientific temper and Personality of arts Degree college Teachers. Change in the level of Scientific temper is directly proportional to Personality.
- 4) The above table shows that the value of co-efficient of correlation between Critical thinking and Professional development is 0.934. It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables. Hence, there is strong positive correlation between Critical thinking and Professional development of Degree College Teachers. Change in the level of Professional development is directly proportional to Critical thinking.
- 5) The above table shows that the value of co-efficient of correlation between Critical thinking and Personality is 0.980. It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables. Hence, there is strong positive correlation between Critical thinking and Personality of Degree college Teachers. Change in the level of Critical thinking is directly proportional to Personality.
- 6) The above table shows that the value of co-efficient of correlation between Personality and Professional development is 0.882. It represents a strong degree of positive relationship between two variables which is an indicative of positive correlation between the above two variables of Degree college Teachers. Hence, there is strong positive correlation between Personality and Professional

development of Degree college Teachers. Change in the level of Professional development is directly proportional to scientific temper.

H_0 7: There is no significant difference among different district Degree college Teachers with reference to their all variables.

Table - 2:
Difference among Degree college Teachers of different district Degree colleges with reference to all four variables

Variables	Sources of variation	Sum of Squares	df	Mean Square	F	Sig .
Scientific temper	Between Groups	13119880.16	3	4373293.38	2604.21	S
Professional development	Within Groups	6710545.53	396	1679.31		
Critical thinking	Total	19830425.69	399			
Personality						

(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 more than the table value (3.00) for df 399, at 5% level of significance. Hence the respective null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference among different district Degree college Teachers with reference to their all variables.

7. FINDINGS:

- 1) There is significant difference between scientific temper and professional development of Degree college Teachers.
- 2) There is significant difference between scientific temper and Critical thinking of Degree College Teachers.
- 3) There is significant difference between scientific temper and Personality of Degree College Teachers.
- 4) There is significant difference between Critical thinking and professional development of Degree College Teachers.
- 5) There is significant difference between Critical thinking and Personality of Degree College Teachers.
- 6) There is significant difference between Personality and professional development of Degree College Teachers.
- 7) There is significant difference between scientific temper and professional development of Degree College Teachers.

8. EDUCATIONAL IMPLICATIONS:

It will be worthwhile to present some such implications here –

- 1) Scientific Temper describes an individual's attitude which involves the application of logic and the avoidance of bias and preconceived notions. Teacher should have positive Scientific Temper.
- 2) The personality of teacher scientific temper influences because it is an attitude, way of living which would involve objective observation, rational analysis and healthy skepticism. It influences on many aspects of teacher like teaching effectiveness, school management, personality, critical thinking etc. Hence teacher's scientific temper quality is also influence to become best teacher.
- 3) Critical thinking skill is one cognitive outcome in the education process, and thus it becomes an important variable in student learning. The acquisition of this skill in the learning process is related to various factors in teaching and learning. So such skill teacher must have and inspire child to have such skill.

- 4) Critical thinking of a teacher educator/teacher influences on teaching effectiveness, professional development, personality, scientific temper etc.
- 5) 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. So teacher must make professional development continuously throughout his/her job.
- 6) Extent of professional development of a teacher educator/teacher influences on teaching effectiveness, critical thinking, personality, scientific temper etc.
- 7) The personality is the organization and integration of a large number of human traits of an individual. Balanced personality of teacher influences on his/her job.
- 8) Personality of a teacher educator/teacher influences on teaching effectiveness, professional development, critical thinking, scientific temper etc.
- 9) Teachers' factors personality, professional development, critical thinking and scientific temper are influencing one on other. Teachers effectiveness service depends on such factors.

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