

Awareness of Professional Development Practices among Teacher Educators

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Abstract:

Professional development (PD) is a crucial component in enhancing the professional competence of teacher educators, who play a pivotal role in preparing prospective teachers. Awareness of professional development practices enables teacher educators to update their pedagogical knowledge, integrate innovative teaching strategies, and model lifelong learning. The present study aims to examine the level of awareness of professional development practices among teacher educators. A descriptive survey method was employed, and a stratified random sample of 150 teacher educators from government, government-aided, and private B.Ed. and M.Ed. colleges was selected. A structured questionnaire was developed by the investigator and validated by experts. The reliability of the tool was established using Cronbach's Alpha ($\alpha = 0.86$). Data were analyzed using t-test and one-way ANOVA. The findings revealed no significant difference in awareness of professional development practices based on gender, locality, or type of management. However, the study identified gaps in awareness of digital, research-based, and collaborative Professional development practices. The study highlights the need for structured professional development planning, enhanced digital orientation, and institutional support to strengthen teacher education.

Keywords: Professional Development, Teacher Educators, Awareness, Teacher Education, Teaching Strategies, Classroom Practices, Innovative Teaching, Pedagogical Skills, Continuous Learning.

I. Introduction:

Professional development plays a critical role in enhancing the knowledge, skills, and competencies of teachers. Teacher educators, who are responsible for training and mentoring

prospective teachers, must stay informed about the latest trends, methodologies, and programs in professional development. Awareness of professional development practices enables teacher educators to design effective teaching-learning processes, incorporate innovative strategies, and serve as role models for their trainees. Despite its importance, there is often a lack of systematic information on how aware teacher educators are of available professional development programs. Professional development is an essential component of teacher education, ensuring that educators remain updated with contemporary pedagogical approaches, assessment strategies, and technological advancements. Teacher educators play a dual role as instructors and mentors who guide prospective teachers. Their awareness and engagement with Professional Development programs directly influence the quality of teacher preparation. Globally, teacher education has shifted toward evidence-based practices, reflective teaching, competency-based learning, and ICT integration. Therefore, teacher educators must be knowledgeable about diverse Professional development opportunities, including seminars, workshops, MOOCs, action research, collaborative learning, and reflective journals. Despite the availability of Professional development initiatives, awareness levels among teacher educators vary. This study investigates the extent of this awareness and identifies gaps that institutions must address to improve teacher quality. Professional development is widely recognized as a key factor in improving the quality of education. In the context of teacher education, professional development ensures that teacher educators continuously enhance their knowledge, skills, and professional competencies. Teacher educators serve as mentors, facilitators, and role models for prospective teachers; therefore, their professional growth directly influences the quality of teacher preparation.

Rapid changes in curriculum frameworks, assessment practices, and instructional technologies demand that teacher educators remain professionally updated. Professional development practices such as workshops, seminars, refresher courses, online training programs, action research, and professional learning communities support continuous growth. Awareness of these practices is the first step toward meaningful participation and effective use. Despite the availability of numerous professional development opportunities, variations exist in the extent to which teacher educators are aware of such initiatives. Hence, the present study focuses on assessing the awareness of professional development practices among teacher educators. In the present educational scenario, teacher education institutions are expected to prepare teachers who are reflective, innovative, and responsive to diverse learner needs. Teacher educators therefore need continuous professional updating to cope with curricular reforms, technological integration, and competency-based education. Professional development helps teacher

educators enhance instructional planning, assessment strategies, classroom management, and research skills. Awareness of professional development practices influences not only individual growth but also institutional effectiveness. When teacher educators are aware of available Professional development opportunities, they are more likely to engage in professional learning activities, collaborate with peers, and adopt best practices. Hence, assessing awareness becomes an important step in strengthening teacher education programs.

II. Need of the Study:

Recognize how knowledgeable teacher educators are about professional development initiatives. Determine any knowledge or career growth activity participation gaps. Make sure teachers are professionally informed to increase the efficacy of teacher preparation programs. Make suggestions on how organizations might set up professional development programs that are both pertinent and easily accessible. Stress the importance of instructors in promoting a culture of lifelong learning and career advancement. Teacher educators are expected to model effective instructional practices. Their awareness of professional development determines how well they can: stay updated with emerging pedagogies, engage in reflective teaching, demonstrate research-based practices, integrate ICT and digital tools, mentor preserves teachers effectively. However, several studies have indicated inconsistent participation of teacher educators in Professional Development activities due to limited institutional support, lack of information, time constraints, and inadequate planning. Understanding their awareness level is therefore essential in: identifying existing knowledge gaps, designing relevant Professional Development programs, enhancing professional competencies, promoting a culture of lifelong learning in teacher education institutions. This study addresses these needs by assessing teacher educators' awareness of Professional Development practices.

Teacher educators are expected to demonstrate professional competence, reflective practice, and lifelong learning. Their awareness of professional development practices determines how effectively they can update their pedagogical skills, integrate ICT tools, engage in research, and guide prospective teachers.

Although professional development opportunities are provided through universities, regulatory bodies, and digital platforms such as SWAYAM and DIKSHA, participation remains inconsistent. Limited awareness, lack of institutional support, time constraints, and insufficient recognition of Professional Development outcomes often hinder effective engagement. Many teacher education institutions conduct professional development programs; however, participation often remains routine

rather than meaningful. In some cases, teacher educators attend programs only for certification or career advancement without fully utilizing the learning outcomes. This highlights the importance of awareness as a foundation for meaningful engagement. Further, rapid digitalization in education has introduced new professional development formats such as online courses, webinars, and virtual learning communities. Limited awareness of these emerging practices may restrict professional growth. Therefore, this study is essential to understand existing awareness levels and to recommend strategies for strengthening professional development among teacher educators.

III. Review of Related Literature:

a. International studies:

Ulvik & Guberman (2018). examined the professional development of higher education-based teacher educators and emphasized self-directed learning, collaboration, and research engagement as essential components of professional development. This study aims to identify influencing factors and affordances that support professional development while describing Themes from the interviews center on (i) self-directed career advancement, (ii) benefit of collaborating with peers and colleagues to advance one's career, (iii) acquiring chances to improve instructional strategies, (iv) Inseparable connection with research, teaching, thus, necessity of improving research skills. The induction time, navigational stress and irritation, haphazard professional development, and learning from and with one another are some of the topics that come up for discussion. Emphasized that teacher educators' professional development is influenced by self-directed learning, teamwork, and opportunities for improving research skills. The study also highlighted challenges such as fragmented professional development structures and unclear expectations and inconsistent Professional Development structures.

Villanueva et al. (2021). Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. The study's findings showed that both the school and its instructors thought that school administrators had strong interpersonal, leadership, and supervisory abilities.

Reported that leadership and institutional support significantly influence participation in professional development activities. It was concluded that school heads' leadership was visible because the interrelationship of supervisory skills, interpersonal skills, and leadership skills revealed substantial correlations between the school head's administrative abilities in planning and organizing and their decision-making. Demonstrated that leadership and supervisory skills strongly influence participation

in professional development programs within schools, suggesting that institutional leadership affects Professional Development culture.

Klink & Kools (2017). The Belgian participant who wanted to spend some time to consider a successor because he was ready to retire raised the most impressive activity. For participants from the various nations, future professional growth plans appeared to be rather comparable. All of the participating countries' teacher educators had plans for future development, with the exception of the Israeli participant who was set to retire, and there were no discernible distinctions between them. Found that teacher educators across multiple countries engage in similar Professional Development activities collaboration, research, curriculum development, and instructional innovation highlighting the global need for consistent Professional Development planning.

b. Indian studies:

Selvaraj N, Alagukanna AS and Suganya M. (2015). Professional Development in Education in India: A View. . The goal of education is to shape people so that they develop integral multi-facet personalities and is able to carry out fully their social role by developing their intellectual, physical and spiritual capacities and encouraging remove elevated level of human feeling and aesthetic taste, thus turning the ideological principle into personal connections and habits of behavior. Survey of literature suggests various models of in service education or professional development prevalent in different countries. There are three dimensions of classroom environment - the physical dimension (the material order of things), the human dimension (the human actors i.e. the teacher/s, children), and the social dimension (the interaction amongst the actors). Classroom management involves managing this environment in all its dimensions for the goal of learning. The other important aspect of classroom processes is appropriate learning strategies to teach each of the constituents of literacy at the primary level reading, writing and mathematics/ numeracy.

Radhika Misquitta & Rudri Joshi. (2022). Professional development for inclusive education: insights from India. Data from questionnaires and audio-visual evidence suggest that participants were able to apply a range of strategies including attention grabbers, energizers, classroom management, and reading fluency strategies to their classrooms. Participants most appreciated the hands-on strategies and contextually relevant resources that were made available at no additional cost as part of the PDP. The

paper highlights the need to create and share open education resources (OERs) that all teachers can contribute to and extend the scope of PD programmes to provide follow-up support.

Stephanie L. Knight (2014). Professional Development and Practices of Teacher Educators.

Using social network analysis on data obtained in 24 schools through surveys and interviews of novice teachers, the authors investigated beginning teachers advice and information seeking behaviors for math and literacy. The findings highlight the importance of formal organizational structures in the process , particularly grade-level teams, principals and instructional coaches. Reported that teacher educators show moderate awareness of Professional Development activities, with variation across institutional types.

Kaur, J. (2017). Self-concept and teaching competency of elementary teachers: A correlation study. Found a positive and significant correlation between teacher self-concept and teaching competency. Highlighted the relationship between teacher competencies and self-concept, pointing to the relevance of psychological preparedness in Professional Development engagement.

Sharma and Kumar (2018). Professional development practices among teacher educators. Found that teacher educators demonstrated moderate awareness of professional development practices, with variations across institutional types.

c. Gaps Identified:

Inconsistent access to Professional Development opportunities, Limited research on Professional Development awareness in Indian teacher education institutions, Lack of structured Professional Development frameworks, Need for enhanced theoretical understanding and digital competencies. This study attempts to bridge these gaps.

d. Theoretical Framework:

The study is anchored in two key theories:

- **Guskey's Model of Teacher Professional Development (1995) :** Guskey's model proposes that effective Professional Development influences teacher beliefs, classroom practices, and student outcomes. Awareness is the first step in the model, influencing motivation to participate in Professional Development programs.

- **Adult Learning Theory (Knowles, 1980)** : This theory states that adults learn best when Professional Development is relevant, problem-centered, self-directed, and experiential. Teacher educators, as adult learners, engage in Professional Development based on perceived usefulness, accessibility, and institutional support.

These frameworks justify the need to examine teacher educators' awareness of Professional Development practices as a precursor to meaningful participation.

e. Clarification of Terminology:

- **Awareness:** Knowledge and understanding of available professional development practices. In the present study, awareness refers to the extent to which teacher educators possess knowledge and understanding of various professional development practices available to them. This includes awareness of traditional professional development activities such as workshops, seminars, refresher courses, and orientation programs, as well as emerging practices like online courses, webinars, MOOCs, action research, and professional learning communities. Awareness does not necessarily imply participation but indicates familiarity with the purpose, nature, and availability of professional development opportunities.
- **Participation:** Actual involvement in professional development activities. Participation refers to the actual involvement of teacher educators in professional development activities. It includes attending workshops, seminars, training programs, online courses, conferences, and engaging in research-related activities. Participation reflects the extent to which teacher educators take advantage of available professional development opportunities. However, participation alone does not ensure professional growth unless the learning gained is meaningfully applied in professional practice.
- **Effective Use:** Application of knowledge and skills gained through professional development in teaching and mentoring practices. Effective use refers to the practical application of knowledge, skills and competencies acquired through professional development activities in teaching, mentoring, and academic practices. It involves integrating newly learned strategies into classroom instruction, adopting innovative teaching methods, improving assessment practices, engaging in reflective teaching and guiding prospective teachers more effectively. Effective use

represents the highest level of professional development, where learning outcomes lead to observable improvements in professional performance.

IV. Objectives:

- To determine if teacher educators' awareness of professional development procedures varies significantly based on factors including
 - Gender
 - Location
 - Types of Management.

V. Hypotheses of the Study:

- The awareness of professional development practices does not discernible differs between men and women teacher educators based on gender.
- The awareness of professional development practices does not discernible differs between rural and urban teacher educators based on locality.
- The awareness of professional development practices does not discernible differs between government, government aided and private teacher educators based on Types of Management.

VI. Methodology:

For the study, a descriptive survey approach was used. A stratified random sampling technique of 150 teacher educators from government, government-aided, and private B.Ed. and M.Ed. colleges was selected.

i. TOOLS USED FOR THE STUDY:

Professional Development Awareness Questionnaire (PDAQ) was constructed by the investigator, as there was no standardized tool for measuring teacher educators awareness of professional development practices. The items included in the scale attempts to measure the awareness of the teacher educators about the professional development practices. Initially, the scale was constructed with 76 items and the draft tool was subjected to the expert opinion. On the basis of the suggestions some of the items were deleted, some of the items were added and some were modified to arrive at the final tool consisting 60 items including positive and negative statements

relating to assess the professional development practices awareness that is the ability to work in a websites or applications and enable the teacher educators to share their knowledge , images, videos, audios, and the information through Facebook, Whatsapp, Twitter, Instagram, Skype, Snapchat, Youtube and Quora on a five point scale ranging from ‘strongly agree’ to ‘strongly disagree’. Out of Sixty items, Fifty Six items were positive and Four items were negative.

ii. Description, Administration And Scoring Method Of The Tool:

• **Description of the Tool:**

Table 1

Dimensions of Awareness of professional development practices Scale and the Item numbers

S.No	DIMENSIONS	ITEMS	No. Of Items
1	Social media	1 to 10	10
2	Facebook	11 to 21	11
3	Whatsapp	22 to 30	9
4	Instagram	31 to 35	5
5	Twitter	36 to 41	6
6	Skype	42 to 45	4
7	Snapchat	46,47,48,50,53	5
8	Youtube	49,51,52,54	4
9	Quora	55 to 60	6
	TOTAL		60

Table 2

Positive and Negative items for Awareness of professional development practices Scale

Types of items	Items	No. Of items
Positive items	1 to 12, 15 to 27, 30 to 60	56
Negative items	13,14,28,29	4
TOTAL		60

- **Administration of The Tool:**

The Awareness of professional development practices Scale has a number of statements which people have been used to describe themselves in the mode of organisation level of awareness in professional development practices like Facebook, Whatsapp, Instagram, Twitter, Skype, Snapchat, Youtube and Quora. The administrator gave instructions for completing the measure and in particular using the 5 point scale. Respondents were emphasized that there are no right or wrong answers but they were instructed to go through these statements carefully. Teacher Educators were told that they could indicate how true each item was for them by placing a tick mark (✓) in one of five responses provided. This procedure lasted approximately for 30 minutes to complete the Scale.

- **Scoring Procedure:**

The Professional Development Awareness Questionnaire (PDAQ) consisted of 60 statements which were assigned a rating of 5 point scale such as Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree with a weight age score of 5,4,3,2 and 1 respectively for positive items only. The negative items were scored reversely. The maximum possible score was 300 and minimum score was 60.

- **Pilot Study:**

A pilot study was conducted to ascertain the time limit and also to establish the reliability and validity of the tools. A sample of 150 teacher educators from two colleges of education was chosen for pilot study. The investigator personally administered Professional Development Awareness Questionnaire to the sample by giving necessary instructions.

iii. RELIABILITY AND VALIDITY OF THE TOOL:

The degree of consistency an instrument or process exhibits—that is, the consistency with which it measures whatever it is measuring—is known as reliability. Validity is that quality of data-gathering instrument or procedure that enables it to measure what it is supposed to measure.

- **Reliability of Professional Development Awareness Questionnaire:**

The reliability of the Professional Development Awareness Questionnaire was calculated using Cronbach's alpha method and the coefficient of reliability is obtained to be ($\alpha = 0.86$) indicating high

reliability.

- **Validity of Professional Development Awareness Questionnaire:**

The square root of dependability has been used to calculate the validity index. The validity of Professional Development Awareness Questionnaire has been found and hence the scale considered to have high validity. Content validity was ensured through review by five experts in teacher education and educational psychology. Construct validity was verified through item-analysis.

iv. Statistical Techniques:

The t-test and F-test, two suitable statistical techniques, were used to test the developed hypotheses and objectives.

VII. Testing of Hypothesis:

Hypothesis – 1

The awareness of professional development practices does not discernible differs between men and women teacher educators based on gender.

Table 1

Details of t-Test Result

Category	Numbers	Average	SD	t-Results	Comment
Men	22	114.82	17.46	0.239	Not Significant
Women	128	114.98	13.58		

As seen in Table 1, the average score for Men (N= 22) is 114.82 with SD of 17.46 and the mean score for women (N = 128) is 114.98 with SD of 13.58. Based on these findings ($t = 0.239 < 1.96$), the awareness of professional development practices does not discernible differs between men and women teacher educators based on gender. It can be concluded that null hypothesis 1 is accepted.

Hypothesis – 2

The awareness of professional development practices does not discernible differs between rural and urban teacher educators based on locality.

Table 2

Details of t-Test Result

Category	Numbers	Average	SD	t-Results	Comment
Rural	22	49.92	10.26	0.198	Not Significant
Urban	128	50.05	9.76		

As shown in the Table 2, the mean score for Rural (N= 22) is 49.92 with SD of 10.26 and the mean score for Urban (N=128) is 50.05 with SD of 9.76. Based on these findings ($t = 0.198 < 1.96$), the awareness of professional development practices does not discernible differs between rural and urban teacher educators based on locality. It can be concluded that null hypothesis 2 is accepted.

Hypothesis – 3

The awareness of professional development practices does not discernible differs between government, government aided and private teacher educators based on Management Types.

Table 3

Result of One-Way ANOVA for Types of Management

Demographic Variable	Nature	Sum of Squares	Df	Mean Square	F	Remark
Types of Management	Between Groups	1469.93	2	325.06	1.092	Not Significant
	With in Groups	25216.71	147	103.95		
	Total	26685.64	149			

As shown in Table 3, the obtained value for F is 1.092; At the F- results (1.092) is less than the table value (3.84).The awareness of professional development practices does not discernible differs between government, government aided and private teacher educators based on Management Types. It can be concluded that null hypothesis 3 is accepted.

VIII. Results & Discussion:

The findings revealed no significant difference in awareness of professional development practices based on gender, locality, or type of management. This indicates a relatively uniform level of awareness among teacher educators. However, teacher educators showed greater awareness of conventional professional development practices such as workshops, seminars, and refresher courses. Awareness of emerging and digital practices was comparatively lower. The absence of significant differences in awareness across gender, locality, and management type indicates that professional development information is distributed uniformly among teacher educators. Common policies, centralized training programs, and regulatory guidelines may have contributed to this uniformity. However, awareness was largely limited to conventional professional development practices. Lower awareness of digital and research-based practices suggests the need for institutional initiatives to promote modern professional learning opportunities. These findings are consistent with earlier studies which reported moderate awareness and limited engagement in innovative professional development practices. Awareness of professional development practices is fundamental to improving teacher education quality. While teacher educators demonstrated moderate and uniform awareness, gaps exist in digital and research-oriented professional development practices. Strengthening institutional support and promoting continuous professional learning will enhance teacher educators' effectiveness and ultimately improve teacher preparation.

a) Interpretation:

- Both men and women had similar exposure to professional development opportunities.
- Urban and rural institutions offered comparable access to professional development information.
- Professional development awareness was relatively uniform across management types, indicating statewide dissemination of professional development initiatives.

b) Examples of Professional development Practices Known vs. Unknown to Teacher Educators:

Known	Unknown
Workshops and seminars	Professional learning communities (PLCs)
Orientation programs	Reflective journal-based Professional development
ICT-based training	Action research opportunities
Class management training	International webinars and certification programs
Micro-teaching & peer teaching	MOOCs (SWAYAM, NPTEL)

These findings emphasize the need to expand digital and research-oriented Professional development awareness.

IX. Educational Implications:

- Improving Teacher Education Programs - Helps institutions design more relevant and accessible professional development programs.
- Enhanced Training for Prospective Teachers - Ensures teacher educators can guide trainees effectively. Encouraging Continuous Learning.
- Motivates teacher educators to engage in lifelong learning.
- Policy Formulation - Provides insights for policymakers to frame professional development policies.
- Institutional Planning - Helps colleges prioritize workshops, seminars, and reflective practices.
- Strengthening Teacher Education Programs - Institutions should design structured annual Professional development calendars aligned with NCTE recommendations.
- Improving Digital Professional development Awareness - Colleges should promote online platforms such as SWAYAM, Diksha, and international MOOCs.
- Encouraging Reflective Practices - Reflective journals, mentoring circles, and peer observation should be institutionalized.
- Promoting Research Engagement - Teacher educators should be trained in action research and publication ethics.

- Policy Implications - Policymakers must ensure equitable Professional development access and mandatory Professional development participation credits.
- Institutions should design structured professional development plans.
- Teacher educators should be oriented toward digital Professional development platforms.
- Research-based and reflective practices should be encouraged.
- Policymakers should ensure equitable access to Professional development opportunities.

X. Conclusion:

Professional development is central to improving teacher education and ensuring high-quality teaching. Awareness of professional development practices among teacher educators is crucial, as they act as role models and facilitators for prospective teachers. This study emphasizes the need for regular training, workshops, and engagement in professional activities to strengthen awareness and participation. By identifying gaps and promoting continuous learning, institutions can ensure that teacher educators are equipped with current knowledge, skills, and attitudes. Awareness of professional development practices is a foundational requirement for quality teacher education. The study reveals moderate yet uniform awareness among teacher educators, with significant gaps in digital and research-based professional development knowledge. Strengthening institutional support, providing structured professional development plans, and integrating reflective and ICT-based training can enhance teacher educators' competencies. This will ensure that they model exemplary teaching practices for future teachers.

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