

Professional Development Of Teacher Educators By DIET's Training And Development Programs

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ABSTRACT

Increasing the efficacy of teachers is the most effective approach for boosting student performance. The process of becoming a good teacher begins with adequate preparation and continues during the first several years in the classroom. We need to encourage the appropriate individuals to become teachers, provide them with the very best training that is available, and provide support for them as they transition into the classroom. Perception that the training programme will assist them in becoming more competitive in higher education. It has been discovered that the majority of participants joined the training programme in order to become research and technically sound with improved interpersonal and technical skills, and it has also been discovered that training and development programmes are effective in meeting the needs of participants. Different variables that were used in the questionnaires were separated into four categories with the approval of renowned academicians and researchers in order to facilitate the researcher's goal of determining the impact that SCERT has had on the teaching and research conducted within higher education. After the assessment of the effectiveness of training was completed, it was determined that the programmes that are coordinated by DIET's are beneficial and successful in developing the research and teaching skills of higher education instructors.

Keywords: Teaching , Development Programmes ,
Fundamental , Education.

INTRODUCTION

TEACHER TRAINING

It has been shown that the quality of the teacher has the single most significant impact on the level of student engagement and accomplishment, and that increasing the efficacy of teachers is the most effective approach for boosting student performance. The process of becoming a good teacher begins with adequate preparation and continues during the first several years in the classroom. We need to encourage the appropriate individuals to become teachers, provide them with the very best training that is available, and provide support for them as they transition into the classroom so that we can enhance classroom practice and get the finest teachers in every school.

- Teacher education is considered as a continuing process that begins with a period of initial training and continues all the way through the teacher's professional life via stages of frequent and persistent in-service training. This process begins with the first training. It is essential that a teacher constantly view oneself in the role of a student, even after they have been teaching for some time. This viewpoint should be maintained for the entirety of their career. The majority of the time, the four aspects that make up teacher education are as follows: improving the general educational background of the trainee teachers; improving the trainee teachers' knowledge and comprehension of the subjects they will be instructing; developing pedagogy and an understanding of children and the learning process; and developing practical skills and competences.
- Education for Teachers Changes in educational systems can be brought about by institutions, and these changes will have an effect on the knowledge and skills of students in succeeding generations of the student population. Institutions that educate teachers play an important part as key agents of change in the process of altering both education and society to make a future like this feasible. This is a vital role for these institutions to play.

Professional development of teacher educators to investigate the quality needs and specialized competences

Teacher educators are those "who provide teaching or who give advice and support to pupil teachers, and who render a considerable contribution to the development of students into competent teachers," according to the National Council for Accreditation of Teacher Education (NCATE). They are the ones that are accountable for the calibre of instructors that are hired by schools, which in turn has a direct bearing on the standard of education received by students. Because of this, it is useful to investigate the elements that contribute to the professional development of teacher educators and to investigate the quality needs and specialized competences for these individuals. In an ideal world, the professional knowledge held by teacher educators would be more complete, rich, and wide. This would hold true not just in terms of the particular subject matter that is taught, but also in connection to areas such as pedagogy and psychology. As a result, the function of teacher educators is twofold: first, they are responsible for the production of information about education, learning, and teaching; second, they are responsible for the education of future teachers.

Origin and Development of DIET's

Locale Institute of Education and Training (DIET) is a nodal office for giving scholarly and resource support at the grass pull level for the achievement of different methodologies and projects attempted in the space of Elementary and Adult Education. DIET is the main educational intercession in the country, while the NCERT came up in the 1960's and the SCERT in 1970's, the requirement for a third level of training and resource support structure, right at the locale level was truly felt to work on the nature of fundamental education. Accordingly, DIETs were set up in practically every one of the locale of the multitude of states in the country. Foundation of DIET's depends on the suggestions of National Education Policy 1986. The vision for the DIETs that was enunciated in the NPE 1986(modified in 1992) was for a solid area foundation that would uphold Pre-Service and In-Service work with teachers.

Scholars utilize various phrasings to signify it. to utilize the expression "representative appraisal" while the expression, "staff evaluation". Relevant inquiries put in the previously mentioned setting are: Can performance boundaries be equitably set down or explicitly portrayed and estimated? Would performance be able to be restricted to the severe develop of occupation plan? How much do laborers rethink their jobs according to abstract job inclinations, giving their own remarkable comprehension to it the feeling of underscoring specific perspectives and deemphasizing certain others? To what degree are occupations 'want to say' or 'end' as for purposive conduct in an authoritative circumstance?

OBJECTIVES OF THE STUDY

1. To study on Professional development of teacher educators to investigate the quality needs and specialized competences
2. To study on vision for the DIETs and nature of fundamental education

RESEARCH METHOD

Research Design

The research design is an intellectual blueprint of the methods and techniques for collecting, measuring, and analysing data that are to be put into action in order to solve the research problem. This blueprint is used to guide the research process. Exploratory research designs and definitive research designs are the two general categories that have been established for research designs (Malhotra & Dash, 2010).

Research Instrument

Self-structured methods were utilised in this research in order to achieve the goals that were set forth for it. In order to accomplish this, a total of 21 statements were penned, each of which comprised one of the following categories: PTDP (Perception about Training and Development Programme), NTDP (Need of Training and Development Programme), ETDP (Effectiveness of Training and Development Programme), and SCERT (Overall Feedback about Training and Development Programme). The degree to which one agrees or disagrees with each of these

assertions was determined using a scale with five levels: strongly disagree, disagree, natural, concur, and strongly agree. The qualities of PTDP can be understood in terms of that instrument, which gauges the participants' perceptions of the training and development curriculum as a whole. The Need of Participants in Training and Development Programs (NTDP) is Measured by NTDP; the Effectiveness of Training and Development Programs (ETDP) is Measured by ETDP; and the Finding Feedback Regarding Training and Development Programs (SCERT) is Measured by SCERT. At the beginning of this process, we determined the fundamental psychometric characteristics of these instruments. Descriptive statistics, Pearson's correlation, and exploratory factor analyses were carried out, and the results of each were addressed in the following sections in light of the psychometric characteristics:

Descriptive Statistics:

The results of the descriptive statistics that were carried out and displayed in table 3.1 are as follows: means, standard deviations, skewnesses, and kurtosis. After having a look at Table 3.1, it has been shown that the data is almost normal, with just a few small deviations here and there, and it satisfies the requirements for normality. As a result, the data were utilised to conduct additional evaluations using cutting-edge statistical methods.

Sample Design

It is extremely difficult to conduct research on an entire population due to budgetary and practical constraints; however, there is one solution to this problem, and that solution is sampling. In this context, a sample is drawn from a population, and the results of that selection are interpreted as being representative of the complete population. A decent sample should be a true representation of the population, despite the fact that samples are typically thought of as being very small in comparison to the whole population. The current research determines whether or not the training and development programmes that are put on by DIET's in Haryana are successful.

- **Sampling Technique**

The procedure that a researcher follows in order to select sample units is referred to as the sampling methodology. There are many different sampling techniques, such as probability sampling methods and non-probability sampling methods, and a researcher ought to follow an appropriate sampling technique in compliance to his or her own research objectives in order to achieve satisfactory results. In the current investigation, a combination of techniques, including simple random and selective selection, are utilized in order to acquire a sample that is representative of the population.

- **Sample Size**

The research uses a sample size of 500 higher education instructors who are participating in a training and development initiative that is being coordinated by SCERT. The total number of questionnaires that were handed out was 650, and out of those, 500 were returned with what were deemed to be credible responses. The original data was gathered from a selection of DIET's located throughout the state of Haryana.

DATA ANALYSIS

Table: 1 Work nature in general Participants' opinions of the Teaching and Development programmes

Factors	Nature of Job	N	Mean	SD	t-value (p-value)
Role in Teaching Advancement	Permanent	445	4.3204	.60256	.600
	Adhoc/Contractual	55	4.2682	.61587	(.551)
Course Significance	Permanent	445	3.9056	.65286	.348
	Adhoc/Contractual	55	3.9333	.55333	
Course Requirement Stage	Permanent	445	3.6694	.85157	.803
	Adhoc/Contractual	55	3.7636	.54309	(.422)

Source: Survey *Significant at 0.05 level

The perception degree of participants in respect to training and development programmes is broken down into categories based on the nature of their jobs, as shown in Table 1. Permanent employees and ad hoc or contractual employees are the two different types of workers that are available. The table shows that permanent employees ($M=4.3204$, $SD=.60256$) give more importance to the role of training and development programme in teaching enhancement as compared to adhoc/contractual employees ($M=4.2682$, $SD=.61587$). This is demonstrated by the fact that permanent employees have a mean value of 4.3204 and a standard deviation of .60256. There was not a significant difference ($t=.600$, $p=.551$) discovered in either group's perception of the importance of training and development programmes in advancing teaching when compared to one another. In the case of significance, employees from both categories showed a higher level of agreement than the average, but even in this regard, there was no significant difference found in the perception of either category ($t=.358$, $p=.729$) This is due to the fact that the p value was not lower than 0.05. Permanent employees have a more positive outlook on the significance of courses ($M=3.9056$, $SD=.65286$), whereas adhoc/contractual employees have a more positive outlook on the significance of courses ($M=3.9333$, $SD=.55333$). With the consideration of table 4.1.9, adhoc/contractual employees showing higher agreement for the requirement of training and development programmes ($M=3.7636$, $SD=.54309$) than permanent employees ($M=3.6694$, $SD=.85157$), but there is no significant difference ($t=.803$, $p=.422$) found in the perception of both categories' employees. [T]here is no significant difference ($t=.803$, $p=.422$) found in the perception of both categories' employees..

Table: 2 According to the type of course taken and how members feel about the training and development plans

Factors	Course Attending	N	Mean	SD	f-value (p-value)
Role in Teaching Advancement	Orientation Programme	267	4.2928	.62043	1.172
	Refresher Course	197	4.3680	.55819	(.310)
	Short-term Course	36	4.2569	.66409	

Course Significance	Orientation Programme	267	3.9319	.61900	1.172
	Refresher Course	197	3.8596	.69580	(.433)

	Short-term Course	36	3.9352	.59532	
Course Requirement Stage	Orientation Programme	267	3.6830	.76599	1.172
	Refresher Course	197	3.6396	.96074	(.403)
	Short-term Course	36	3.8403	.61572	

Source: Survey *Significant at 0.05 level

The participants' levels of awareness regarding the training and development curriculum are broken down according to the class that they are currently enrolled in and presented in Table 2. The DIET's are currently offering three different types of classes, which include an introduction course, a refresher course, and a short-term course. The participants of the refresher course showed the greatest level of agreement ($M = 4.3680$, $SD = .55819$) for the role that training and development programmes play in the progression of teaching. This can be illustrated from the chart. The participants of the long-term course had a mean value of 4.2928 with a standard deviation of .62043, whereas the participants of the short-term course had a mean value of 4.2569 with a standard deviation of .66409; this indicates that participants are least in agreement regarding the role of training programme in teaching advancement. It can be deduced from the fact that the p-value ($f=1.172$, $p=.310$) is greater than the significance threshold that there is no discernible difference in how any of the categories are perceived. In the perspective of the significance of the course, there is greater than average agreement, which is described in table 4.10. This indicates that all participants from all classifications are found to be satisfied with the significance of the course in today's competitive world.

The participants of the short-term course ($M=3.9352$, $SD=.59532$) are found to be more satisfied with the significance of the programmes when compared with the

participants of the orientation programme ($M=3.9319$, $SD=.61900$) and the refresher course ($M=3.8596$, $SD=.69580$) respectively. However, there is not a significant difference ($f=1.172$, $p=.433$) found in the perception of all participants, so the null hypothesis is accepted. Participants of short-term courses are more likely to be in support of course requirements in jobs ($M = 3.8403$; $SD = .61572$) than participants of introduction programmes ($M = 3.6830$; $SD = .76599$) and refresher courses ($M = 3.6396$; $SD = .96074$). This is shown by the stage table regarding course requirements. As the p-values ($f=1.172$, $p=.403$) demonstrate, there is no statistically significant difference between any of the classifications overall.

Table: 3 number of classes taken, by number Participants' opinions of the Teaching and Development programmes

Factors	No. of courses attended	N	Mean	SD	t-value (p-value)
Role in Teaching Advancement	1	247	4.3310	.61078	.754
	2 & above	243	4.2932	.59325	(.451)
Course Significance	1	247	3.9706	.62961	2.847
	2 & above	243	3.8176	.65493	(.005)*
Course Requirement Stage	1	247	3.6967	.76598	.659
	2 & above	243	3.6512	.91137	(.510)

Source: Survey *Significant at 0.05 level

On the premise of the total number of classes that each participant has completed, Table 3 outlines the participants' general degree of satisfaction with regard to various training and development programmes. The charts characterize the participants' perceptions of the various training programmes, categorising them as those who have previously attended the course and those who haven't attended any training programmes up to this point. Participants who have never attended a training or

development programme have a more positive outlook ($M=4.3310$, $SD=.61078$) on the programmes when compared to participants who have attended two or more than two programmes ($M=4.2932$, $SD=.59325$) on the role that these programmes play in the advancement of teaching. If we compare these two groups, we find that participants who have never attended a training or development programme have a more positive outlook. It can be deduced from the p-value, which reads $t=.754$ and $p=.451$, that there is no discernible distinction between the participants' perceptual levels.

It is further demonstrated from the chart that the participants' perceptions of the significance of the training and development curriculum are demonstrating agreement. However, the p-value ($t=2.847$, $p=0.005$) demonstrates that there is a significant difference in the participants' perception levels. Those who are participating in a training programme for the first time have a more optimistic outlook ($M=3.9706$, $SD=.62961$) about the significance of the course in comparison to those who have participated previously ($M=3.8176$, $SD=.65493$).

In the instance of the course prerequisite stage, participants who have never attended a training programme before have a better chance of passing ($M = 3.6967$, $SD = .76598$) than those participants who have a greater amount of experience attending training programmes ($M = 3.6512$, $SD = .91137$). Participants from both classifications are in favor, but there is not a significant difference discovered as indicated by the p-value ($t=.6597$, $p=0.510$), which indicates that the level of significance is exceeded by a greater margin than the significance level. Therefore, all of this table's information allows us to draw the conclusion that participants' evaluations were more positive before they attended the training programme than they are now that they have participated in the programme.

Therefore, based on the findings and reactions provided by the participants, we are able to conclude that the participants and the teachers in higher education have a favorable impression of the training programme, and they are all hoping for positive outcomes as a result of the training programme. Before participating in a training programme, it is not uncommon for the majority of

participants to have loftier goals for the training and a more positive outlook on the outcomes of the curriculum. According to Saidi et al. (2014), training and development should improve and broaden the employees' perspectives, which will enable them to better understand their roles within the organization and give them the fortitude to advance up the organizational hierarchy. Employees increase the significance of their social skills and their knowledge in their work fields through training, allowing them to work more efficiently and effectively as a result.

1. Necessity of Programs For Training And Development Conducted By DIET's

In this section of the analysis chapter, the requirement for a training and development programme is described. This section explains what the participants' motivations were for taking part in the training in the first place. Due to the fact that Bartram and Gibson (2000) stated that there are consequences for not carrying out thorough analysis of training requirements, conducting a need analysis before beginning a training programme is absolutely necessary. They specified that regardless of whether you are experiencing prosperous times or difficult times, you cannot afford to put your investment at risk in such a manner.

The NTDP tool was developed through the use of 14 statements that assess the need of participants to attend training programme, and through the use of a data reduction technique called factor analysis, four factors were found out and given the following names: competitiveness, research and technical skills, interpersonal skills, and additional knowledge (with reference to table 3.7 of Un-rotated and Rotated Factor Matrix of NTDP). The reasons for participation in the training programme can be described using these four variables. The first factor demonstrates that participants feel the need to be competitive, which brought them to the training; the second factor demonstrates an urge to improve skills related to research and technical aspects; the third factor demonstrates that participants feel the need to improve their interpersonal skills; and the fourth factor demonstrates an interest in acquiring additional knowledge that is not related to their subject area.

Table 4 KMO and Bartlett's Sphericity Evaluation

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.825
Bartlett's Test of Sphericity	Approx. Chi-Square	2881.531
	df	91
	Sig.	.000

Data was Analyzed through IBMSPSS 18.0

The results of KMO and Bartlett's Test are presented in Table 4, and they have a value of .825, which is an outstanding recommendation that factor analysis is suitable for the data. The subsequent Bartlett test of sphericity 2881.531 explains that the data is correlated (Table 4). Subsequently, factor analysis was carried out in order to have distinct factors out of the 14 statements, and in total, four factors were recovered. In the chapter on research methodology, we've already had a conversation about the inter-correlation matrix of the variables that were extracted along with the other essential information. In addition to this, Bartlett's test is open to considering results that deviate from the average. That is to say, if the samples originate from distributions that are not normal, then Bartlett's test may merely be checking for distributions that are not normal. Therefore, once more at this stage substantial value indicates that the data follows a normal distribution. The normality of the data is an essential prerequisite that must be met before various statistical tools can be utilized.

CONCLUSION

Perception that the training programme will assist them in becoming more competitive in higher education. It has been discovered that the majority of participants joined the training programme in order to become research and technically sound with improved interpersonal and technical skills, and it has also been discovered that training and development programmes are effective in meeting the needs of participants. Different variables that were used in the questionnaires were separated into four categories with the approval of renowned academicians and researchers in order to facilitate the researcher's goal of determining the impact that SCERT has had on the teaching

and research conducted within higher education. After the assessment of the effectiveness of training was completed, it was determined that the programmes that are coordinated by DIET's are beneficial and successful in developing the research and teaching skills of higher education instructors. The training programme was found to be effective in imparting and upgrading these skills in participants, despite the constraints that were found in it, such as up gradation of additional knowledge, competitiveness, research and technical, management skills, motivation, technical competencies, better communication, personal characteristics, and awareness about health. Regarding the comments made by participants in the training programme, it was discovered that they had a high level of contentment with both the training programme itself and the accommodations that were offered by the DIET's.

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