

PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS WORKING IN B.Ed. COLLEGES

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Year of study : 2010

OBJECTIVES

- To find out the extent of Professional Development of teacher educators in the total sample and in the relevant sub samples based on gender, type of management, subjects of teaching, qualification and teaching experience
- To find out whether there exist significant difference in the mean scores of professional development of teacher educators among the relevant sub samples based on type of management gender subjects of teaching qualification teaching experience.
- To find out whether Type of Management, Gender and Teaching Experience have main and interaction effect on Professional Development of teacher educators.

METHODOLOGY

Method used : Survey method
Sample : 200 teacher educators working in B.Ed. colleges under University of Calicut
Tool : Professional Development Scale (Basheer and sobish, 2010).

Statistical Techniques Used : Preliminary Analysis, Test of Significance of Mean difference for large Independent Samples, 3-Way ANOVA (4x2x2 Factorial Design)

RESULT

Type of management, gender and teaching experience do not have a main effect on Professional Development of teacher educators. Interaction effect of type of management, gender, and teaching experience on professional development of teacher educators was significant at 0.05 level of significance

KEY TERMS : professional development, teacher educators

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