"EFFECT OF ORGANIZATIONAL CLIMATE AND ROLE-CONFLICT ON PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS"

Thesis submitted to the Kuvempu University for the degree of

DOCTOR OF PHILOSOPHY

IN

EDUCATION

Investigator

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DEPARTMENT OF POSTGRADUATE STUDIES
AND RESEARCH IN EDUCATION
JNANA SAHYADRI, SHANKARAGHATTA-577451

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DECLARATION

I declare that the thesis entitled, **"EFFECT OF ORGANIZATIONAL CLIMATE AND ROLE-CONFLICT ON PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS"** is the result of my own work carried out by me under the guidance of **Dr. H.P. MANJUNATH**, Associate Professor and HOD, Department of Education, Sahyadri Arts College, Kuvempu University, Constituent College, Shivamogga-577203. I am submitting this thesis for the award of Doctor of Philosophy (Ph.D.) degree in Education to the Kuvempu University.

I further declare that this thesis has not been submitted by me for the award of any other degree of this or any other University. Due acknowledgement has been made wherever anything has been borrowed from other sources.
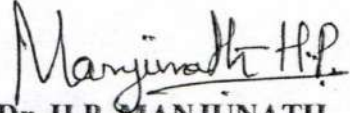
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CERTIFICATE

This is to certify that the work embodied in the thesis entitled **"EFFECT OF ORGANIZATIONAL CLIMATE AND ROLE-CONFLICT ON PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS"** being submitted by **SUNIL KUMAR M.L.** for the award of degree of Doctor of Philosophy in Education to the Kuvempu University, Shankaraghatta, Shivmogga has been carried out under my supervision and guidance.

Date: 15|05|2023 .

Place: Shivmogga

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LIST OF ABBREVIATIONS

ACA	:	Academic
ACT	:	Activity
ANOVA	:	Analysis of Variance
B.Ed.	:	Bachelor of Education
C.P.D.	:	Continuous Professional Development
DEV	:	Development
F.Y.P.	:	Five Year Plan
I.C.T	:	Information and Communication Technology
LG	:	Learning
O.C	:	Organizational Climate
O.C.S	:	Organizational Climate Scale
O.C.S.T.E.	:	Organizational Climate Scale for Teacher Educators
P.D	:	Professional Development
P.D.S	:	Professional Development Scale
P.D.S.T.E.	:	Professional Development Scale for Teacher Educators
R.C	:	Role Conflict
S.P.S.S	:	Statistical Package for Social Sciences
T.E.	:	Teacher Education
T.E.I.	:	Teacher Education Institution
T.E.R.C	:	Teacher Educators Role Conflict
TG	:	Teaching

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"EFFECT OF ORGANIZATIONAL CLIMATE AND ROLE-CONFLICT ON PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS"

ABSTRACT

In order to prepare students teacher for their educational needs, teacher educators must continually work to stay in the forefront of good teaching practices relate to andragogy. To meet this continuous demand, teacher educators need professional development opportunities from a variety of sources such as educational institutions and in each respected academic field. Because professional development has become an expectation in today's higher education institutions, understanding faculty professional development needs is a starting point in improving faculty teaching quality. This study provides an overview of the current state of how organizational climate and role conflict effects on professional development (P.D.) of teacher educators in Mysore and Bangalore Universities of Karnataka state and attempts to map the challenges and changes that have occurred in recent years.

In this research investigator investigate how Organizational climate and Role conflict affect on professional development of teacher educators by Surveying 360 faculty members, including both Government aided and private unaided B.Ed. colleges comes under Mysore and Bangalore Universities and analyze that organizational climate was significantly and positively related to all the dimensions of professional development it means effect of organizational climate was more on teacher educator professional development and role conflict was significantly and negatively related to all the dimensions of professional development it shows that there is no relationship and the Influence of demographic variables like Gender, Teaching experience, and Pedagogic Subject Taught did not differ significantly on

professional development except type of institution. This shows that demographic variables didn't have any difference effect on professional development of teacher educators and when analyze the Interaction between Levels of Organizational Climate and Role-Conflict on Professional Development Most of the interaction effects between organizational climate and role conflict on professional development was found to be non-significant, except few, i.e. commitment and accountability, self efficacy and suggestion to improve professional development and Teacher educators with good organizational climate and poor role conflict had maximum professional development, and those with poor organizational climate and poor role conflict had least professional development.

The findings of the research have several implications for Organization Authorities, for teacher Educators and For Policy makers in the present educational system. This suggests that organization authorities should take part and by providing motivational inputs in terms of seminars, workshop, Conferences, trainings, this will help to enhance their skills and knowledge and prepare them for effective teacher educator's professional development. For teacher Educators By implementing effective use of information and communication technology during teaching, teacher educators can enhance class room instruction and facilitate student learning and by involving in the extension programmes conducted by the educational agencies teacher educators can gain variety of experiences it will help teacher educators to well prepare for challenges of teaching and for policy makers findings suggest that By improving the quality of the organizational climate teacher educators can become more effective in preparing prospective teachers quality of teaching for their future carriers.

KEY WORDS: Organizational Climate; Role Conflict; Professional Development; Teacher Educators; Type of Institution; Gender

CHAPTER – I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

"Nothing is more important than providing teachers best professional preparation and creating satisfactory conditions of work in which the carefully be effective"

— The Indian Education Commission (1964-66)

Teaching can be considered a high-stress occupation. An education system has all the elements associated with stress such as a bureaucratic structure, continuous evaluation of its processes and outcomes, and increasingly intensive interpersonal interactions with students, parents, colleagues, principals and the community etc. In addition, increasing misconduct of students, student's apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embittered teacher force throughout the world. This develops some time stress, frustration and negative attitude, which results into teacher burnout. Good, C.V. (1959) defines teacher burnout as physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away.

EDUCATION

Education of a human being is, perhaps, the most cherished goal of any human civilization that ever existed or is yet to come in this world. Therefore, philosophers, educationists and great thinkers have tried their best to define education. But in most of these definitions, one would find the mark of their conceptions of the reality, values and belief systems. Although such definitions might reflect the contemporary societal

systems. No single definition has been found so far that satisfies everyone. The search for a universal definition of education still continues. Although different thinkers have given their own definitions of education, the concept of education can be analyzed from viewpoint of various theoretical stands on education. According to positivistic thinker, Moore, T.W. (1982) the philosophy of education is concerned with what is said about education by those who practice it (teachers) and by those who theorize about it (educational theorists). Moore regards education as a group of activities going on at various logical levels, logical in sense that each higher level arises out of, and is dependent on, the one below it. The lowest level is the level of educational practice at which activities like teaching, instructing and motivating pupils, etc, are carried on.

Education has a prominent role to play in the upbringing of children as its quality determines what ethical values and norms the children possess as future members of the society. Teaching is an indispensable component of education which can be described as a complex and multidimensional activity involving inculcation of moral values, abilities and skills by an experienced and knowledgeable person to an inexperienced person so as to guarantee a constructive modification in behavior which is helpful in self-development as well as the development of the society.

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking in order to distinguish education from indoctrination. Some theorists require that education results in an improvement of the student while others prefer a value-neutral definition of the term. In a slightly different sense, education may also refer, not to the process, but to the product of this process: the mental states and dispositions possessed by educated people. Education

originated as the transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy, and complex vocational skills. Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization or enculturation. Education is designed to guide them in learning a culture, molding their behavior in the ways of adulthood, and directing them toward their eventual role in society.

TEACHER EDUCATION

The policies and practices created to provide aspiring teachers the information, attitude, behavior, and skill they need to carry out their duties successfully in the classroom, school, and larger community are referred as teacher education. The development of a teacher's proficiency and competency is a programme related to teacher education that will equip and empower the teacher to meet the demands of the profession and face the problems within .According to Goods Dictionary of Education, "teacher education" refers to any formal and informal activities, experiences, and training that prepares a person to enter the field of education or to carry out his duties more skillfully. From 1906 through 1956, the teacher preparation programme was known as teacher training. It trained teachers to be technicians or mechanics. It had more restricted objectives and concentrated exclusively on skill development. Therefore, the breadth and perspective of teacher education were very constrained. Training is given to circus performers and animals, according to W.H. Kilpatric, but education is imparted to people. Teaching techniques, strong pedagogical theory, and professional skills are all included in teacher education.

Teacher education is composed of professional skills, pedagogical theory, and teaching expertise.

Training and practice in various techniques, approaches, and strategies that would aid teachers in lesson planning, instruction delivery, appropriate reinforcement, and efficient evaluation would be considered teaching skills. It entails communication skills, planning and using teaching materials, and efficient classroom management techniques. The philosophical, social, and psychological factors that make up pedagogical theory give teachers a solid foundation on which to practice their teaching techniques in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It encompasses interpersonal, computing, information management, and lifelong learning abilities in addition to soft skills like counseling and interpersonal relations. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development

Teacher Education's Nature

Pre-service and in-service components of teacher education work in tandem as a continuous process. The International Encyclopedia of Teaching and Teacher Education (1987) states that there are three stages of teacher education. Pre-service, in-service, and induction. The three stages are viewed as components of an ongoing process.

Contrary to popular belief, teachers are made, not born, according to the idea behind teacher education. Given that teaching is both an art and a science, a teacher must learn not only content knowledge but also "tricks of the art".

Teacher education is extensive and thorough. It is intended to be active in many community programmes and extension activities, such as adult education and non-formal education programmes, literacy and societal development activities, in addition to pre-service and in-service programmes for teachers.

It is dynamic and always changing. Teacher education needs to be current with current developments and trends in order to train teachers who are capable of addressing the issues of the dynamic society.

The curriculum, design, structure, organization, and transaction modalities of the overall teacher education process, as well as the degree of its appropriateness, are crucial components.

The teacher education curriculum, like other professional education programmes, is built on a knowledge base that is attentive to the demands of field applications and incorporates meaningful, conceptual blending of theoretical understanding from other related fields. However, the knowledge base in teacher education consists of a separate gestalt emerging from the conceptual blending, making it sufficiently specific, rather than merely an amalgam of concepts and principles from other fields.

Differentiated programmes for different stages of teacher education are now available. This suggests that the knowledge base should be used to create efficient methods for preparing entrant teachers for roles that a teacher is expected to undertake at each stage because it is sufficiently specialized and diverse across stages.

Some of the most important objectives of teacher education are as follows:

Giving students enough subject-matter knowledge: The goal of teacher education is to help students gain a strong understanding of the subject matter of the college assignments that will be given to them.

The major goal of teacher education is to build a skill to stimulate experience in the learner under a synthetic environment, less with material resources and more by creating an emotional atmosphere. This is known as "equipping the future instructors with necessary pedagogic abilities". The ability to perform, observe, infer, and generalize should be developed in the educator.

Making it possible for teachers to understand child psychology: The goal is to understand child psychology so that the teacher is able to appreciate the difficulties experienced by children in order to introduce new modes and methods of achieving the goals in consonance with the reactions of the children.

Creating good attitudes towards teaching: One of the main goals of teacher education is to help students create good attitudes towards teaching, which will enable them to get the most out of their human and material resources. A proper understanding of the issues with universal enrollment, consistent attendance, and year-to-year promotion is also developing.

Increasing teachers' self-assurance: The goals of teacher education are development of the ability to take care of him in terms of.

Achieving emotional happiness in life requires

(a) Adjusting to physical conditions

(b) Adjusting to the social environment in a healthy way

(c) Adjusting to oneself

The goal of teacher education is to develop the capacity to improvise educational facilities in order to extend the resources of the school. This is known as "enabling teachers to make proper use of instructional facilities".

Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development: In order to

develop the skills necessary to be a kid with children, an adult with adults, and a responsible citizen in the community, the goal of teacher education is to understand the reasons of individual differences.

Development of the capacity to give parents direct satisfaction from children's accomplishments in terms of:

a.   The right behaviors for taking care of one's body.

b.   Children's behavior at home, at school, on the streets, in farms and fields, etc., reflects their proper attitudes.

c.   Advancement in the class. In preschools, elementary schools, middle schools, secondary schools, and higher secondary schools, teachers' responsibilities are extremely important. As a result, teacher education has a very broad reach. The teacher's basic general education will determine their responsibilities at various phases of the educational process. Emphasis is to be on the practical aspects rather than theory.

Objectives of Teacher education at elementary, secondary and college level

All educational levels, including Pre-Primary, Primary, Secondary, Higher Secondary, and Higher Education, are served by teacher education programmes. The need and requirements of students and education vary at different levels. Hence level and stage – specific teacher preparation is essential.

Objectives of Teacher Education at Elementary Stage

➢   The objectives of teacher education at elementary stage are such that it helps the individual to possess knowledge of first and second language, mathematics, topics related to social and natural sciences.

➢   Develop skills to identify, select and organize learning experience pertaining to subjects mentioned above and also the skills to conduct them.

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- ➢ Possess theoretical and practical knowledge in respect of the child health, physical and creational activities, work experiences, play games, creative art, music and teaching skills to conduct these activities.

- ➢ Develops understanding of the major psychological principles pertaining to growth and development if children under his/her care.

- ➢ Possess theoretical and practical knowledge in respect of childhood education including integrated teacher.

- ➢ Develops understanding of the major principles of learning in formal and informal situation.

- ➢ Conducts action research.

- ➢ Understands the role of the school, the peer groups and community in shaping the personality of the child and also develops an amicable home and school relationship.

- ➢ Understands the role of the school and teachers in changing the society.

Some other objectives are

- ➢ To make the teachers aware of the nature, purpose, problems and issues of elementary education.

- ➢ To enable them to understand the nature and maturity of children for imparting education and to ensure their many sided development.

- ➢ To enable them to manage and mobilize community resources for the school and teaching.

- ➢ To empower pupil teachers to impart and organize instruction of unified and integrated subjects, their nature and purpose in the new educational and social context.

- ➢ To develop holistic approach for understanding and solving the problems of life.

- To create environmental awareness with the intent of promoting its protection/ preservation.

- To prepare them to use the latest constructivist pedagogy and evaluation techniques.

- To enable them to impart value education, life skills education, work education and feel their responsibility towards the education of neglected sections of society including those affected by diseases and deprivation of various forms.

Objectives of Teacher Education at Secondary stage

Aims and objectives – secondary stage is -

- To possess competency to teach subject of specialization of accepted principles of teaching and learning in the context of new school curriculum.

Terminal Behavior

- Depth of their understanding of the concept pertaining to the concern discipline.

- Makes an external and internal judgement of the quality of an article.

- Locates the deficiencies, short falls and observes deficiencies , pit fall.

- Knows the ways through which adolescent learns.

- Understand the concept of work and experience.

- Appreciates the rational of curriculum.

- Possess the skills to teach.

- Develop understanding, skills, interests and attitude which would enable them to foster the all-round growth of the child.

Terminal Behavior

- Understands the total concept of personality.

- Knows the various techniques through which total personality development takes place.

- Understands the significance of enabling the child to make a wholesome personality development.

- Possess communication mental and social skills to interact with pupils.

- Manifests psychomotor skills in formal and informal institutional situations. Shows a positive and warm attitude about optimum physical, intellectual, emotional and social development of the child.

Terminal Behavior

- Knows the sources institutional, home, neighbourhood and the local of the institution which influence health.

- Knows the structure and functioning of various bodily systems.

- Knows about the role of physical education, games, creational activities in the health of an adolescent is able to detect causes showing health disorders.

- She/He is able to make a healthy guess about nature if bodily disorder and type of treatment required.

- Applies first aid techniques on who needed.

- Develops skills in identifying, selecting, innovating, organizing, learning experiences pertaining to subject of experiences pertaining to subject of specialization.

- Develops understanding about the psychological principles of growth and development, individual difference and similarities and cognitive, cognitive and attitudinal learning's.

- Develops skills in guiding and counselling the learners in academic and vocational subject's growth as well as in their academic and personal problems.

- Understands the role of school, home and peer groups in shaping the personality of child and also develops a relationship between school and home to their mental benefits.
- Understands the role of schools and teacher in changing society.
- Understands the action research/experimental research projects or investigatory projects to improve his own teaching effectiveness in enabling children to develop their capacities.
- To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage.
- To empower the prospective teachers to adopt disciplinary approach in teaching, and to develop among students interest in such studies.
- To enable them to understand the implications of liberalization, privatization, globalization (L.P.G.) frees market, W.T.O. and Outsourcing etc. on education and adopts precautionary measures against their unsound effects.
- To train them in the use of I.C.T., its advantages, disadvantages and safeguards.
- To curtail the educational and cultural gap between the rich and the poor the schools meant for them by adopting suitable educational approaches.
- To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity.
- To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including I.C.T organize supplementary educational activities and elicit community co-operation.
- To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.

➤ To enable the prospective teachers to orient and sensitize the students with care and caution about Life Skill education. H.I.V/A.I.D.S preventive education, reproductive health, etc.

Objectives of Teacher Education at Higher Secondary stage

Aims and objectives- the higher secondary stage is -

➤ To develop among teachers an acceptable desired perspective about academic stream and understanding of its nature, purpose and philosophy.

➤ To make them aware of the philosophy, purpose and teaching learning strategies of the subjects they have to teach.

➤ To enable them to guide learners and prepare them for self – study, independent learning, to develop reference skills, undertake group learning, critical thinking, conceptualization, self – evaluation of their own performance and derive knowledge information from I.C.T, and mass media.

➤ To develop among them the competencies to communicate abstract and complex ideas and concepts in simple terms.

➤ To develop among them the skills for promoting patriotic feeling national consciousness, social cohesion, communal harmony and universal brotherhood.

➤ To enable them to orient and sensitize the students about H.I.V/A.I.D.S, preventive education and to bring attitudinal change in understanding numerous problems relating to healthy life, life skill development, stigma and discrimination, etc.

Objectives of Teacher Education at College Level

Aims and objectives - higher education is-

➤ The future teachers for college stage should possess competency to teach the subjects of specialization on the basis of accepted principles of teaching and

learning also by striving to keep him abreast with the latest knowledge in subjects of specialization in the methodology of teaching.

➢ Develops understanding of the aims and objectives of education in general and higher education in particular and also aware of his role in building up a democratic, secular and socialistic society in Indian context.

➢ Develops skills to make use of educational technology in the teaching of subject of his specialization i.e. vocational and/or academic subjects.

➢ Understands the bio-psycho-social needs of adolescent and she/he is also aware of problems arising out of the in fulfilment of these needs and develops skills to help the adolescent to solve academic and personal problems.

➢ Understands investigation research project, action research, and experimental research, research projects to solve problems pertaining to pupil behaviour modifications in and outside the classroom.

➢ Understands the role of teacher and school in changing the society.

➢ To impart enriched vocational education which is essential for success in competitive and open market economy.

➢ To enable them to design courses and competencies needed for self – employment.

➢ To enable the prospective teachers to inculcate dignity and morality of work and produce work culture among their students.

Need of teacher education: The American Commission on Teacher Education rightly observes, "The caliber of a nation is determined by the caliber of its people. The caliber of its population is not solely, but crucially, influenced by the caliber of their education, which rests more than any other single aspect on the caliber of its teachers. Every town should have a talented and independent teacher in every

classroom, according to Clinton's 1996 Call for Action for American Education in the 21st century. If we attract talented individuals to the profession and provide them with the best possible preparation and training, we have a huge chance to guarantee teacher quality long into the twenty-first century.

The need for teacher education is felt due to the following reasons;

1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.

2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as

they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

4)   The National Academy of Education Committee's Report (Darling - Hammond and Bransford, 2005) wrote that: On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgment about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

5)   Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.

6)   The Ministry of Education document- Challenge of Education: A Policy Perspective (1985) has mentioned, the most important factor in the realm of education is teacher performance. Whatever regulations may be put in place, in the end teachers must execute them via both teaching and learning procedures as well as personal example.

India has reached the threshold of the development of new technologies which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well-planned, imaginative pre-service and in-service training programmes.

Scope of Teacher Education

The following explanations will help you understand the range of teacher education.

➢ Different levels of schooling for teacher preparation

➢ Triangular foundation for teacher preparation

➢ Elements of teacher preparation

1. Different levels of schooling for teacher preparation

"Teacher education" refers to training for educators in Pre-primary, Primary, Elementary, Secondary, Higher Secondary, and Tertiary levels of education. The needs and requirements of students and education vary at each level. Hence level and stage- specific teacher preparation is essential. Teaching skills are also developed by teachers in professional institutions with the aid of teacher education. In order to cope with students beginning their careers, professional institutions' teachers need specialized teacher training inputs in addition to their academic and practical understanding of their specific subjects. Special education and physical education are included in teacher education. Therefore, teacher education would be present wherever there are instructors. In order to provide efficient procedures for educating

new teachers for the roles that a teacher is expected to play at each stage, the knowledge base is sufficiently specialized and diverse across stages.

2. Triangular foundation for teacher preparation

A high level of academic and intellectual comprehension of topics linked to teacher education at each step is necessary for the construction of the pertinent knowledge base for each stage of education. This entails choosing theoretical information from fields related to education, such as psychology, sociology, and philosophy, and transforming it into formats appropriate for teacher preparation. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These fields serve as the foundation for a better comprehension and application of teacher education. The philosophical foundation enlightens student teachers on the implications of various philosophical schools, ancient and contemporary philosophical ideas, and philosophical thinkers' educational perspectives on education and its various facets, such as curriculum design and discipline. The sociological foundation aids student teachers in their understanding of society's dynamics and place in a country's and the world's educational systems. It encompasses the ideals that influence national and international scenes. The psychological basis aids student teachers in gaining understanding of the psychological makeup of their charges. Thus, they may give their students engaging and applicable learning experiences. This helps student instructors understand themselves, their students, and learning settings.

3. Elements of teacher preparation

In the context of teacher education, factors like who (the teacher educator), whom (the student teacher), what (the curriculum), and how (the teaching approach) are all significant. The caliber of teacher educators affects the quality of teacher

education. The effectiveness of pedagogical inputs used in teacher education programmes and how well they are used to prepare future teachers are heavily dependent on the professional competence of teacher educators and how that competence is applied to improve the teacher education programme. Thus, the fundamental concern of teacher education is the development of competent teacher educators. By giving student teachers the necessary knowledge, attitude, and skills to succeed in their teaching careers, teacher education reaches out to them. It helps to provide the conceptual and theoretical foundation necessary for student instructors to comprehend the nuances of their line of work. It aims to instill in student teachers the appropriate attitude towards the profession's stakeholders so that they may handle environmental concerns in a very constructive way. It equips student instructors with the teaching and soft skills they need to perform their duties in the most effective and efficient way possible. Teacher education therefore pays attention to its content matter.

Vision of Teacher Education: The needs of the school system are changing, and teacher education needs to adapt. For this, it is necessary to prepare teachers for a dual role as: a human, encouraging, and supportive facilitator in learning situations who enables learners (students) to discover their talents, to fully realize their physical and intellectual potentialities, to develop character and desirable social and human values to function as responsible citizens; and, An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities. These expectations suggest that teacher

operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, and social justice as also excellence. To be able to realize such expectations, T.E has to comprise such features as would enable the student teachers to Care for children, and who love to be with them; Understand children within social, cultural and political contexts; View learning as a search for meaning out of personal experience; Understand the way learning occurs, possible ways of creating conductive conditions for learning, differences among students in respect of the kind, pace and styles of learning. View knowledge generation as a continuously evolving process of reflective learning. Be receptive and constantly learning. View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning. View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience. Own responsibility towards society, and work to build a better world. Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom. Analyze the curricular framework, policy implications and texts. Have a sound knowledge base and basic proficiency in language. The objectives of teacher education would therefore be to, Provide opportunities to observe and engage with children, communicate with and relate to children Provide opportunities for self -learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self- critical and to work in groups. Provide opportunities for understanding self and others (including one's beliefs, assumptions and emotions);

developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation. Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking. Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story - telling and reflective inquiry.

Teacher Education in India

As long as Indian education has existed, so too has the history of teacher education in India. One of the world's most extensive systems of teacher training is found in India. Teachers' education must have originated in India circa 2500 B.C. The history of Indian teacher education may be divided into five parts:"

Ancient and Medieval Period (2500 B.C. to 500 B.C.)

Buddhist Period (500 B.C. to 1200 A.D.)

Muslim Period (1200 A.D. to 1700 A.D.)

British Period (1700 A.D. to 1947 A.D.)

Teacher education in independent India (1947 up to this date)

Ancient and Medieval Period (2500 B.C. to 500 B.C.) Early on in Hindu civilization, teaching focused on imparting knowledge of the "Vedas." Out of the four social groups in Hindu society, Brahmins were the teachers who dedicated their lives to the pursuit, preservation, and dissemination of knowledge for future generations. The teacher held a distinct role and rank in Vedic India. He was highly regarded by the community for his knowledge and scholarship as well as his mind, heart, and hand skills. The teacher or guru served as a symbol of virtue, a source of wisdom, and a refuge for spirituality. The process of choosing and preparing a teacher was very meticulous. Manu mentioned that a teacher's son would occasionally assist his father

by taking over the classroom. Some of the more capable and older students served as monitors and occasionally helped the teacher with his work. The contribution of the prehistoric educational system was this monitorial system, which was a means of acclimating students to the role of teachers. The Upanishad era was notable for its individualized attention given to each learner. The bond between the teacher and the disciple was close. The teacher had the discretion to accept a disciple, but if he did, it was his moral obligation to see that the disciple advanced. A disciple or student also had the option to select his teacher. Since writing only emerged later, knowledge was passed along verbally, and explanation was a crucial teaching strategy. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. Through initiation and repetition, the method was still being transmitted. Good teachers came up with their own strategies and used real-world examples to make the subject engaging and important to the pupils. The five steps to comprehending the significance of a religious truth practiced in ancient India were listening to the uttered words, understanding their meaning, reason leading to generalization, confirmation by a friend or instructor, and application.

Buddhist Period (500 B.C. to 1200 A.D.): During this time, a formal system for teacher preparation arose. As teacher education's significance became more widely acknowledged, it expanded. Every novice was supposed to place himself under the supervision and direction of a preceptor Upajjhaya upon admission as part of the monastic system, which was a key component of Buddhism. The disciple would carefully select an upajjhaya and treat him with the highest reverence. In contrast, the upajjhaya had a lot of obligations to the novice, Saddhiviharika. He was to instruct, question, exhort, and encourage the disciples in order to provide spiritual assistance and encourage religious learning among them. The disciple had to receive

complete care from the teacher. In addition to oral recitation, the professors also used exposition, debate, discussion, question-and-answer sessions, and the use of stories and parables. Hetu Vidya, or the inductive approach, was used in viharas and monastic institutions to teach the disciple's mind. The introduction of the subject of logic aided in the learner's intellectual development.

Muslim Period (1200 A.D. to 1700 A.D.): There was no official system of teacher preparation during this time. Education is recommended as a duty in the holy Kuran, and it is highly valued in Muslim nations. Public affairs included education. In their lands, the Mohammedan emperors of India established libraries, colleges, and schools (Madrasahas). Maktab, which is frequently affixed to a mosque, served as a place of instruction for students to learn the Kuran, which they were required to recite, as well as reading, writing, and basic arithmetic. Although Arabic was required to be studied, Persian was the primary language of instruction. Grammar, logic, theology, philosophy, literature, jurisprudence, and sciences were all covered in the Madrasa curriculum. While erudite individuals were engaged in the Madrasa, the majority of the teachers in the Maktabs were Moulvis. The majority of the teacher training process involved starting where previous teachers left off. When competent pupils were found by good, experienced teachers with a keen eye, they were appointed tutors to oversee and instruct the younger students in their place. Thus, the monitorial system, which served as a means of training future teachers, was popular during the medieval era as well. Both society and the students they taught appreciated and held the instructors in high regard. There was a lot of memorization and cramming at this time. The instruction was given orally. The lecturing approach was used by the teachers. Books were recommended to students. In practical topics like medicine,

practical's were also undertaken. Each subject, including politics, philosophy, logic, and religion, was likewise approached analytically and deductively.

British Period (1700 A.D. to 1947 A.D.): The afore mentioned educational system was altered by the British in accordance with their own philosophy, needs, and system. A cutting-edge educational system was implemented. Institutions for teacher training were first established by European missionaries in India before the British arrived. In Serampur, close to Calcutta, the Danish Missionaries founded a normal school for teacher training. Dr. Andrew Bell began the Monitorial System experiment in Madras, which served as the foundation for the current teacher preparation system. It was called the Bell Lancaster method and utilized in England. This technique, which asks the more advanced students to tutor the less advanced, was praised by Mr. Campbell, Bellary Collector, in his Minute of August 17, 1823. It was also highly accepted in England. Sir Munro provided some suggestions for enhancing teacher education in his Minute from December 13, 1823. He proposed raising their pay and offering alternative curricula to Hindu and Muslim teachers. The first normal school was established in Madras in June 1826. It initially trained teachers for the local schools while being managed and funded by the British government. This regular school eventually became the Presidency College. The Elphin Stone Institution in Bombay opened a regular school in 1847, and Calcutta followed suit in 1849.

Teacher Education in Pre Independent India: The 'Monitorial System', an indigenous method used in India, is where the concept of formal teacher training first emerged. It was founded on the idea of reciprocal instruction. The entire class was divided into several small groups, with each group being guided by a bright student who was designated as the monitor. Schools that train teachers. Carey, Marshman, and Ward established the "Normal School" at Serampur in Bengal, India,

in 1793, making it the country's first official institution for teacher training. The Native Education Society in Bombay trained a number of instructors to enhance instruction in basic schools. The Calcutta School Society pioneered teacher preparation programmes for native schools in Bengal. In order to train women teachers at the Calcutta Central School for Girls, the Ladies Society of Calcutta established a training programme. In the early half of the nineteenth century, a number of government training institutions were also established.

Wood's Despatch (1854): On July 19, 1854, The Wood's Despatch commonly referred to as the Magna Charta of English Education in India was published. It was rightfully referred to as the most significant piece of information on English instruction in India. It provided several quite helpful recommendations for enhancing teacher education. It was suggested that rewards be provided to those with the aptitude for teaching and willingness to dedicate themselves to the career of schoolmaster. The Despatch pushed for the opening of training institutions throughout India. The Despatch proposed bringing the pupil teacher system (which was used in England) to India along with a nominal payment to the headmaster of the school to which they were connected. When the training programme was successfully completed, they were to receive certificates and jobs. The Despatch therefore provided enough of an incentive for potential teachers. A number of normal schools were established as a result of Wood's Despatch, which was also recommended by Lord Dalhousie, the Governor General of India.

Lord Stanley's Dispatch (1859): Lord Stanley, the Secretary of State for India in 1959, placed a strong emphasis on teacher preparation. The Dispatch strongly advocated for local availability of teachers for vernacular schools and advised the administration to stop hiring teachers from England. The new grant in aid regulations

of 1859 stated that teachers who had earned a certificate of teacher training would be eligible for salary grants to schools. There were 106 Normal Schools in operation in 1882, including ones designed solely for female students. The following institutions have added training classes for secondary teachers:

(i)   Government Normal School, Madras (1856)

(ii)   Central Training School, Lahore (1877)

The first secondary school teacher training college was established in 1886 in Saidapet, Madras, and a secondary department was introduced to the Nagpur Training School in 1889. In India at the turn of the nineteenth century, there were just six training institutions.

Government of India Resolution on Education Policy (1904): One of the most significant educational publications, it established the principles for the system of education to come. The Viceroy of India at the time, Lord Curzon, believed that teachers needed to be trained. It provided some crucial recommendations for enhancing the teacher preparation programme. They were:

Training Colleges: The Resolution said that in order to improve secondary education, teachers needed to receive training in the art of instruction. At locations like Madras, Kurseong, Allahabad, Lahore, and Jubbulpur, there were a total of five teacher training colleges. Graduates or Intermediates may apply for admission to these colleges. The general concepts, upon which the training institutes were to be created, were:

a)   To increase the number of capable and experienced men working in higher training.

b)   To properly outfit the training colleges.

c) To make the training programmes two years long, and one year for graduates. The training would include understanding of the fundamentals of teaching as well as some technical proficiency in the application of the art.

d) The final product of the course would be a university diploma.

e) Theory and practice should be closely related, and each college should have a practicing school. So that students don't disregard the techniques learned in college, there should be a direct connection between training colleges and schools.

Calcutta University Commission (1917): The Sadler Commission recommended creating postgraduate education departments at universities, each with a professor, a reader, and a number of assistants, as well as instituting a postgraduate degree in education. It suggested adding education as an elective subject for graduation and graduate study. The Sadler Commission's recommendations had a positive impact on India's teacher training programme. In 1925, Mysore University established a faculty of education.

The Hartog Committee (1929): The Hartog Committee continued the work started by the Sadler Commission. Although the Committee's focus was mostly on primary education, it also made significant suggestions for teacher preparation. It was suggested that individuals who were familiar with rural society should be hired as instructors in rural areas. The article also made the case that conferences, meetings of teacher associations, journals for teachers in the local tongue, and refresher courses can all help teacher's live happier lives and produce better work. The same recommendations came from the committee for secondary school instructors as well. Thirteen out of the eighteen universities established colleges of education in response to the Sadler Commission's recommendations. In New Delhi, the Lady Irwin College was founded. In 1932, Andhra University introduced a brand-new degree, the B.Ed.

The M.Ed. was first offered in Bombay in 1936. In the 1930s, there were a number of other significant developments in the subject of education. Resurrected was the Central Advisory Board of Education. Mahatma Gandhi initiated the Basic Education programme in 1937, which resulted in the preparation of teachers for elementary schools. A Basic Training College was established in Allahabad in 1938, and the Vidyamandir Training School was established in Wardha the same year.

Teacher Education in Independent India

University Education Commission (1948-49) – In 1948, the University Education body the first body in independent India examined the teacher-training programmes already in place and recommended that the curricula be made more adaptable and responsive to local needs. The panel suggested that the courses be updated, appropriate schools be employed for practical instruction, and more time be allotted for school practice in this situation. To address the programmes and duties of training colleges, the First Conference of Training Colleges in India was organized in 1950 at Baroda. The term "teacher education" was given to the practice of teacher training in this commission.

Secondary Education Commission (1952-53) – A secondary education reform was proposed by this commission. It was advised that graduate teachers should receive instruction in at least two different topic areas throughout their one year of in-service training. The practical training should include topics like creating and administering academic tests, setting up supervised study groups and student organizations, running library sessions, and keeping track of cumulative records in addition to practicing teaching, observing, demonstrating, and criticizing lessons. (1954) Ford Foundation Term In 1954, the Government of India appointed an international team of eight experts to study in greater detail the major

recommendations of Secondary Education Commission. The team's recommendations included that training institutions organize and run demonstration or laboratory schools where curriculum experiments are conducted.

Pires Committee (1956) – This committee advocated for giving practical work the same weight as the conceptual element. The exam should only include four questions, as follows: 1. Educational Psychology and Health Education 2. Educational Principles and School Organization 3. Strategies for Teaching Two Academic Subjects 4. Present-day issues in Indian education.

Education Commission (1964-66) – The Education Commission, often known as the Kothari Commission, was very interested in teacher preparation (1966–1966). It was noted that in order to meet the needs of the national system of education, a strong programme of professional development for teachers was required for the qualitative improvement in instruction at all levels of teacher education. The teacher is unquestionably the most significant component determining the quality of education and its contribution to national development, according to the National Policy Statement on Education (1968). Therefore, a respected position in society must be given to teachers. With regard to their qualifications and duties, their salaries and other working conditions should be adequate and satisfactory.

Acharya Ramamurti Committee (1990): In its analysis of the N.P.E. 1986, it was noted that an internship model for teacher training should be used since it is firmly founded on the importance of real-world experience in a context that is representative of profession and on the gradual improvement of teaching abilities.

Yashpal Committee (1993): It has been highlighted that insufficient teacher preparation programmes result in inadequate learning quality in schools. The B.Ed. programme should therefore provide the option of specializing in secondary,

elementary, or early childhood education. Either one-year after graduation or four years following higher secondary school should be the program's duration. To ensure the program's relevance to the evolving needs of school education, the program's contents should be reorganized. The emphasis in these programmes should be on helping the trainees develop the capacity for autonomous thought and self-learning. In 1998–1999, there were 34 Institutes of Advanced Studies in Education (I.A.S.Es.), 76 Colleges of Teacher Education (C.T.Es.), and 45 District Institutes of Education and Training (D.I.E.Ts.). The legally mandated N.C.T.E also published a Curriculum Framework (1998) to provide direction for the academic matter and mode of teacher preparation delivery. As a result, many organizations and state governments changed their teacher-training curriculum. The legally mandated N.C.T.E. also published a Curriculum Framework (1998) to provide direction for the academic matter and mode of teacher preparation delivery. As a result, numerous institutions and state governments altered their curricula for training teachers. Additionally, a curriculum framework was released in 1998 to serve as a guide for the context and approach of teacher education. Numerous universities and state governments amended their teacher education programmes as a result.

The National Curriculum Framework (N.C.F.)(2005) for school education places different demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. Teacher quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education.

National Knowledge Commission (2007) has achieved significant advancements in school education since independence in terms of overall literacy, infrastructure, and public enrollment in and access to schools.

National Curriculum Framework for Teacher Education (N.C.F.T.E) (2010) It was emphasized that a prospective teacher's education and training will be effective to the extent that it has been provided by teacher educators who are qualified and equipped properly for the position. The National Council for Teacher Education (N.C.T.E) launched a variety of initiatives during the past ten years to raise the caliber of teacher preparation programmes. To promote quality assurance and maintenance, it collaborated with the National Assessment and Accreditation Council (N.A.A.C). The Right of Children to Free and Compulsory Education (R.T.E.) Act, 2009, which went into effect on April 1, 2010, will have a significant impact on teacher preparation programmes nationwide. Teacher Eligibility Tests (T.E.T.) for Teachers and Principal Eligibility Tests (P.E.T.) are held at both the state and the federal levels in order to improve educational equity. The U.G.C. administers the National Eligibility Test (N.E.T.) at the national level and the State Level Eligibility Test (S.L.E.T./S.E.T.) at the state level for teacher education.

Teacher Education in Five Year Plans – In five year plans teacher education got 10% share of the total education, resulting into an increased output in training schools and training colleges. Output of training schools doubled during 1951 to 1961. It increased three times in 1966. There were 29 institutions in 1966 providing M.Ed. and PhD courses. N.C.E.R.T was set up in September 1961. N.C.E.R.T started teacher education programme in 1964. Establishment of S.I.E (State Institutes of Education) and S.I.Sc.E (State Institutes of Science Education) took place in 1964 to upgrade science education at high school level. Science Institutes were opened. During 1969 to 1979 priority was given to expansion of elementary education with special emphasis on backward sections and girls. Correspondence and in-service programmes were emphasized. Fourth and Fifth plans provided correspondence

courses to about 1, 40,000 elementary teachers, 17,600 secondary teachers. With the assistance of N.C.E.R.T and U.G.C an organized correspondence and in-service programmes, B.Ed. course was started by Himachal University and later by Jaipur University and several universities in South India. There are training colleges which are exclusively run by Government. Regional Colleges are being run by N.C.E.R.T – Ajmer, Mysore, Bhuvaneshwar and Bhopal. In Uttar Pradesh there are two types of training colleges –J.T.C and J.B.C.T. Teachers trained by these J.B.T.C colleges work in Junior High School. J.T.C works in primary school. Regional Colleges carried out programme for primary teachers (B.Ed. Primary); training of teachers for pre-primary level and for students like mentally retarded children, physically handicapped children. N.C.T.E Act was passes in 1993 by the Parliament by which it is the responsibility of N.C.T.E to look after Teacher Education of the country. The Eleventh plan is quality plan in respect of education sector. The following specific programmes are proposed to be taken up in teacher education during the Eleventh Plan. Strengthening Teacher Education by (i) Developing teacher education Information Base in Public Domain, (ii) Creating additional support systems in the field, and (iii) strengthening academic capacity. Augmenting teacher education capacity in SC/ST and minority areas. Professional development of teacher through training programmes. Professional development of teacher educators through Refresher Courses and Fellowship programmes. Support to N.G.Os. Technology in teacher education. Combining higher education and elementary teacher education. Incorporating technology into teacher education is a key focus area for the Twelfth F.Y.P. in order to encourage flexibility and adaptability to new technology while fostering professionalism. State partners should help implement the Teacher Education Scheme.

Recommendations of Education Commission (1964-66) and N.P.E. (1992) on Teacher Education: - The future of India is currently being molded in classrooms, according to the Report of the National Education Commission from 1966–1964. According to the National Policy on Education (1986–1992), "No one is said to rise above the level of their teacher; the status of the teacher reflects the socio-cultural ethos of the society." The education commission under the chairmanship of D.S. Kothari has pointed out clearly the major weaknesses in the existing system of professional education Visualizing weaknesses in teacher training programme. The commission made many recommendations which may be clarified in to following groups; removing isolation of teacher training from the main academic life.

➢ Improving the quality of teachers training programme.

➢ Expansion of teacher training facilities.

➢ Making adequate provision for continuing professional education of all teachers.

➢ Creating appropriate agencies for the maintenance of standards both at the Centre and States.

National Policy of Education (1986) looked at the role of the teacher and the expectation of teacher education in a holistic perspective. It was suggested that the government and the community work to foster an environment that will support, encourage, and inspire teachers in positive and innovative ways. Teachers should be able to experiment, come up with effective communication strategies, and plan lessons that address the needs, skills, and community concerns of their pupils.

National Policy of Education on professional development of Teacher educators (2020)

Teacher educators and institutional leaders should adopt face-to-face mode, online mode and other academic performance activities. Each Teacher Educator and

Institutional leader must complete C.P.D of 50 hours with the combination of face-to-face, online, distance, and other activities. Teacher Educator must choose self-study and activities through online mode for completing some part of 50 hours of C.P.D. Under NISHTHA, the DIKSHA portal provides 4 hours of content and activities in each module. The Indira Gandhi National Open University (I.G.N.O.U)/ National Institute of Open School (N.I.O.S), C.B.S.E, C.I.E.T, N.C.E.R.T, State Open School, Universities (H.R.D.Cs), Centers under P.M.M.M.N.M.T.T, M.O.O.Cs should also be included in C.P.D as per their course hours.

In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.

Pre-Service Teacher Education – The N.E.P 2020 recommends drafting a National Curriculum Framework for Teacher Education or N.C.F.T.E 2021 to guide pre-service teacher education and training. The N.C.F.T.E will prescribe the best pre-service and in-service education/training practices for teachers working in academic, vocational, and other unique education streams.

Teaching Career and Professionalism – The N.E.P aims to set the National Professional Standards for Teachers (N.P.S.T) to determine all aspects of teacher career management, efforts for professional development, salary hikes, etc. Teacher audits and professional appraisals are also an essential part of N.E.P for teachers. N.C.E.R.T will undertake an in-depth study of international pedagogical approaches

and integrate their findings into the C.P.D programs for N.E.P teacher training. Teacher education in N.E.P 2020 entails a prescribed number of hours for continuous professional development or C.P.D each year.

Present Scenario of Teacher Education in India

One of the world's most extensive systems of teacher training is found in India. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in teacher education. Though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. The preparation of competent, devoted, and professionally well-qualified teachers who can fulfill the demands of the system not only makes it easier to improve school education, but also serves as a link between secondary education and higher education. In certain areas, the supply of teachers far exceeds the demand while in others there are acute shortages as qualified teachers which results in the appointment of under-qualified and unqualified persons. The role of teacher education as a process of nation building is universally recognized. But teacher education in India, because of its history and also due to various factors beyond its control, has by and large been confined to school education only. Evidently the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system.

The non-statutory National Council for Teacher Education (N.C.T.E.) was set up in 1974 by a resolution of the Government of India and was located in the N.C.E.R.T. As a result, numerous institutions and state governments altered their programmes for training teachers. During this period, the National Commission on Teachers (1983) studied in-depth the problems of teacher education and the status of

teachers in society. N.P.E. (1986) was followed by a Programme of Action (1986), which provided details about the needed transformation of policy into action. Its emphasis was on the enrichment of both in-service and the pre-service teacher education programmes, computer education and new as well as alternative models of teacher preparation. It is hearting to discern that directions given in N.P.E. (1986) and recommendations of the Programme of Action were largely implemented with encouraging results. New developments in science and technology at national and international levels with far-reaching educational and cultural consequences, challenges of post modernity, counter-culture, value crisis and post-industrial society became evident. During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. It has to be emphasized that without increasing the duration of teacher education programmes, these targets cannot be achieved. Academic and professional skills are not independent of each other. There is hardly any difference between the performance of trained and untrained teachers because of outdated teacher education curricula. Teacher Education curricula have to integrate and blend them into a composite whole likes the curricula of medical sciences. The reconstruction of teacher education curricula has, thus, become a pressing need of the hour. It has to be transformed from information based to experience based. Over the last half a century and particularly, in the recent decades, teaching learning has been undergoing drastic changes. There has been a shift towards student centered classrooms with teacher's role more as facilitator of learning rather than an autocratic master. Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to a passive audience of students, today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills, and discovery

learning approaches. Many teachers are not properly trained in implementing the concepts behind the new curriculum and many are not equipped to properly implement the curriculum. The important thing is that the teacher education centre's and the curriculum followed in the teacher education have very little focus on new trends in education.

Status of teacher Education Institutions in India: Teacher education institutions have been proliferating and mushrooming all over the State with profit motives until the National Council for Teacher Education (N.C.T.E), came up with and insisted on mandatory norms and standards for these institutions. As a result of their intervention, many institutions have constructed buildings with classrooms and procured infrastructure to meet their standards. These institutions were even been forced to increase the salary of teacher educators to the basic amount in the government scale. But later, the effectiveness of N.C.T.E intervention reduced and the powerful lobby of private education institutions had their way in running their teacher education shops. Even when the periodical salary revisions increase the salaries of permanent employee's sky high, their counterparts in the B.Ed. centre's can only dream of a meager rise. The powerful lobby of the private institutions are also said to influence the Universities' reluctance in providing fair deal to the teacher educators. The NCTE, unlike in the past, seems to be silenced and remaining aloof and so does Hon. Minister for Education. Nobody wants to annoy the private education institution bosses. That itself provides ample scope for profit oriented managements to isolate the teacher education communities. The evaluation of teacher trainees in the teacher education institutions is another big joke. The difference in the marks between high achievers and low achievers is minimal and the faculty members are least bothered in either encouraging the trainees to score high or to punish the lazy with low marks.

Thus, most trainees who enter these institutions come out with flying colors. During the last years, new thrusts have been posed due to rapid changes in the educational, political, social and economic contexts at the national and international levels. The system still prepares teachers who do not necessarily become professionally competent and committed at completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum**.**

TEACHER EDUCATORS

The phrase "Teacher Educators" is used to describe people who initiate, direct, and support teacher learning throughout their careers. This includes both those who educate aspiring teachers and those who educate working teachers. Teacher educators work in schools (school-based teacher educators), colleges and universities. For some it is their primary occupation, while others combine teaching at schools with being a teacher educator, or are professors in a subject area who hold an additional job in teacher education.

The scope of tasks and responsibilities of teacher educators is broad. Teacher educators teach a variety of subjects. They are responsible for the education of future teachers at both the undergraduate and the graduate level. Teacher educators not only deal with pedagogy but also develop skills and knowledge that is required to develop their competencies as a teacher. In addition to classroom teaching, teacher educators are involved in multifarious activities like giving assignment, conducting examinations- both internal and external, setting question papers, checking answer sheets, invigilation duty, preparing mark sheets, etc. Teacher educators are also

involved in micro-teaching classes, preparing lesson plans and teaching aids for demonstration classes, supervise one month practice teaching classes of first year trainees and four month internship programme of second year B.Ed. trainees in various schools assigned to them.

1.2 CONCEPTUAL FRAMEWORK

ORGANIZATIONAL CLIMATE: Educational institution is an organization for educating the members of societies, Educational institution has been established. Educational Institutions are also organizations because they are organized bodies which transmit knowledge, culture and so on from generation to generation. These institutions had been set up to achieve well-defined goals. These goals are social, cultural and vocational. Schools, colleges, universities and professional training centers of a country are unique form of organization. Educational Institutions is a socio-psychological system. The climate of the school or college is the resulting condition from the interaction between the teachers and the head of the institution and all other components of the many forces like parents, attitudes, and expectations, socio-economic environment of the family, community, close friends, and mass media of communication acting on the student life. The atmosphere can distinguish one institution from another. Beautiful surrounding generates a congenial atmosphere for work. The general appearance of the educational institutions should be so attractive that students and teachers should be proud of it.

The term organizational climate was first introduced by Cornell in 1955. The term "Organizational climate" refers to "the feel" "the atmosphere" "the environment", "the tone" "the morale" of an institution. The interaction of the organizational elements—namely, culture, structure, system, leadership behavior, and psychological needs of the people of the organization—creates the organizational

climate. According to Halpin (1963) it refers to "the social climate among principals and teachers, including both formal and informal patterns of interaction. Boo cock (1972) uses the term "social context". For climate he says "The characteristics and attitudes of the individuals whose roles comprise the school combine to form its "social context" or "climate".

TYPES OF ORGANIZATIONAL CLIMATE: Halpin and craft were able to identified six school profiles called six types of climate ranging from open to close. They are

1) **Open Climate**: This climate includes high trust, high morale and low disengagement. It refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in job. In this environment both the principal and staff are genuine in their behaviour.

2) **Autonomous Climate**: It has high intimacy, high spirit and low production emphasis. It refers to an environment in which the teacher enjoys a friendly relationship and high degree morale. Teachers are free and independent enough to do what they think well.

3) **Controlled climate**: It has high hindrance, high spirit, high production emphasis; low intimacy and consideration. Teachers feel they are burdened with heavy non-academic work teachers do not enjoy friendly relationship with each other, close supervision by the headmaster and no warm, relationship between the principal and the staff.

4) **Familiar Climate**: It has high disengagement, high consideration and low production emphasis. Teachers carry on their work with no involvement. The teachers have established personal friendship among themselves and no close supervision or strict adherence to regulations.

5) **Paternal Climate**: This climate has high engagement and production emphasis, low hindrance and aloofness. Teachers work without commitment. Close supervision and detailed guidance from the principal. The facilities have to work in the principal wants.

6) **Closed Climate**: It has low thrust, low esprit and high disengagement. It is characterized by degree of a partly on the part of all members of the organization. The principal stress the routine trivial unnecessary non academic work. Teachers are not satisfied with the job, close supervision and direction by the leader.

Significance of Organizational Climate: To create a better organizational climate, the teacher must be identifying with instructional goal, to interact with fellow teachers, to avoid neglecting the allotted work to avoid hostile feelings towards the principals. Similarly to create organizational climate, the principal must to treat the teacher humanely, to avoid close supervision and to avoid aloofness.

Importance of Organizational Climate: Organizational climate is directly related to the attainment of institutional goals. Organizational climate is directly related to motivation of the teacher. Organizational climate is directly related to job satisfaction. Organizational climate depends upon the "Introduction", "human relations" and "emotions" of the principal and the staff. School in confined to the social climate among the teachers and principal only. Student's behavior is not included perhaps, this may be due to fact student's behavior or climate completely depends on both teachers and principal.

ROLE CONFLICT: Role conflict is a concept that develops when teachers are expected to fulfill many needs for parties other than students while they are already overburdened with demands on their part. Of course, not everyone has the same expectations for instructors, and numerous studies have noted non-consensual

expectations for teachers. Mostly such studies have focused on norms, and most authors have interpreted their findings as indications of role conflict. Several forms of role conflict have been suggested in the literature related to teacher behavior.

Role conflict is defined as the expectation towards varying roles that an individual has meaning when the given roles are conducted at the same time, or even when the conduct of one role, prevents the conduct of the other role. It takes place when different people have different expectations from a person performing a particular role. Conflict among the roles begins because of the human desire to reach success, and because of the pressure put on an individual by two imposing and incompatible demands competing against each other. The effects of role conflict, as found through case studies and nationwide surveys, are related to individual personality characteristics and interpersonal relations.

PROFESSIONAL DEVELOPMENT: Professional Development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development is not effective unless it causes teachers to improve their instruction or causes administrators to become better school leaders.

The professional development depends on how carefully educators conceive, plan, and implement it. There is no substitute for rigorous thinking and execution. Unfortunately, many educators responsible for organizing professional development have had no formal education in how to do so. The learning experiences they create for others are similar to their own experiences, many of which were neither positive

nor effective. Learning forward is a professional organization that provides resources and learning opportunities for educators to develop the knowledge and skills they need to organize effective professional development.

Professional development for teachers is crucial for educators, because their application of new knowledge will directly affect students. According to Learning Forward, classroom achievement increases when teachers take part in development that is focused on addressing the major learning challenges of their students. Not only does this development help educators update their skills and hone their craft, but it also improves student success.

There are two main forms of critical educator development: Professional development and personal development planning. Both are necessary for teachers to reach their professional and personal goals, as well as to become more well-rounded educators. This has given rise to the emergence of a new perspective that interprets the professional development of teachers as having the following characteristics:

➢ It is based on constructivism and not on transmissive models, whereby the teacher is regarded as someone who learns actively while being involved in specific teaching tasks, through evaluation, observation and reflection.

➢ It is viewed as a long-term process, which acknowledges that teachers learn over time. Thus, experience is considered to be more effective if it allows teachers to link new experiences with former knowledge. In order for this to happen, appropriate monitoring is necessary and indispensable to triggering change.

➢ It is assumed as a process which takes place in specific contexts. Unlike traditional training practices, which do not associate training situations with classroom practices, the most effective experiences for professional teacher

development are those based on the school and which are connected to the daily activities carried out by teachers.

➤ Professional teacher development is directly related to school reform processes, where the latter is viewed as a process that tends to re- constructs school culture and in which teachers is involved as professionals.

➤ The teacher is viewed as a reflective practice, someone who is in possession of former knowledge when entering a profession and who continues to acquire more knowledge through reflection on his/her own experience. So, professional development activities consist of helping teachers to construct new theories and new pedagogical practices.

➤ Professional development is conceived as a collaborative process, even though it is assumed that there may be room for isolated work and reflection.

Professional development can adopt different forms in different contexts. Therefore, there is no single professional development model that is effective and applicable to all colleges. Colleges and teachers should evaluate their own needs, beliefs and cultural practices in order to decide which professional development model seems more beneficial to them.

Objectives of Professional Development: The objectives of professional development, according to the O.E.C.D. (2009).

➤ To update individuals' knowledge of a subject in light of recent advances in the area.

➤ To update individuals' skills, attitudes, and approaches in light of the development of new teaching techniques and objectives, new circumstances, and new educational research.

➢ To enable individuals to apply changes made to curricula or other aspects of teaching practice.

➢ To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice.

➢ To exchange information, expertise among teachers and others, e.g. academics, industrialists, and to help weaker teachers become more effective". So it can be concluded that it allows teachers to keep up to date on the subject in light of recent developments. It ensures that teachers will be able to respond to any question being asked by students. It will also help teachers to enhance their knowledge in several subject areas. It can help teachers in better planning and management.

Need and significance of Professional Development (Ahmad, 2015) stated that professional development has significance because of different factors such as:

Changes in the child psychology

Change in the attitude of students

Change in the taste of students

Knowledge explosion in the world

Development in the field of information technology

Change curriculum and learning experience

Latest trends in the teaching-learning process

1.3 THEORETICAL FRAMEWORK

The theoretical framework is a grounding tool used to guide how the researcher thinks about the research (Merriam, Caffarella, & Baumgartner 2007).

Theories Related to Organizational Climate

 Exchange Theory: The exchange theory presents commitment as an outcome of the transactions between the organization and its member. However, the member's

perception of the favorableness or unfavorableness of the outcome depends on how much the organization meets the expectations of its member. The opposing premise of the exchange theory is presented through Becker's (1960) side-bet theory wherein he argues that an individual accrues side-bets or gains when he takes membership in an organization. These extrinsic gains would be lost once the individual's membership in the organization is terminated. Thus, individuals invest in organizations by staking side-bets or gains that are important to them. The greater the stake, the more the individual's commitment to the organization.

Social Identity Theory: Social identity theory maintains that individuals classify themselves into various social groups which may include both organizational and professional memberships (Dutton et al, 1994). Support for this argument comes from various studies (Kochler and Sinich, 1993) who suggest that commitment takes different forms and it may also be directed towards different foci such as organization, occupation or profession, team and union (Somers, 2010).

Theories Related to Conflict

Role Theory: Role conflict results from two or more sets of incompatible demands involving work-related issues (Kahn et al., 1964; Katz and Kahn, 1978). According to Farr and Ford (1990), stress produces routine behavioral patterns and generally interferes with novel or creative responses. In accordance with Rizzo et al. (1970), this study defined role conflict as "the dimensions of congruency-in congruency or compatibility-incompatibility in the requirements of the role, where congruency or compatibility is judged relative to a set of standards or conditions which impinge upon role performance".

Attribution Theory: Conflict, according to related studies, is a situation that drives people to look for attributions (Keaveney, 2008). When negative consequences occur

and they are disappointing, unexpected or significant, attributions are likely to occur (Martinko et al., 2007). As a result, Conflict is a situation that is particularly likely to cause people to look for attribution (Hurt & Welbourne, 2018). Fritz Heider's attribution theory explains the process of understanding the causes of events and behaviors in our surroundings (Malle, 2011; Weary et al., 1980). He put forward two main concepts: dispositional or internal attribution and situational or external attribution to perceive the cause-and-effect relationship of the world. Abignal and Cahn (2011) associated dispositional attributions with individuals' psychological aspects. Situational attribution is understood as the behavior that gets triggered as the result of some aspect of the conflicting situation (Waas & Honer, 1990). Grace et al. (1993) established that there is a relationship between attribution and conflict that is extremely strong. Negative attributions are more likely to report frequent and intense conflict.

Psychodynamic Theory: The Freudian psychodynamic theory postulates that individuals experience conflict because of their intrapersonal state of mind, their ways of thinking influence actions; therefore, the subconscious mind comprehends the conflict in which the individual plays a large part. This view is supported by Davies et al. (1996), who stated that individuals adopt attitudes towards dealing with conflict issues based on their anxieties, concerns, individuality, and other emotions that are rooted in their inner selves or minds. Collins (2005) adds that the unconscious strands of mind can impact and influence perceptions, emotions, and behaviors, of a person, as he or she could behave in an ineffective and self-destructive manner. Therefore, it seems that conflict is not about what it outwardly appears to be, but has deeper roots and could, for example, influence relationships and interactions at home, while conflict at home could influence or manifest itself in the work situation.

Theories of Work-Family Conflict: Many Researchers have developed theories that attempt to explain the interaction between family roles and work roles conflict.

Segmentation Theory which explains that work and family are two different domains at different place. Both of these domains demand an individual's time, energy, attitudes, feelings and behavior. When these are puttied in one domain, obviously the other domain maybe neglected.

Compensation Theory suggests that individuals will seek in one domain but they do not get from other domain. It is argued that although individuals have multiple roles in their lives, some roles are more salient for individual than others.

Spillover Theory explains the interaction between family roles and work roles. According to this theory, attitudes and behavior from one domain will be carried over to the other domain (Kabanoff, 1980). Kossek Ozeki, and Ozeki, (1998) point out that the spillover theory could be termed as the most predominantly used theory in the literature on work-family conflict.

Theories Related to Professional Development

Social Learning Theory (S.L.T.) (Bandura, 1977) provides a theoretical approach that integrates cognitive aspects and social effects in learning. While an important sub construct of S.L.T., self-efficacy has been used extensively in theorizing teacher education. In this paper the potential use of S.L.T. is explored by interpreting the effects of a professional development (P.D.) programme that was designed to support teachers in using student-centered problem-solving (S.C.P.S.) approaches in their teaching.

Schoenfeld's (2002) criteria for assessing a model or theory were used to guide the evaluation of the viability of S.L.T in the context of P.D. The criteria used are based on the qualitative assessment of the descriptive and explanatory power of

the theory. In other words, to what extent can S.L.T. effectively account for the observed phenomena? This is part of ongoing work in the development of S.L.T. in the context of P.D.

Collinson and Ono, (2001) Guskey, (2002); Heisby, (1996) in their study highlighted that teachers connect their future professional development with the initiation of innovative activities for teaching and learning, in service training programs and the continuous acquisition of knowledge along their career.

Adult learning theory recognizes learning is a personal, developmental, and constructive process (Desimone, 2011; Knowles, 1970; Merriam, 2001; Vygotsky, 1978). Adults bring a variety of life experiences to learning. Consequently, they may approach learning differently, because they are at various stages of their development (Knowles, 1970; Merriam, 2001; Mezirow, 1994). Knowles (1980) perceived adult learners/educators as change agents; their role is to encourage, to consult, and to become a resource to others. He believed adults should have ownership of their learning, both by asking their own questions but also searching for the answers to their questions.

Transformational learning Theory, on the other hand, describes how teachers develop professionally over time. Mezirow (1994) identified a series of steps that one goes through to internalize new ideas and ultimately change. At first, there is disorientation, which is followed by guilt and the shared recognition of one's struggles with others to change. Once these struggles have been shared, one begins to examine the issues and options to be taken to change and assess how to make it work. A preliminary plan is then implemented as one begins to develop new knowledge and skills. With reflective practice over time and encouragement, competence, and self-confidence transforms one's life and routines. Mezirow (2003) believed that the

struggle to transform one's learning and break old habits and perspectives must be reflective, problem solving, and collaborative to make lasting changes.

Models of Professional Development

Craft Model: (Wallace, 1991) is also called the 'mentoring' model (Crandall, 1993) or 'the simple transmission' model (Britten, 1985). In this model, a trainee observes his/her teacher and follows the instructions and practices in classroom situations. This model is popularly known as the apprentice-expert model. It is based on imitating the master teacher and its implication mainly positions teaching as a practical skill. It is the top-down approach towards training of teachers. It has significance due to the continuous practice of practical skill which finds place in teacher education programs.

Applied Science Model: This model promotes the training practices that are based on research findings of empirical sciences .The teachers are trained by using research-based theories, and then putting the findings of scientific knowledge and experimentation into practice. Using this model, the teacher becomes the fountainhead of knowledge and the learning student is taken as an empty vessel that is fed by the 'knowledgeable' teacher who in turn is trained by the experts.

Implicit model: According to this model, the faculty development programs help in bringing modification in the beliefs of teachers which in turn helps change teaching practices in the classroom to bring improvement in learning. Guskey and Sparks (2002) believe that by participating in professional development programs, the teachers change their beliefs by discovering the use and feasibility of the new practices that are developed. It is a slow process which enhances teaching by the initiation of the transformative pedagogical and methodological practices learnt during the course of professional development.

1.4 NEED AND SIGNIFICANCE OF THE STUDY

N.C.F.T.E. (National Curriculum Framework for Teacher Education), 2009 provides guidelines for curricular revisions of teacher education programmes, both in the pre-service and in-service sectors. It stipulates reflective practice as central tenet of teacher education. Reflective practice calls for a critical stance towards 'received' knowledge and to hold one's knowledge and practice as hypotheses to be constantly tested (Sockett, 2008). Currently teacher educators are not equipped to do so. They tend to treat knowledge as 'given' and view practice as a static set of 'methods', delivered predominantly through lectures (Mythili, 2011). This is primarily because teacher educators are not prepared at the beginning of their career with the necessary knowledge, skills/dispositions to function as scholars capable of critiquing existing canons of knowledge. The N.C.F.T.E also points out that the "weakest aspect, perhaps, of teacher education is the absence of professional preparation of teacher educators" (N.C.T.E, 2009; p. 15). The professional qualification mandated for teacher educators is M.Ed. Hitherto the programme lacked vibrancy and has failed to equip teacher educators adequately to cater to demands of their profession (N.C.T.E, 2009). Opportunities for subsequent professional development for generating a robust knowledge base are also very limited for teacher educators. In a study conducted in Karnataka a majority of teacher educators in elementary teacher education institutes reported not to have attended any in-service programme (Mythili, 2011).

Education is a lifelong process and no formal training in an institution can fully prepare a person for professional service. Continuous learning is imperative as teacher's knowledge lags behind due to continuous expansion of knowledge in area of teacher education on a continuous basis. Therefore, it is needless to mention about its importance and need in education system but success or failure of programme will

depend on how well it has been executed and if timely study is not carried out on such programme, which has a huge financial implication, a huge amount of resources like financial as well as human resources will go in waste without any significant impact to the education system. Therefore, in order to do such programme a success teacher must be the central focus of continuous professional development because it is upon them that the pressure and support for change must be applied.

There has been steady growth in the faculty strength in higher education; however, it has not been found matching the growth in student enrolment numbers. The teachers remain a central figure in education system of ours and unless the system ensures adequate number and quality of teachers no significant improvement can be brought. The enormous problem of giving an increasing number of student's equal access to high-quality higher education presents an opportunity for rectifying and making up for limitations in their situation, both in terms of quality and quantity. As teaching is the way of life of the professional career, it is the engagement of passion and profession which mixes up to the professional development. Being the part of teacher development, teacher professional development is the way of networking, creating the special interest groups, doing the peer observation, co-planning and co-teaching, refreshment studies to be made, doing the action research and accepting the diverseness of the heterogeneous student groups.

As Pettis (2002) presents, there are 3 important aspects for teacher development:

- Principles, knowledge and skills.

- Changing needs.

- Personal commitment to professional development.

Professional Development for a teacher is necessary, as new teaching information, techniques and methods are continually being updated and changed.

Professional growth and development are about life-long learning and growing as an educator. Teachers always have the potential to progress and refine their teaching skills. There is always more to learn and new skills to attain with professional development, goal-setting are important. Goals need to be measurable by setting a time-table. It's important for the teacher to see how far he/she have come setting goals. A schedule will give the teachers to focus and a time line. Professional development can help to overcome failures.

The purpose of teacher education is to produce teachers who have professional competencies. Because teacher education is meant for preparing future teachers who will lead society and the nation, the responsibility of teacher education by teacher educators increases manifold. Now the role of teachers is no longer confined to teaching alone. They need to be veteran professionals, fully equipped with high academic standards, pedagogical and practical skills and ethical values. Thus it should be checked whether the present teacher educators are capable of preparing highly competent teachers with high values of morality. One of the most important aims of teacher educators is to develop professionally. Whether the teacher educators are equipped with the theoretical knowledge and the practical skills needed for the above mentioned task during the B.Ed. programme should be found out. Any profession must essentially have a code of ethics along with a list of do's and don'ts on the part of professionals. Teaching is a complex art and it depends on many factors. The quality of education and the standards of achievement are inseparably interrelated with the quality of the teacher educators. Attitudes give direction to one's behavior.

An optimistic outlook makes the work easier, more gratifying, and more rewarding professionally. An unfavorable attitude makes the work more challenging,

tiresome, and unpleasant. In order to get job satisfaction, a favorable attitude towards teaching profession should be developed in the teacher educators.

The number of teachers and teacher education institutions in our country has grown manifold during the last few decades. But teacher education programmes have not changed much and are therefore under severe criticism for being static and unresponsive to the emerging challenges of science and technology. Educationists are recommending complete restructuring of the present teacher education programme. But without identifying strengths and weaknesses of the present programme if we try to make changes it will be of no use. In order to find out strengths and weaknesses of the present B.Ed. teacher educators and evaluation is necessary. Since the teacher education programmes are severely criticized from all sides, the researcher wanted to find out whether teacher educators profession development. Teacher's education organizational climate and role conflict is effective in developing the knowledge, attitude towards teaching profession and teaching competency of teacher educators.

1.5 RATIONALE OF THE STUDY

This is precisely the reason why the present study is undertaken

➢ This study will establish clear lines of authority within the college organization.

➢ This Study will provide some insights about the relationship between associated factors with Professional Development of the Teacher Educator.

➢ The results of the study will have far- reaching consequences as they are very helpful for Head of the Institution or Administrator in general and guidance/ educational counselors in particular.

➢ The results of the study will also enable them to know the factors that affect their Teacher Development or help Professional Development of Teacher Educators.

➢ This study will clear the teacher educator job descriptions.

➢ The results of the study will also involve teachers in the development of realistic system wide as well as individual organizational goals and objectives.

➢ The recommendations of the study may be helpful to the policy makers in the direction of evolving new policies.

➢ This study will help to train teachers and administrators in conflict resolution skills.

➢ This study will help Organize effective teacher support groups.

1.6 OVERVIEW OF THE CHAPTERS

The present study is organized in the following steps.

Chapter I: Introduction

In the first chapter, the background of the study and Conceptual frame work, theoretical frame work, need and significance of the study, rationale of the study, and overview of the chapters brief are presented.

Chapter II: Review of Related Literature

In this chapter, the reviews of related studies are presented.

Chapter III: Methodology of the Study

Details of the investigation are presented in a sequential manner in detail.

Chapter IV: Analysis and Interpretation of Data

Statistical techniques adopted for analyzing the data collected, results and the interpretations are provided in detail along with graphical representation.

Chapter V: Summary and Conclusions

A summary and findings of the study, Discussion and Conclusion of the study the educational implications and suggestions for further study are given in detail in the fifth chapter.

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of relevant literature is one of the most crucial procedures in any research project. Review of literature is done to identify related researches, so that the research work can be kept within a conceptual and theoretical context. There are good reasons for spending time and effort on review of the literature before embarking on a research project said by Bourner (1996). Attempt has been made in this chapter to present a brief review of researches available in the particular field concerning the problem. Without understanding the past, we cannot innovate in any sector. If we want to do something innovative or new it is essential to scan the past of that particular subject of the field and its related literature.

The main aim of the present investigation is to examine **"Effect of Organizational Climate and Role-Conflict on Professional Development of Teacher Educators"**. Therefore studies related organizational climate and role- conflict on professional development to be considered for the review. Reviews of related studies presented in this chapter are almost relevant, highly selective and meaningful. They provided a strong theoretical basis, for the present study.

The details of some of the research work carried out in India and outside related to the present study are classified systematically and summarized into the following.

- Studies on '**Organizational climate**'

- Studies on '**Professional development**'

- Studies on '**Role conflict**'

2.2 STUDIES RELATED TO ORGANIZATIONAL CLIMATE

Annu (2021) as the present investigation was conducted to "study on Effect of Teacher Enthusiasm, Locus of Control and Organizational Climate on Teaching Effectiveness of Secondary School Teachers". The descriptive survey approach was used in this analysis. A random collection of a population is a sample. It is a smaller demographic group with the features of the entire people. The six divisions in Haryana are Ambala, Karnal, Faridabad, Gurugram, Hisar and Rohtak. One district (Rohtak) from one division was chosen by lottery system. Thus, the final sample for this analysis was 511 high school teachers. Multi-stage random sampling methods were used for data collection. Researcher used self developed tool and standardised tool. Gender has been stated to have a substantial independent impact on the efficacy of secondary school teachers in teaching. An important correlation between teacher excitement, control locus, organisational environment and teacher effectiveness was discovered. Finally, the basis of teacher excitement, control centre and organisational environment. The organisational environment of three variables has been found to contribute significantly to predicting the teaching performance of secondary school teachers.

Bakkas Ali (2019) conducted a research work on "Teacher Burnout and Teacher's Professional Commitment in relation to their School Organizational Climate". The current inquiry is based on "Survey Method" In this investigation all the teachers belonging to government and private higher secondary schools situated in country and city area of Murshidabad Districts of West Bengal formed the population of the study. There are 309 government senior secondary schools are affiliated to west Bengal council of higher secondary board and 91 private schools are affiliated to west Bengal council of higher secondary board added, CBSE Board and ICSE Board.

Investigator used the "Organizational Climate Scale" constructed and standardized by Dr. Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar. In order to measure the Teacher Burnout of the higher secondary school teachers the investigator adopted the Burnout Inventory developed by Karuna Shankar Misra, The Professional Commitment Scale was established by Dr. Ravinder Kaur, Dr. Sarbjit Kaur Ranu, and Mrs. Sarvjeet Kaur Brar to assess the professional commitment of teachers in higher secondary schools. It is found that, there is a significant mean difference of teachers' professional commitment between good and average organizational climate of higher secondary schools. It can be finalising that good and average organizational climate significantly influence the teachers' professional commitment of higher secondary schools.

Kaur, Harsangeet (2019) attempted to study the "Teacher effectiveness of secondary school teachers in relation to sense of emotional maturity and organisational climate." The type of the investigation was descriptive survey method; the study was conducted on a sample drawn from government secondary schools teachers. The sample of 400 secondary school teachers was picked from the districts belonging to Malwa region. The results reveal that organizational climate significantly contributed in the teacher effectiveness.

Khan, Seema (2019) conducted a research work on "A Study of Relationship among University Climate, Teachers' Organizational Commitment and Job Satisfaction". She used Descriptive survey method for the study. The qualitative and the Quantitative methods are the two methods are used while conducting research. Final questionnaire was prepared with 59 statements i.e. - statements from each of the three variables of the study, that are university climate, organizational commitment and job satisfaction. The present research focused on studying relationship among

University Climate, Teachers' Organizational Commitment and Job Satisfaction and found out that there is significant positive relationship among these three variables.

Kumari (2018) attempted to study the "organizational climate of college preparatory school students of Jawahar Navodaya Vidhyalaya in Haryana state". She used Descriptive survey method for the study. 51 teachers of ten Nayodaya schools of Haryana were taken as a sample. M. L. Sharma's School Organizational Climate Description Questionnaire (S.O.C.D.Q) had been used to measure the organizational climate of college preparatory school student's of Jawahar Navodaya Vidhyalaya in Haryana State. Findings showed there is no discernible difference between the organisational climate of male and female teachers at the Jawahar Navodaya Vidhyalaya in the state of Haryana.

Sunil Kumar (2018) conducted a research work on "A Study of teaching effectiveness of elementary School teachers in Relation to their personality and organizational climate". Teachers teaching in government and self-financed elementary schools constituted the population of the study, in the current inquiry 400 elementary school teachers teaching in the Government and Self finance schools situated in the State of Haryana formed the sample. The I.T.E.S (Indore Teaching Assessment Scale) is an attempt for assessing the ability to integrate teaching skills through well-designed teaching oriented activities and sixteen personality factors Questionnaire-16 PF by Raymond B. Cattell, It was discovered that male and female teachers' efficacy as teachers differs significantly. More female teachers than male teachers were determined to be significant in the classroom.

Akoto and Allida (2017) determined the relationship of subscales of school climate and organizational commitment. All one hundred thirty-six (136) secondary school teachers from thirteen (13) secondary schools in West Kenya Union

Conference participated in the study. The researchers employed quantitative research method in collecting data. Based on data collected, the findings revealed that there was relatively high organizational commitment of secondary school teachers and it was found that there is positive relationship between selected school climate Subscales and secondary teachers' organizational commitment. It is recommended that school administrators need to focus on improving school climate areas so that greater commitment will be seen among West Kenya Union Conference secondary school teachers.

Ishrat Naaz (2017) as the present investigation was conducted to "study Organisational climate of District Institute of Education and Training and its influence on elementary teacher's job satisfaction". The investigator use normative survey method for research method. Researcher used self developed scale for data collection. The findings that some personality factors are instrumental in building up desirable organisational climate and some are responsible for bringing it down, are expected to be considered as criteria for the selection of teachers and the principal of institutions.

Ghosh and Guha (2016) investigated "organizational climate of teacher education institutions in West Bengal with reference to teacher educator's motivation to work". 221 teacher educators were randomly chosen for the investigation from West Bengal. Organizational Climate Inventory by Chattopadhyaya and Agarwal (2011) and self developed Teacher Educator's Motivation to Work Scale (2016) was used in the study. It was revealed that the comprehension of male, self financed and organizational climate of rural teacher educator's are better than female, government and urban teacher educators. The female; government and urban teacher educators are highly motivated than the male; self-finance and rural teacher educators on their

work. The organizational climate as reported by teacher educators and their motivation to work did not have a favorable, statistically significant relationship.

Saun, Gangwani, and Jain (2016) investigated "Effect of organizational climate on Teacher's Motivation". A number of additional aspects in the organization are influenced by the organizational climate. A total of 354 correct questionnaires from management teachers of selected Business Schools of Madhya Pradesh have been considered in this study. To achieve this, quantitative research has been conducted. Data gathering involved the use of a questionnaire. The purpose of this work is exploration. Data analyzed through S.P.S.S version 20 and Regression test was applied for hypothesis testing. It was found that the independent variable (Organizational climate) had strong and positive effect on Teacher's Motivation; if the independent variable is increased, the Motivation will also be increased. Therefore, it is recommended there must be a planned change and modification in the working environment according to the requirements. So that teachers can do their work with their full potential and will be highly motivated.

Hosseini and Nia (2015) analyzed the "Relationship between the organizational commitment and the organizational climate of physical education teachers in Zanjan schools". The results indicated a positive and significant relationship between the organizational commitment and the organizational climate. Further results have shown a positive and significant correlation between all the subscales of the organizational commitment and the organizational climate.

Kaut Deepa Sikandand Vig Minakshi (2015) conducted a study on "Investigation into Sources of Teacher **Stress** among Teacher Educators in Relation to various Demographic and Institutional Factors". Teacher stress is a much talked of phenomenon now-a-days and demographic characteristics tend to dictate how

individuals react to stressful events. The present study aims at component wise study of teacher stress among teacher educators in relation to their age, gender, teaching experience, educational qualifications and a type of their teacher education institution on a sample of 683 teacher educators from various colleges of education in Punjab. It was evident that various dimensions of teacher stress namely; 'conflict', 'students and physical conditions', 'time pressure' and 'lack of rewards and recognition'; should be taken into consideration for the composite teacher stress among different categories of teacher educators.

Poonam (2015) as the present investigation was conducted to study the Teacher Freezing among Secondary School Teachers in relation to their Personality and Organizational Climate, in the present study, the random sampling technique was used to select the districts and the schools from that particular district of Haryana. Tools which were readily available and suited the requirements of the inquiry in hand, There is no discernible difference between secondary school teachers who are male and female according to the current investigation. The present study also revealed that there is a significant difference between teacher freezing of male and female secondary school teachers working in rural area. Female teachers working in rural area were found to be more freeze than the other group.

Roghaiyeh et al. (2015) examined perception of teachers for organizational climate. The objective of the research was to know the relationship of gender and teachers' perception of organizational climate and to investigate the effect of type of school and teachers' perception of organizational climate. 822 teachers were taken as a sample by cluster sampling method. Halpin and Croft's (1963) O.C.D.Q was used to study the organizational climate. Findings revised that gender and type of school had significant relationship with perception of teachers towards their school's climate.

Sharma (2015) aimed to find out the relationship between job satisfaction of teacher educator with organization climate and socio-economic status. Stratified random sampling method was used for the selection of the sample. 321 teacher educators teaching in affiliated colleges of Punjab University, Chandigarh were selected as a sample for the study. Standardized tools were used for data collection. Coefficient of correlation was used for the Statistical analysis. The findings revealed that job satisfaction is significantly related to organizational climate. The dimensions of organizational climate and planning on the basis of these dimensions cause to increase employees' satisfaction. No significant relationship was found between job satisfaction and socio economic status of teacher educators. The job dimensions such as freedom of work, participation in co-curricular activities, facilities available, opportunity of professional growth do not have much impact on socio-economic status.

Weran, L.L., Redan, B. and Betaubun, K. (2015) investigated "Relationship between School Organizational Climate, Teachers' Work Morale, and Teachers 'Job Performance at St. Mary Fatimah and The Sacred Heart Primary Schools in Merauke City, Papua, Indonesia". Teachers' job performance refers directly to the way teachers perform their work in the classroom. The main aim of this study was to identify whether the correlation exists between school organizational climate, teachers' work morale, and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia. Sample of this research consist of 45 teachers. Due to the limited research population, the researchers used standardized questionnaires to collect data. Based on the data analysis, The results revealed a substantial correlation between the organizational climate of the schools and the work morale of the teachers.

Gautam and Sharma (2014) studied the effect of organizational climate on job stress among B.Ed. teachers working in self-finance and aided institutions. He took 200 teacher educators working in aided and self-financed B.Ed. institutions as the sample. Study revealed that the organizational climate of aided B.Ed. institutions was better rather than the organizational climate of self-financed B.Ed. institutions. It was also observed that adjustment level of the teachers was positively affected by the organizational climate.

Mahesh Babu et al. (2014) tried to "Find the relationship between organizational climate and job anxiety of primary school teachers" for which they selected a sample of 100 teachers from different private and public primary schools. They found a significant relationship in job anxiety between male and female teachers. Additionally, they discovered that there was no discernible difference between the work environment for male and female teachers.

Natario et al. (2014) in their study aim to "understand the behaviour and organizational climate of a higher education institution in Portugal". The results shows a relationship is positive between the organizational units 'leadership of the institution, and the satisfaction of the collaborators, thus indicating significant differences between the organizational units as far as leadership and satisfaction by career type and qualifications are concerned.

Tiwari (2014) explored the "Organisational Climate of Higher Education Institutions of Madhya Pradesh". Organisational Climate Survey Questionnaire which contained 22 items was used to study the Organisational Climate of the higher institutions. It was discovered that the organisational climate of higher education institutions scored fairly well, and there was no difference in scores between the various instructor groups.

Tushar Kanti Ghosh (2014), in a comparative study of Job satisfaction among Teacher-Educators in different types of Secondary Teachers Training Institutes reported that Teacher-Educators of Government and Non-Government Aided Colleges are more satisfied than those from self-financing colleges in their job.

Akhilesh (2013) conducted a research on "Comparative study of institutional climate of aided and self financed T.E.Is". From findings the study revealed that institutional climate of these two categories of T.E.Is differs on some aspects. According to the study, the institutional climate of supported and self-financed institutions is identical in all respects, with the exception of one: contentment with the institution. The overall mean values suggest better institutional climate in aided institutions. Overall, it can be said that the institutional atmosphere in self-financed and supported institutions is comparable. The institutional atmosphere of unaided institutions, however, is less advantageous for teacher educators than that of aided institutions, according to the research.

Babu and Kumari (2013) did research on Organizational Climate as a Predictor of Teacher Effectiveness. The aim of the study is to find out the influence of organizational climate on teachers' effectiveness. It also explored the various types of environment present in different types of schools. A research was conducted on the teachers of Elementary School from Koderma District of Jharkhand. A sample of 100 teachers was taken for the study, where 50 teachers belonged to private schools and rest of the 50 teachers belonged to government schools. School Organizational Climate Descriptive Questionnaire (S.O.C.D.Q) constructed and standardized by Motilal Sharma was used to collect data. The findings demonstrated that diverse organisational climates in schools had an impact on teacher's efficacy and that there

was a substantial variation in teacher's efficacy with respect to their organisational environment.

Babu (2013) evaluated the organisational atmosphere as a teacher effectiveness predictor. Sample comprised of 100 elementary school teachers (50 teachers from government schools and 50 teachers from private schools) from Koderma district of Jharkhand. The findings showed that the organisational climate has a substantial impact on how effective primary school teachers are in their jobs.

Kumar and Sharma (2013) focused on the "Organizational climate of self financed Teacher Education Institutions". The researcher being a scholar of Educationist very sensitive to match educational visions of our leaders with ground reality of the teacher education. Therefore, she proposes to undertake a research work to study empirically self-finance institutions established in 21st Century in terms of infrastructure organizational climate and N.C.T.E. norms. Main research objective was to study organizational climate of self financed teacher education institutions. Survey Method of research was used and the research was focused on the teachers of self financed scheme affiliated to C.C.S. University, Meerut as population. Organizational Climate questionnaire developed by Meenakshi Bhatnagar was used for present study. Researcher concluded that organizational climate of self-finance teacher education institutions is neither very high nor very low it shows an average climate for students which is not so impressive.

Kumar and Prakash (2012) aimed to predict the teacher morale of teacher educators using institutional climate perception variables. The sample of the study consisted of 260 teacher educators, selected through stratified random sampling technique from Haryana. Step-wise regression analysis was the major statistical technique used for the analysis of the data. The Findings of the study revealed that

when institutional climate variable was taken as predictor variables, the entire four institutional climate sub variables namely 'academic climate perception', 'administrative climate perception', 'Physical climate perception' and 'social climate perception' predicted 'teacher morale' by 68.18 percent. All the institutional climate sub variables thus contributed significantly to the prediction of teacher morale.

Maxwell Benjamin (2012) conducts studies on "Influence of organizational climate on the prevalence of moral values among the higher secondary students in Chennai city" and found that the children have good moral values and normal academic achievements irrespective of high, moderate and low school climate and home environment. The female students have better moral values and academic achievements than the male students.

Surapuramath (2012) conducted studies on the "Organizational climate of colleges of education affiliated to Karnataka University". He saw a big difference between the atmosphere in public and private colleges of education. Results showed that government institutions of education had a better organisational atmosphere than private colleges of education.

Bansal (2011) discoursed some of determinants of organizational climate. According to author, the organizational climate is one of the vital elements to help a person for becoming his creative best. Though the climate of an organization is a result of principles, structure, procedures, traditions, systems, norms, activities and interactions in the organization yet the organizations of the day require more than that and favorable climate. The goals and strategies of the organization, leadership styles being followed, structure, personnel policies, resource availability, workload and organizational philosophies that constitutes the major determinants of a creative Organizational climate.

Arabaci (2010) tried to establish the "Perception of the administrative and academic personnel employed at Faculty of Education regarding the organizational climate". For the collection of data Self-constructed tool was used by the researcher. This study reveals that the perception of organizational climate by the employees was of mid-level. The problem of participating in decision making was faced by the administrative personnel. This study reveals that perception of climate by the academic personnel was more positive than administrative personnel. It was also revealed by the study that the comprehension of climate was more positive by women and the old than men and the young.

Pandhi and Rajendra (2010) examined "Climate of organizational and mental health of teacher's in secondary schools". In the Bilaspur district of Chattisgarh, a sample of 160 instructors from 21 secondary schools participated in the study. Kumar's Mental Health Checklist was utilized to gather data. Rural and urban schools, private and public schools, urban government and rural private schools, urban government and rural government schools, urban government and rural private schools, urban private and rural private schools, and rural government and urban private schools all had similar organizational climates. The mental health of instructors at rural and urban high schools differed noticeably. The mental health of teachers at private and public schools, rural and urban public schools, and urban and rural government schools did not significantly differ from one another. The mental health of teachers was unaffected by the workplace environment.

Sharma (2010) showed a positive correlation between teacher educators' dedication to their vocation and job satisfaction. Additionally, there was no discernible difference in the professional dedication of male and female teacher educators.

Sood and Anand (2010) they came to the conclusion that Himachal Pradesh's B.Ed. teacher educators have a moderate level of professional dedication. They discovered substantial disparities in the gender, marital status, and teaching experience of B. Ed. teacher educators' professional commitment.

Sodhi (2010) studied "Teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, gender, location, teaching experience and stream of Science, Social Science and Languages". 75 senior secondary schools were chosen as a sample, including 45 in rural and 30 in metropolitan areas. Results showed that secondary school teachers thought that their schools were autonomous and comfortable. Those who perceive the school climate as being closed-type have significantly lower levels of teacher effectiveness than those who perceive it as being open-type. Across gender, location, stream, and teaching experience groups, secondary school teachers' effectiveness as educators is not significantly different.

Bhardwaj (1999) carried out a study to find the relationship between organizational climate of D.I.E.Ts. and the moral of teacher educators. The profile of fourteen D.I.E.Ts. grouped in respect of six organizational climates on the basis of similarity of scores showed that only five types of organizational climate i.e. autonomous, familiar, controlled, paternal and closed climates were found in D.I.E.Ts. and no single D.I.E.T. was grouped in the category of open climate. The study also found that esprit, intimacy, production emphasis and humanized thrust dimensions of organizational climate were positively correlated with the individual characteristic of teacher morale and no significant relationship was found between various dimensions of organizational climate and job satisfaction.

Cole (1999) conducted an investigation on teacher educators and studied the relationship between commitment and institutional realities. The purpose of the study was to assess commitment of teacher educators of Canada. For the study we selected 112 teacher educators of Canada city. Major Findings: It was found that in order to become a teacher educators' people left jobs with more money, security, support, status and credibility. He found that teacher educators are an idealistic group overall and are concerned with making a difference.

2.3 STUDIES RELATED TO PROFESSIONAL DEVELOPMENT

Monda, A. (2020) conducted study on "Attitude of Teacher-Educators and Pupil-Teachers towards Two-Year B.Ed. Programme: A Review-Based Evaluation". Finding reveals that Two-Year B.Ed. Programme under the N.C.T.E Regulations, 2014 is effective and more promising for preparing professional and accountable teachers from the lens of the teacher educators. Only the student-teachers need to be oriented with prescribed theoretical knowledge base through viable pedagogical strategies as most of the student-teachers have not held favorable attitude towards the Two-Year B.Ed. Programme.

Ramzan, A. (2020) investigated the professional commitment among teacher educators teaching in the colleges of education in Jammu district of union territory of J&K. The data were collected from 110 teacher educators consisting sex-wise, locality-wise, qualification wise, N.E.T non-N.E.T-wise, marital status-wise. The random sampling technique was used for data collection. In the present study Professional Commitment scale for teacher educators (P.C.S.T.E) prepared by Dr. Vishal Sood (2011). The tool used was a standardized tool and the collected data were subjected to Mean, Standard Deviation, Standard Error of Mean, Standard Error of Mean Difference, and Correlation. The results of the study indicate that, the Female

teacher educators teaching in colleges of education of Jammu district are betters than the Male teacher educators. The M.Phil., Ph.D. teacher educators teaching in colleges of education of Jammu district are better as compared to teacher educators who have only post graduation degree. The Urban teacher educators teaching in colleges of education of Jammu district are betters as compared to teacher educators of rural area. The Unmarried teacher educators teaching in colleges of education of Jammu district are better than the married teacher educators. The Net Qualified teacher educators teaching in colleges of education of Jammu district are betters than the Non N.E.T qualified Teacher Educators.

Thurm and Barzel (2020) studied the outcome of professional development program for teaching mathematics by using technology. For the purpose, a sample of 39 teachers who were beginners in using technology for the teaching mathematics was chosen as experimental group. By employing propensity score, matching was applied to match this group with a control group of teachers (n=38) who did not participate in the professional development program. A half-year professional development program, through quasi-experimental design was chosen to teach mathematics with technology. The frequency of technology uptake was measured with self-constructed Likert scale questionnaire in pre- and post-tests by calculating p-value and effect size. It was observed that the professional development program has a very strong impact on teacher's technology-related beliefs. The researchers emphasized that the Digital technologies such as multi-representational tools can help in enhancing the learning of mathematics. They are also of the belief that teacher competencies such as knowledge and beliefs determine teaching math's with the assistance of technology. Therefore, professional development becomes significant in the professionalization

the teachers and in providing support to them to use technology in an eloquent manner.

Bilal and Chen (2019) reviewed and analyzed the impact and effectiveness of professional development program in enhancing the faculty's knowledge, skills, and professional competence in health care system. For the purpose, 37 studies were selected to analyze the impact of professional development programs regarding medical and allied health faculty's professional development. Meta-analysis was carried through forest plot and random effects model, by selecting data sources from the various journals viz., Springer link, Pub Med-Medline, CINAHL, Wiley online library, Taylor and Francis Online, I.S.I Web of knowledge, Cochrane library, Science Direct, E.J.S, E.B.S.C.O, Blackwell, Emerald, Proquest and A.B.I Inform. A step-wise approach defined by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) was carried out. It was observed that there is a positive impact of professional development on professional knowledge and professional competence of health care professionals. It was observed by the investigators that the professional development programs have been instrumental in fostering teaching, evaluating, research, management, leadership, and administrative skill-set of medical and allied health professionals. Moreover, there was a need felt in terms of the development of such educational frameworks which address the faculty needs. The researchers recommended needs-analysis survey of professional development programs regarding specific subjects to get insights about their specific needs.

Dilshad et al. (2019) studied perceived engagement and importance of professional development activities and skill-sets to be incorporated in professional training and the obstacles in the professional development of University teachers in five public universities in Pakistan. In order to achieve objectives, a self-constructed

questionnaire was administered to 700 conveniently selected teachers that belonged to four faculties and the Comparison of teachers' opinions was done on the basis of gender and discipline. To analyze the results, the researchers employed various statistical operations viz., descriptive statistics and t-test. It was observed that the university teachers engaged themselves moderately in the professional development activities and also rated research and developing teaching-learning materials as important activities in Professional development. There wasn't any significant difference found between the male and the female teachers' opinions about their involvement in professional development activities. It was also found that the teachers teaching science departments were more involved in professional development activities in comparison to the social sciences teachers. The results also shows that the teachers contemplated communication, leadership, research and management skills important to be include in professional training. They also considered time, funding and unavailability of study leaves as major obstacles towards professional development.

Masoumi et al. (2019) explored the ways with which higher education institutions can enhance the professional development of the tutors in Iran. For the purpose, a sequential explanatory multiple sources design was used which included semi-structured interviews with prominent male faculty members, who were chosen through purposive sampling. The subsequent analysis of the relevant documents e.g., The Job Structure Memorandum, policies at the Iranian Ministry of Science, Research and Technology etc. was also carried out. Data Analysis was carried through content analysis which emphasized the importance of a systematic approach in developing faculties Educational and research competencies. The result also shows cultural

barriers, centralized hierarchical structures, insufficient resources and livelihood concerns act as the barriers towards professional development.

Sharma (2019) explored the levels of Professional Commitment dimension of Professional development in Teacher Educators. The study examined the impact of marital status, stream and teaching experience on professional commitment of teacher educators in Jammu. For the purpose, a sample of 100 teacher educators from 25 Colleges of Education was opted for, using proportionate random sampling. Scale for Professional Commitment of Teacher Educators was used to collect the data. Vishal Sood built and standardized the system. The Investigator used mean, standard deviation and t-test as Statistical techniques. It was shows that more than almost 50% of the teacher educators possess average and less than average levels of professional commitment. It was also observed that the unmarried teacher educators have significantly higher level of professional commitment. There isn't any significant difference regarding the professional commitment of the teacher educators in corresponding to the stream (science and arts) as well as teaching experience. The investigator suggested that participation in conferences, seminars are important for professional development activities necessary for academic exposure.

Al-Asfour and Young (2018) studied the perceived faculty professional development needs at colleges and universities. For the study, 126 faculty members teaching in 13 tribal colleges and universities (T.C.Us) in USA were selected. The survey method was used for data collection, and a self constructed 35-item scale was used as the research tool. Mean, standard deviation, paired sample t-test and variance were statistical measures employed for data analysis. It was observed that the younger age group of teachers, less than 55 years old expressed a significantly stronger need for professional development when compared to those who were 55 years of age or

older. In addition, it was find that thirteen of the fifteen strategies viz., assessment, classroom management, mentoring, curriculum development, development of collegial faculty-courses, job embedded development, instructional development, organizational development, conferences, student advising and leadership development were seen to be significantly more necessary by the faculty members, in which the professional development was being implemented.

Nudrat and Mehmood (2018) studied professional development by analyzing the demographic differences in Professional Ethics practices viz., three domains of teacher's work viz. Administration, Teaching and Research among University Teachers. For the purpose, a sample of 773 teachers working in social sciences faculties of eight universities in Punjab was chosen by using proportionate stratified random sampling technique. Three self-report questionnaires based on the Professional Ethics in Teaching, Professional Ethics in Research, and Professional Ethics in Administration based on five point Likert Scale were developed for the study. The investigator used the statistical techniques of mean, standard deviation, t-test and ANOVA Regarding professional ethics practices in teaching and research, it was found that there was a sizable gap between male and female teachers. It was find that female teaches show positive approach towards professional ethics. Teachers whose educational qualifications were M.Phil./M.S., Ph.D. and Post-Doc scored significantly better than teachers with Masters qualification in relation to professional ethics. Therefore, it could be established that higher educational qualification led to significantly better professional ethics practices. The investigator concluded that there wasn't any significant difference among male and female teachers regarding professional ethics in administration. It was recommended by the researchers that

dimension of professional ethics of professional development of teachers must be evaluated by the students.

Rao and Khimn (2018) studied the professional development of the teacher educators. The aim of the study was to find the level and attitude of the professional development of the teacher educators in Nagaland. The investigators considered two variables viz., type of management and professional qualifications, for the study. A total number of 71 teacher educators from the secondary teacher education institutions were selected by purposive sampling. Two self constructed questionnaires were used. The first Questionnaire comprised of 40 items to find the position of the professional development and the second measured the attitude towards professional development comprising of 24 items on a five-point Likert scale. Percentage, mean, Standard deviation and t-test were employed for statistical analysis. It has observed that majority of teachers comprise of average professional development. It was also found that majority teacher educators with B.Ed. as their professional qualification has average level of professional development. Maximum teachers whose educational qualification is M.Ed. Also show average level of professional development and same is the case with teacher educators having Ph.D. as their educational qualification. Moreover, it was also observed that irrespective of the professional qualifications (B.Ed., M.Ed. and Ph.D.), the teacher educators show the same attitude towards professional development. The investigators recommended that the enhancement and promotion of qualitative professional development of teacher educators is the necessity and requirement of the day.

Venkata. R. and Chongti, K. (2018) found the status of teacher educators' professional development and to identify their attitude towards professional development with regard to two variables were taken into account for the study viz.

type of management, professional qualifications (B.Ed., M.Ed., and Ph.D.). The researchers have been prepared the tools for this research. After the analysis, it is found that that majority of the teacher educators fall under average status of professional development irrespective of the variables chosen for the study and there is no significant difference in their attitude towards their professional development.

Bashir (2017) investigated the secondary teachers in Punjab, India's professional development's professional dedication dimension. 300 secondary school instructors in total, including 150 male and 150 female secondary school teachers, were selected for the sampling. For the study, the researcher employed a stratified random sample technique. The tool employed for data collection was Professional Commitment scale developed by Dr. Ravinder Kaur and Sarabjit Kaur (2011). The scale is constituted of forty-five items in five areas – commitment to profession, commitment to society, commitment to learner, commitment to attain basic human values and commitment to achieve excellence. Each dimension in the scale possesses nine items. It is based on a five point Likert scale. The statistical technique used was mean, standard deviation and t-test. It was observed that there isn't any significant difference in the professional commitment of secondary teachers in relation to gender. Although, the mean score of the teachers belonging to male gender is higher than the mean value of the teachers belonging to female gender in with related to the professional commitment.

Eshraghi (2017) studied the "factors that affect the professional development of the teachers working in higher education institutions". For the purpose, 209 faculty members from Islamic Azad University, Ilam, Iran were selected through census method. The researcher employed a self-made questionnaire for data collection, and factor analysis was performed to help with data analysis. It was revealed that

institutional-directorial maturity, structural-service maturity, network-social maturity and personal character maturity and are the important factors that influence the continuous faculty development of faculty members. It was also found that the components constituting structural-service maturity - creation of job satisfaction conditions, parity pay system, research, encouragement and facilitated access to scientific resources, faculty exchange and interactions, developing communication link with knowledge centers, establishment of efficient research organizations etc. are the most prime prerequisites for professional development of higher education teachers.

Mishra (2017) examined "Teaching competency aspect of professional development, among the secondary school teachers in relation to the variables of gender, subject-specification, necessary educational qualifications and teaching experience". For the purpose, the investigator chose 100 secondary school teachers in Sikkim and employed random stratified sampling technique. The investigator conducted the study through normative survey method. The data collection was carried out with support of the tool developed by Mohapatra (1988). According to research, secondary school teachers' teaching abilities varied significantly depending on their gender and level of experience. It was also observed that there isn't any significant difference in teaching competencies among secondary school teachers in relation to subject-specification. The results also revealed that there isn't any significant difference among the teachers in relation to the educational qualification also.

Namamba Adam and Rao Congman (2017) conducted a study on "Preparation and professional development of Teacher Educators in Tanzania: current practices and prospects". The study found that teacher educators professional

development range from formal to informal activities. The professional development of teacher educators in Tanzania has not been well formalized since the profession of teacher educators is characterized by low qualifications as some of them lack basic qualifications. Low professional status and development of teacher educators is caused by under qualified personnel and ineffective professional development strategies. It further recommended, teacher educators should take the initiative to develop and establish teacher education as a distinct profession with a sound professional path.

Sivakumari, S., Maragatham, S., and Sharma, S.C. (2017) conducted a study on, "Faculty Development: An Effective Performance Enhancement in Teaching". The first implication of this pressure for change is that the faculty members in colleges and universities must start teaching in a new and different way. That means that the current generation of professors must break these centuries old way of teaching – and create a new way that is different and better. And this means they need to acquire new ideas about teaching and learning, and they need to either acquire these ideas in a special program in graduate school or acquire them "on the job" while being employed as teachers.

Elizabeth (2016) carry research on "A study on online training impact on adjunct faculty compliance and satisfaction with professional development", the problem addressed by this project study was low levels of adjunct faculty compliance and satisfaction with the professional development program at a local college. The purpose of the study was to determine if an alternative delivery method would yield higher levels of compliance and satisfaction than would a traditional professional development workshop. The guiding research question was whether an alternative delivery method would yield higher levels of compliance and satisfaction than a

traditional professional development workshop. The theoretical base included andragogy, self-directed learning, and connectivism. Using an experimental design, the project examined archival data concerning compliance and satisfaction for 69 adjunct faculty members who had been randomly assigned to an online (experimental group; $n = 39$) or on campus (control group; $n = 30$) professional development workshop. A chi-square analysis showed that compliance levels were significantly higher for participants in the online professional development workshop compared to those who participated in an on-campus workshop. An analysis of variance finds that the overall satisfaction level was higher for participants in the online workshop compared to those who participated in the on-campus workshop. The project resulting from the study was a policy recommendation report. Online professional development can positively influence social change by increasing adjunct faculty participation and facilitating the creation and maintenance of networks of health educators. Additionally, direct and indirect costs currently associated with traditional professional development may be reduced by the make Use of online professional development.

Shweta Tewari (2016) studied on continuous Professional development of school teachers in India: learning from international successes. The study discuss in brief the scenario of teacher professional development in the country along with some chief problems uncovered through researches made in the area of teacher education and professional development of teachers in India. Further, five international models of continuous professional development namely the M.I.T.E.P, the Ramp and Pathways, the Quest, the C.C.M and the Wyoming Triad model, have been discussed in brief that have provided a number of strategies and techniques of teaching and

learning that can be implemented in the Indian system of professional development of teachers and some of them have been listed in the paper.

Carrie R. Ross and Robert M. Maninger et al. (2015) carryout a "Study on the use of twitter in the creation of educational professional learning opportunities", This study sought to examine how educators are using Twitter to increase their professional learning opportunities beyond the boundaries of traditional professional development offers, and whether educators feel a greater sense of fulfillment receiving professional development through networking and community learning than they do through traditional means of learning.

Kadir, Abdul (2015) carry a study on "Quality of Teacher Education Institutions in Terms of Teachers Professional Skills and Teaching, Learning Process: An Evaluative Study." The study in hand covered only four self-financing teacher education institutions affiliated to Guru Gobind Singh Indraprastha University, Delhi. Only eight teacher educators' were selected for study. Observation schedule was used to know teacher educator's ability to integrate core teaching skills' in their teaching. An interview schedule was used to understand practices of professional skills of teacher educators' while teaching. A self-made achievement test was administered on prospective teachers' to know their classroom learning. Include qualitative and quantitative approaches of data analysis were used. The opinions of the study Selected teacher education institutions fulfilled physical infrastructure related norms articulated by N.C.T.E. Half of the selected teacher education institutions did not maintain teacher-student ratio suggested by apex body of teacher education. About 12% selected teacher educators' did not fulfil qualification norms laid by N.C.T.E. Explaining and illustration skills, reinforcement skills, and writing board skills were identified as weak areas of all selected teacher educators. In remaining 'core teaching

skills' either performance of teacher educators' was satisfactory or above average. Teacher educators' could not effectively integrate planning in teacher teaching. They rightly understand importance of reflective approach in teaching but same was not reflected in their teaching and academic profile. Use of I.C.T either narrowly understand or need assessment was not done before its implementation. Prospective teachers' academic achievement was significantly affected by teacher educator's ability to integrate 'core teaching skills' and professional skills in their teaching. The study suggested that N.C.T.E must adopt a comprehensive approach of evaluation of both availability of physical and human resources and teaching, learning aspects of teacher training institutions.

Marcel Van der Klink, Quinta Kools, et al. (2015) conducted a study on "Professional Development of Teacher Educators; what they do? The study was carried out by members of the A.T.E.E R.D.C "Professional Development of Teacher Educators". The study focused on experienced teacher educators with at least 5 years and not more than 20 years of experience as a teacher educator. Participants were from the Netherlands, Israel and Japan (5 from each country) participants from other countries were also included – Australia, Czech Republic, Belgium, Slovenia, Turkey and U.K. In total participants from 10 countries were included. Tools used were highly structured interview. The interview guideline comprised three sections; general background, concern during the career and professional development activities. The findings shows that all participants were currently attending learning activities such as training courses, seminars, workshops, conferences and courses about a wide range of subjects varying from teaching specific subjects to the use of Information and Communication Technologies (I.C.T) and pedagogical and general teaching skills. The participants were also found to be engaged in attending meetings, discussions and

consulting colleagues. Activities demanding very intensive and close collaboration such as working together on innovative ideas, doing research together or team teaching, visiting schools and learning from students were mentioned less frequently. Almost all the participants were engaged in research or research related scholarly activities. In addition to research, other activities were mentioned, such as designing new courses or adjusting courses and materials. Participants experienced those scholarly activities as very conducive to their own professional development; participants indicate that these were helping them to become better teacher educators.

Rafiza Abdul Razak (2015) conduct "Study on electronic continuous professional development (e-CPD) for teachers: bridging the gap between knowledge and application". This study aims to identify the activities that occur at every level of Bloom Taxonomy with Z.P.D activities in e-C.P.D. The findings of the research indicated that the e-C.P.D system implemented the four levels of mentoring; coaching, self-coaching, fossilization and applications.

Deka Monisha (2014) conducted an investigation on facilities available for Professional Development of Teacher Educators- a Study on B.Ed. Colleges of Tinsukia District Assam with the main objectives to find out the facilities available for continuous professional development of the teacher - educators and to suggest measures for improving the conditions of the teacher-educators. Tools used i.e. Checklist, observation and unstructured interview schedule were used. Findings of the study revealed that proper infrastructure along with adequate manpower was available and for the continuous development a very less number of teacher educators were found interested. Only few teacher educators were found interested in Seminars, Refresher courses, publication, etc.

Dhinakaran and Sivakumar (2014) studied "Professional ethics dimension of professional development of secondary school teachers with reference to the types of school and year of experience". For the intention of the research, 750 high school teachers were selected through Stratified random sampling technique in Ramanathapuram district, Tamil Nadu. Normative survey method was used by the investigator to collect data. The tool worn for the study was, 'Teachers Professional Ethics Scale developed by Mohana D (2010). The statistical techniques used were Mean, S.D, t-test. It was observed that the level professional ethics among the teachers is favorable. It was also found that there isn't any significant difference in the professional ethics, between the high school teachers in association to the years of experience, types of management and monthly income. The investigators called for positive morale and view point of teachers towards life and teaching to be able to modify the errantry of the learners towards harmonious development.

Goodwin, Smith, Manning, Cheruvn, Tan, Reed, Taveras (2014) investigated 293 teacher educators to answer the following questions; what do current teacher educators consider to be foundation elements of their practice? How do they evaluate their own perception in their practice? How can their experiences inform the preparation of teacher educators? They use Cohran-Smith and Lytle's the theorizing about "relationship of knowledge and practice" to understand knowledge essential to teacher educating (a term they use to differentiate teaching teachers from teaching students). Their findings revealed that practicing teacher educators often feel unprepared to assume their role but can offer helpful insight into how we should think deliberately about quality teacher educator preparation.

Griffiths, Thompson and Hryniewicz (2014) focused on the professional and academic development of mid-career teacher educators from two universities in

England. The objectives of the study were to analyzed and compare the career experiences of teacher educators; in particular to identify stages of development landmark events and contextual factors affecting professional learning and academic Identities. In depth biographical interviews were carried out with 12 teacher educators, together with living graphs of their career paths. Clear landmarks were identified in both contexts with development in teaching seen as largely positive, while research development was much more varied. Teacher educators who were further on in their career saw research development as transformative personally as well as academically. In analyzing the findings within a socio-cultural learning framework, the authors draw in particular on Sweennen et al.'s model of teacher educators sub identities, Akerlind's categorization of an academic identity and Eraut's contextual and learning factors.

Izadinia (2014) done a review of literature on teacher educators identity is provided. Fifty-two research papers were analyzed to identify the challenges and tensions teacher educators experience during their induction, features that induction programmes should have. The findings suggested that new teacher educators generally develop negative self-views about their abilities and professional identities. Self support and community support activities were found to facilitate teacher educators' transitions and enhance their identity development. Key features of academic induction were identified as acting as a learning community, cultivating supportive and professional relationship, encouraging self enquiry and research and involving teacher educators in reflective activities.

Knight (2014) analyzed the policies and the strategies that cater to the growing needs of the professional development in the academic and administrative staff. The investigator collected a sample of 120 interviews, which included 105

faculty members, 5 administrative staff and 10 senior leaders of institutions and higher education experts in Ras Al-Khaimah's higher education institutions. For the purpose, Interview based on professional development and document (policy) reviews were the research tools used. The Statistical Technique used was frequency. It was observed that there is a requirement for collaboration in teaching-learning process, leadership and management skill-sets, research design and analysis and specific professional training areas (i.e., health, engineering, business, architecture) in a beneficial and cost-effective manner. The investigator observed that the research, teaching and learning and subject specialization are the three main training priorities recognized by the academic faculty. Further it was finding that specific job related training, leadership skills, and career development followed by higher education management and language training are the top priorities for the administrative staff in relation to the professional development.

Kumar, A. and Dhandhi, R. (2014) made a study on the professional commitment of teacher educators in relation to their teachers' effectiveness. The purpose of this study was to determine the level of professional commitment of teacher educators working in Haryana's self-financing and government teacher training institutes. Objectives: The study's objectives were to: (a) To investigate teachers' and educators' dedication to their vocation, (b) To investigate gender differences in teacher educators' commitment to their job, (c) To investigate the differences between self-funded and publicly funded teacher training institutes' teacher educators' professional commitment, (d) To find out the relationship between the professional commitment and teachers' effectiveness of teachers educators. Procedure: Survey technique was used in this research. For collecting the requisite data, a total number of 40 Education Colleges from different four zones of Haryana

were selected on the basis of convenience. Afterwards, a total of 200 teacher educators were selected as sample of the study. Findings: The present study revealed that: (a) The professional commitment level of teacher educators in Haryana was moderate; (b) The level of professional dedication between male and female teacher educators was not significantly different. (c) When compared to teacher educators in government teacher training institutions, self-finance teacher training institutions were shown to have more dedication. (d) There was a strong inverse relationship between teacher educators' professional commitment and their effectiveness as teachers.

Loughran (2014) has done a careful analysis of features of professional development of teacher educators, a framework for better understanding what it might mean to professionally develop as a teacher educator is proposed. The framework is designed to draw serious attention to the major aspects of teaching and learning about teaching that is central to shaping scholarship in teacher education and offer is sights into the ways in which teacher educators, professional development might be better understood and interpreted.

Yazdani (2016) conducted a study on professionalism and teacher educators of DIETs in Delhi. The sample of this study constituted 9 principals, 108 teacher educators, and 450 pupil teachers, from nine D.I.E.Ts of Delhi. Data was collected through a professionalism perception questionnaire. The objective of this study was related to the perception of professionalism perceived by teacher educators, principals, and pupil teachers. Findings indicate that there was a lack of complete professionalism found in teacher educators. It was also found that teacher educators have a low level of professionalism as perceived by pupil teachers. In demographics variation, there was no difference in reference to teacher educator's gender, teaching experience, and their education qualification in relation to their professionalism.

Gupta and Jain (2013) examined teacher educators' commitment to their professional. The findings showed that there was no discernible difference between urban and rural teacher educators' professional dedication. Further investigation indicated no appreciable differences between male and female teacher educators' dedication to their career.

Hans and Akhter (2013) published a paper entitled "Emerging Trends in Teachers' Education." The paper aimed to provide a conceptual framework to address the critical emerging issues in teachers' education in India and other developed part of the world. An America reform perspective by Zeichner and Liston (1990) was taken as benchmark for addressing the present teachers' education. It has been quoted in the paper that the changes brought by technological, economic, and cultural forces in the early twenty first century was very fast. These changes were mostly pronounced in the developed world. But their effect was also apparent in the developing world. Societies across the world were rapidly changing in fundamental way, especially with related to the availability and easy way to access to digital information and communication technologies. But, teachers' and their predominant classroom practices rather remained traditional in this era of rapid change. It was content focused; there directed and didactic instruction focused on content delivery and reproducing the same remained the rule of the pedagogy. It has been cited in paper that there is a requirement of proactive teachers' training framework. It is being suggested in paper that there is requirement of pool of qualified professional teacher educators in the system that can developed essential skills among prospective teachers.

Parvez, M. and Shakir, M. (2013) conducted research on prospective teachers' views towards the teaching profession. Through a straightforward and purposeful sampling technique, 180 prospective teachers were selected, 90 from

private universities and 90 from public ones. The data was gathered using the "Teacher Attitude Inventory (TAI)" created by Dr. S.P. Ahluwalia. Mean, S.D and t-test were used for the analysis of the data. According to research findings, there are noticeable differences between the attitudes of future teachers enrolled in private and public B.Ed. institutions. There is no discernible difference between male and female, Muslim and non-Muslim, and science and social science prospective instructors in their attitudes towards teaching.

Shah and Thoker (2013) reported that there is a significant difference between the teaching attitudes of government secondary school instructors and those of private secondary school teachers, with government secondary school teachers having a higher teaching attitude towards their teaching profession.

Arya, S. (2012) conducted a study of professional commitment in relation to institutional climate among teacher educators. Objectives: The study's aims were as follows: (a) Comparing the level of professional commitment of teacher educators at institutions with and without government funding (b) To compare the institutional climates of government-aided and independently funded institutes that train teachers, (c) To ascertain the connections between teacher educators' institutional atmosphere and dedication to their vocation. Procedure: In the current study project, the researcher has used the descriptive survey method. The sample of the study comprised of 120 teacher educators from 10 colleges of education of Rohtak city. Findings: The findings of the study were: (a)The professional commitment of teacher educators in government-aided and independently funded institutions did not significantly differ. (b) The institutional milieu of teacher educators at government-funded and independently run institutions did not significantly differ from one another. (c) Professional commitment and institutional atmosphere of teachers working in

government-aided institutions had a weak, almost insignificant association. (d) Teachers working in self-financed institutions showed a weak, almost nonexistent link between institutional climate and professional commitment.

Goyal, S. (2012) conducted a study on the level of professional commitment among Patiala district B.Ed. teacher educators. Objectives: The study's aims were as follows: (a) To investigate the degree of teacher educators' commitment to their career, (b) To investigate the differences between male and female teacher educators' dedication to their career, (c) To investigate the differences between married and single teacher educators' levels of professional commitment, (d) To study the difference in professional commitment of N.E.T qualified and non-N.E.T qualified teacher educators. Procedure: The descriptive method was used in this study. Using the purposive sampling method, a sample of 50 teacher educators was chosen from the five B.Ed. colleges in the Patiala district. Findings: The investigator found: (a) The Patiala district's B.Ed. teacher educators demonstrated a high level of professional commitment (b) Significant differences between male and female teacher educators' professional commitment were discovered. (c) Compared to male teacher educators, female teacher educators showed greater commitment to their work. (d) Unmarried teacher educators were shown to have a much higher level of professional commitment than married teacher educators. (e) N.E.T qualified teacher educators were found to be more professionally committed than non-N.E.T qualified teacher.

Kumar (2012) compared the level of professionalism displayed by teacher educators employed by privately funded and publicly funded teacher preparation programmes. When compared to teacher educators in institutions with government

funding, the results showed that self-financing institutions' teacher educators had a higher level of professional commitment.

Surapuramath (2012) examined the level of professional commitment among Bangalore University's B.Ed. teacher educators. The findings showed that there was no statistically significant difference between N.E.T. qualified and non-N.E.T. certified, as well as male and female B.Ed. teacher educators, in terms of professional dedication. When comparing teacher educators' levels of professional commitment it was discovered that those with more than 11 years of classroom experience outperformed those with 1 to 10 years, and that single teacher educators outperformed those who were married.

Sharma and Dhaiya (2012) found that (1) no significant difference between attitude of male and female B.Ed. students towards teaching profession, (2) Arts and Science B.Ed. students do not differ significantly in attitudes towards teaching, and (3) female B.Ed. Students were found to have most favorable towards teaching profession.

Anita, D. (2011) conducted a study on comparative study of Teacher Educators of Government Financed and self-Financed Colleges of Education in relation to their professional values, teaching aptitude and job satisfaction. Correlation descriptive survey method employed for the study. Teacher Value Inventory by Shamim Karim, Teaching Aptitude Test by Jai Prakash and R.P Srivastava and Data were gathered using the Meera Dixit Job Satisfaction Scale. The professional values of male teacher educators of self-financed colleges of education are significantly higher than the professional values of male teacher educators of government financed colleges of education. The study also found that there is a fear of insecurity among the teacher educators of self-financed colleges of education. Teacher educators of self-

financed colleges of education are continuously upgrading themselves in terms of attending seminars/conferences, presenting research papers, writing research papers, pursuing further studies, etc. with an intention to get a job in a government college of education.

Gupta Jyotika and Sharma Kanupriya (2011) carried out research on "Impact of Occupational Stress on Transactional Styles: Role of B.Ed. Colleges". The above re- search work is an attempt to study the role of Occupational Stress and Sex on the transnational styles of the school teachers. Further, the paper suggests some measures that should be taken by teacher education institutions to produce teachers who can cope with stress or with negligible stress. The sample of the study comprised 180 schoolteachers (100 male and 80 female). Tools used for the data collection were Transactional Style Inventory by the Education Resource Centre, New Delhi and Occupational Stress Index by A.K. Srivastava and A.P. Singh. According to the findings, teachers who experience little or no stress use functional teaching methods, whereas those who experience stress do so using dysfunctional methods. So to reduce the stress and to cope with stress, teacher Education College should revise the curriculum. It should include a new selection procedure based on internal locus of control, stress coping techniques i.e. role analysis, stress inoculation, Johri window model, group training procedures etc.

Hürsen (2011) examined the professional development activities for teachers to determine their attitudes. To achieve the purpose of the research for the Turkish Republic of Northern Cyprus (T.R.N.C), which serves 448 high school teachers, were selected within the boundaries. The results obtained from this study, the effectiveness of teachers' professional development activities to show that they are unstable. In addition, teachers' gender, age and duration of service creates a significant difference

in their attitude towards the professional development activities. The results show that obtained more positive attitudes towards women teachers in professional development activities. In addition, teachers who are younger and less service time for professional development activities also shows that in more positive attitudes.

Sonek, M., Swennen, A. and Klink, M.V.D. (2011) conducted a study entitled "The quality of teacher educators in the European policy debate: actions and measure to improve professionalism of teacher educators". The study consider teacher as the most important factor influencing the quality of education. The study also concludes that the teacher educator is the most important factor influencing the quality of teacher education. This paper examines how the contemporary European policy debate addresses the quality and status of teacher educators. In this paper the author tries to analyze the policy document of the seven countries. The findings show that the policy documents have limited attention for teacher educators and their professionalism. On the level of individual member states the professionalism of teacher educators receives more policy attention. These policies mostly are part of general policies for higher education teachers while initiative lies with governments and teacher education institutes. The role of professionals themselves in developing their profession seems very limited. This study also gave emphasis on the fact that quality of teacher educators is not yet an area where active international policy exchange exists. In some countries interesting policy practices exist, but these are not shared between countries. In international exchange between teacher education institutions and individual teacher educators, the focus is often on the content of teacher education curricula and hardly on the professionalism of teacher educators themselves. However, with the recent invitation from the Council to the European

Commission the exchange of policy practices and mutual peer learning of policy makers on issues regarding professionalism of teacher educators will be stimulated.

Sylvester Jasmine Maria (2010) Madurai, conducted a study on "Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators". The purpose of the study was to determine whether characteristics such as gender, institution location, educational background, and years of teaching experience had an impact on the expressed attitudes and job satisfaction of teacher educators towards the teaching profession. The study was a survey and made use of standardized Teacher Attitude Inventory and Job Satisfaction Inventory as research tools. A random sample of 100 teacher educators was selected from 15 private colleges in Madurai city.

Laws, K., Harbon, L., Nguyen, N. and Trinh, L. (2009) conducted a study on "Professional Development of teacher educators: A cross border story". In this study the results of a collaborative project between the Faculty of Education and Social Work at the University of Sydney, Australia, and the School of Education at Cantho University, Vietnam. The project's goal was to create a model for teacher educators' professional growth within the framework of Vietnam's educational innovations. Sixteen participants (2 from University of Sydney and 14 from Can Tho University) were permanently involved in the project. In addition, 10 other staff members from University of Sydney provided input. The study followed a qualitative approach in which workshops and training sessions on re-forming initial teacher education programs at Can Tho, in addition to presentations, written documents and formal evaluations were main sources of data collected and analyzed. Models of good teacher education programs and good teachers in the Vietnam context were developed, and participants developed their knowledge and skills in redesigning their teacher education programs as a response to educational reforms in Vietnam. In

addition to the success determined through the achievement of measurable outcomes, this project illustrates the importance of human relationships and mutual understanding. This paper will exclusively focus on the emergence of collaborative, collegial partnerships, active learning and trust, respect and reciprocity between the partners as important outcomes which led to the successful development a model for professional development of teacher educators.

Timmerman and Greetje (2009) has done a study of teacher educators and addressed the impact of school teachers' role models as part of the socialization process of becoming a teacher. The study approached that the secondary school teachers of the sample had been significant role models. The teaching conceptions of the teacher educators were found to be grounded in secondary school and as such this study underlines the importance of secondary school teacher models for a teacher's future teaching career and the development of their own way of teaching.

Carlos, M. (2008) studied on "professional development of teachers: past and future". The paper gives main stress on defining what professional teachers mean? There are some citations given in this paper: Grossman's (1990) contribution is one that is still used in order to understand teacher knowledge. Morine-Dershimer and Kent (2003) have altered the model put forward by Grossman, to include the results of more recent research. In his model, the knowledge of teachers includes the following aspects: it is being advocated in the model that a teacher must equipped with general pedagogical knowledge related to teaching, with its general principals, learning and students, as well as the academic learning period, waiting period, the teaching of small groups, class management, etc. In addition to this the paper also gives stress on knowledge of teaching subject. Subject knowledge is in-dispensable to perform teaching task. It has been cited in the paper that "having knowledge of something

enables us to teach it; knowing content in detail means that, in general, one is mentally organized and well prepared for teaching it" (Buchmann, 1984). It can be concluded that pedagogical content knowledge has emerged as one of the main aspect of the teachers' knowledge.

Koster and Dengerink (2008) analyze the experiences with the Dutch standard for teacher educators and an accompanying procedure for self-assessment, professional development and registration (S.P.R). Their questions are; what are the issues about professional complexity and ownership which arise? How is the standards used by the Dutch teacher educators? Dose the standards stimulate professional development or is it a quality assurance device for teacher educators? To ensure these questions they analyzed interviews, questionnaires and portfolios from teacher educators who participated in the procedure for S.P.R. They found that in the Dutch standards for teacher educators, complexity is brought into the S.P.R process by. The development of the Dutch standards by the teacher educators themselves contributed to powerful feeling of ownership. They conclude that the Dutch standards, plus, the accompanying procedure for S.P.R is not only helpful for individual professional accountability, but used and estimated as well as a strong instrument for individual professional development.

Schuck, Aubusson and Buchanan (2008) discussed the value of peer observation followed by professional learning conversations for the professional development of teacher educators. The authors' analysis their shared learning experiences and articulate what challenged them in these experiences. They discuss the ways in which their perceptions of this process differed or where similar. The grounding of the experiences in a context of trust and professional relationship was seen as an essential part of the learning process. The authors' highlighted the

importance of the cognitive emotional and personal- professional aspects of teacher educators lives in supporting their learning through the combination of peer observation and ongoing professional learning conversations.

Shoeb Abdullah (2008) did a research work on Demographic, Academic and Professional Profile of Teacher Educators. From the views of this study, an average age of teacher educators (35-40 years) has been decreased in comparison to the age reported by earlier studies. In gender, this may be due to the fact that over the years, more women are going for higher education and subsequently the number of working women has increased, which may be true for all walks of life. In academic record of majority of the teacher educators a distinct upswing is visible. This academic record has been improved as they have progressed from school to academic qualifications (B.A., M.A., B.Sc., M.Sc.) to professional qualifications (B.Ed., M.Ed.). However as compared to younger teacher educators the trend is more visible among comparatively older teachers. Majority of teacher educators have more than five years of experience as teacher educators, 75% have some experience of teaching in schools, where as among those who joined teacher education institution during the last 5 years, the percentage of those with experience of teaching in school has gone down to 60%. Majority of teacher educators (70%) feels that M.Ed. Programme has provided them more confidence to deal with their professional responsibilities effectively. This study concluded that almost all 90% teacher educator, who have never taught in a school, are of the opinion that it is not a handicap for them though it might have been helpful, whereas majority (70-75%) of the teacher educator who have taught in school before joining teacher education institutions feel that their previous experience helps them in providing general guidance to the students, but does not help significantly in teaching the actual syllabi.

Smith and Pollak (2008) examines teacher educators' attitude to standardized student feedback on the quality of their teaching in a teacher education college in Israel. Their findings suggest there is acceptance of feedback as part of students' democratic rights (entitlement). However differences were found between the analysis of the quantitative and qualitative data, teacher educators were much more critical when expressing their attitudes freely. Moreover professional development based on the feedback seems to be carried out mainly in isolation. They suggest that teacher education institutions should develop supportive professional development centers in which teacher educators can be helped to view the feedback as a feed forward tool, necessary for engaging students in purposeful professional development activities.

Swennen, Volman and Essen (2008) have done a study on the development of professional identity of five teacher educators from three different generations. This research discussed the development of the professional identities of the two youngest teacher educators, who were then working in teacher education institutes from primary education. The questions in the narrative biographical research were; how do these teacher educators develop from teacher to teacher educators and how is this development influenced by the recent development in primary teacher educations? The findings of the study indicated that both teacher educators used the innovations in teacher education to develop professionally at the beginning of their institutes, later they also looked for ways to develop outside their institutes and played an increasingly significant role in the community of teacher educators.

Talreja (2008) studied the academic accountability of teacher educators as indicated by the performance appraisal system prevailing in teacher education institutions. The researcher compared the academic accountability of teacher educators on the basis of their specialization, experience, age, recruitment status and

gender. Researcher used the descriptive method of research with the sample of 105 teacher educators. Self appraisal tool for teacher educators used of data collection and the data were analyzed through t-test and ANOVA. The researcher found no significant difference between Specialization of teacher educators, recruitment status and academic teacher accountability. Age, teaching experience, and gender differences have been reported to contribute significantly to the differences in academic accountability. Greater the age or teaching experience greater has been found the academic accountability. Female Teacher Educators have been found to have greater academic accountability than the male teachers.

Keshwal (2006) investigated the values and value pattern of teacher educators in relation to professional advancement. Researcher conducted survey on 300 teacher educators from Uttrakhand and revealed that teacher educators were more interested in professional values than the other values and less in extravagant and authoritarian. Researcher also found a significant difference between values pattern and professional advancement among teacher educators for three variables; male/Female, Garhwal/ Meerut University and Govt./Private institutions and very low and insignificant correlation between values and all dimensions of professional advancement.

Osunde and Izevbigie (2006) revealed that teachers are not well financially remunerated and Due to the scrutiny they receive for paying salaries and benefits late, they feel very connected to society. Due to this circumstance, society has a bad opinion of teachers and the teaching profession as a whole. Teachers' low status is largely caused by poor working circumstances, wider negative influence, and bad behaviour on both a personal and professional level.

Singh (2006) made a comparative study of teacher educators of aided and self-supporting teacher training institutions in relation to their professional values,

family relationship, and adjustment and job satisfaction. It was found that teacher educators of aided institutions have better professional values, family relationship, adjustment and job satisfaction in comparison with teacher educators of self supporting institutions.

Kohli (2005) studied the level of professional commitment among Punjab state's teacher educators. Due to the paucity of studies on teacher educators, it was discovered that this field of research remained understudied. The outcome showed that teacher educators' level of professional commitment was modest.

Borko (2004) studied on Teacher Learning and Continuous Professional development. The result reveals that to help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, they must be offered more and more effective professional learning. Meaningful learning is a slow and uncertain process for teachers as well as for students, with some elements that are more easily changed than others, according to the interplay with teachers' deeply rooted beliefs and attitudes.

Goyal, J.C. **(1980)** conducted a study of the Relationship among attitudes, job satisfaction, adjustment and professional interests of teacher educators in India. Measurements of attitudes, job satisfaction, adjustment, and professional interest of teacher educators in several groups based on sex, age, education, and experience are the main goals of the study. It was found that a large majority of the teacher educators were favorable, inclined this profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. Different groups' attitudes and levels of job satisfaction did not significantly differ. A study on job involvement and need pattern of primary school teachers in relation to teaching effectiveness, was

done by Gupta U, (1981), It was found that in the case of rural males and urban females, job involvement was not significantly correlated with personal factors, while in the case of rural females and urban males, age and experience were significantly and positively correlated with job involvement. Teaching experience in rural males was positively and significantly correlated with job involvement.

2.4 STUDIES RELATED TO ROLE CONFLICT

Arthi and Sumathi (2020) conducted "a study aimed to empirically test the moderation effect of transformational leadership characteristics on the relationship between work-family conflict and professional commitment". A cross sectional study under descriptive approach was carried out on 752 teachers teaching in private schools in Tamilnadu selected through purposive sampling method. Netemeyer, Boles, and McMurrian's Work-Family Conflict (1996) and Aranya, Pollock, and Amernic's Professional Commitment Scale (1981) were used for data collection. Hierarchical regression analysis was applied to examine the moderating effect of transformational leadership behavior. The results suggested a negative influence of work-family conflict on the professional commitment of teachers. The result of interaction between work-family conflict and transformational leadership behavior had a positive and significant influence on professional commitment. The empirical results revealed that the moderation/proactive effect of transformational leadership of head or principal are action as a profound variable in reversing the outcomes of work-family conflict on professional commitment. It means that the transformational leadership behavior of head or principals was found to enhance the professional commitment of teachers.

Gupta and Nain (2016) studied "The role conflict and its dimension with respect to type of institution, academic stream and locus of control". For this study a descriptive survey method was employed. A sample of 300 teachers working in B.Ed. College of Haryana selected as a sample by using multi-stage random sampling technique. The Gupta and Nain-standardized Teacher's Role Conflict and Teachers' Locus of Control scales were used for data collection. The study's findings revealed notable variations in role conflict and its dimensions among teachers employed by government or government-aided and independently funded B.Ed. colleges with internal and external loci of control. Teachers from the science and arts streams showed a considerable difference in role conflict and its dimensions.

Marilu Nunez Palomino and Fabio Frezatti (2016) studied "Role conflict, role ambiguity and job satisfaction: Perceptions of the Brazilian controllers." "The theoretical framework was comprised of the seminal work on Role Theory by Katz and Kahn (1970), and empirical evidence regarding the evolution of the role of controllers in the enterprises. In this study, we used the structural equations technique, which allowed for non-rejection of the two study hypotheses, thus providing evidence that role conflict and ambiguity adversely affect job satisfaction among Brazilian controllers. The sample was comprised of 114 controllers. An electronic questionnaire was used to collect the data, allowing information about the respondents to be captured, along with perceptions regarding levels of role conflict and ambiguity and job satisfaction. For this, the tools developed by Rizzo, House, and Lirtzman (1970) were used, as well as the Job Satisfaction Index presented by Tarrant and Sabo (2010). The results indicated that Brazilian controllers perceive role conflict and role ambiguity while they perform their duties. Job satisfaction of the controllers is affected more strongly by role ambiguity while they perform their duties. Job

satisfaction of the controllers is affected more strongly by role ambiguity than by role conflict.

Dewra and Ahlawat (2015) undertook "a study to assess work-family conflict and job satisfaction of working women". The findings showed that professional women had high levels of work-family conflict and a good attitude towards their jobs. Further research revealed a significant inverse association between professional women's job satisfaction and work-family conflict.

Dhanalakshmi (2015) highlighted "the relationship between work-family conflict, work satisfaction, sense of coherence and general health among teachers". The findings showed a substantial positive association between work-family conflict and health. According to regression analysis, work-family conflict and job satisfaction among teachers were related to general health; the more work-family conflict, the more likely instructors would be to experience job dissatisfaction and health problems.

Ahmed, K. et al. (2014) examined the "Impact of relationship, task and role conflict on teaching performance in educational institutes". The study examined how teachers/professors respond to the conflict related to interpersonal issues, personal taste, values and lack of clarity towards their work. The aims of the study were: (a) To check the relationship conflict affects employees' performance, (b) To evaluate the influence of task conflict on employs' performance, (c) To verify the impact of role conflict on employees' performance. Educational institutions of Gujrat, Lahore and Faisalabad were included in the study from which 158 employees were selected as the sample. The study showed the following results: (a) Relationship conflict, task conflict and role conflict had significant impact on employees' performance, (b) Much correlations among relationship conflict, task conflict and role conflict on

teachers' performance were found, (c) There was found inverse relationship between relationship and role conflict with employees' performance and a positive correlation was found between task conflict and the employees' Performance.

Bako (2014) undertook "a study to investigate role ambiguity and role conflict among the academic and administrative staff of the University of Lagos, Nigeria". The objectives of the study were (i) to find out if differences exist between academic and administrative staff of the University of Lagos in their perception of role ambiguity and role conflict. (ii) To find out the effect of demographic variables: gender, age, qualification and length of service on the groups' perception of role ambiguity and role conflict. To assess role antiquity and role conflict, Rizzo et al.'s Role Perception Questionnaire was employed. A response rate of 53.5% deriving out of total 200 questionnaires was achieved. The findings indicated that academic staff and administrative staff possessed the same level of role conflict. Gender had a significant impact on role perception of the academic staff, but did not have any significant relationship with the administrative staff' perception of roles.

Bhavani (2014) conducted a research with the purpose of finding out the extent of "role conflict experienced by working women and its impact on quality of work life with other related variables like career orientation and job satisfaction". The results of the post-hoc test showed that respondents with P.G. qualifications had higher levels of role conflict than those with Ph.D. qualifications; respondents with M.Phil. Qualifications and those with Ph.D. qualifications, on average, had lower levels of role conflict. The construct role conflict was negatively and significantly related to quality of work life, i.e., when the married women teachers experienced high role conflict, they had low quality of work life, and vice versa. In addition, career orientation and role conflict were negatively and significantly correlated with job

satisfaction, i.e., when married women teachers were more career oriented, their role conflict increased, and vice versa.

Almutairi (2013) conducted "A study to examine the relationship between role conflict and job satisfaction among academic staff in Saudi Arabia Universities". A sample of 150 academic staff from different universities in the city of Riyadh in Saudi Arabia was choosing for the study. Role Conflict Scale developed by Rizzo's et al. (1970) and Minnesota Satisfaction Questionnaire developed by Weiss et al. (1967) were used. The obtained data was analyzed by using S.P.S.S version 19. Pearson's correlation *r* was applied to determine the relationship between role conflict and job satisfaction. Results showed a negative relationship between role conflict and job satisfaction.

Christiana, O.O. (2013) carries a research on the "Work-family role conflict among academic women in Nigerian public university". This study had the following objectives: (a) To identify the effects on academic women's job performance of their experiences with work-family role conflict, (b) To determine the causes of academic women's conflict between their family and professional obligations. The study adopted survey research design. The study utilized both primary and secondary data. Primary data were generated from the administration of questionnaires on 250 randomly selected female academic staff from three purposively selected public universities in southern Nigeria. The study revealed: (a) The main causes of work-family conflict were an overstretched academic job schedule, long office hours, cohesive department heads, inadequate workspaces, increased student advisory and counseling duties, increased student enrollment without a corresponding increase in academic staff, and a heavy teaching load., (b) Work-family conflict was not caused by the heavy workload of thesis supervision, attending meetings, doing administrative

tasks, or a lack of procedures. (c) Additionally, it was discovered that women's encounters with work-family conflict had a detrimental impact on their level of job performance and well-being.

Pushpita, R. (2013) made a study on the "role conflict among women teachers in relation to their performance". The objectives of the study were: (a) To gauge the extent of role conflict experienced by female teachers, (b) To ascertain the connection between female instructors' effectiveness and role conflict, (c) To investigate how role conflict is affected by demographic factors such as women instructors' marital status and family structure. 100 women teachers teaching at secondary level were randomly selected as sample from Bhopal district. Data were gathered using the Teacher's Performance Scale and the Role Conflict Scale for Women Teachers, both of which were self-made. The obtained data was analyzed using S.P.S.S. The study revealed: (a) High levels of role conflict were encountered by female secondary school teachers; (b) Performance of female teachers was negatively impacted by role conflict.

Hee, C.J. et al. (2012) compared the role conflict, self-efficacy, job satisfaction and job involvement between nutrition teachers and dieticians at school food service in Incheon Metropolitan city. The purpose of the research was to resemble the differences in role conflict, self efficacy, job satisfaction and job involvement perceived by school nutrition teachers and dieticians. A total of 335 female school nutrition teachers and dieticians from Incheon area were surveyed by a self-report questionnaire in November 2010. Collected data was processed using SPSS. Difference between the two groups was analyzed using the t-test, chi-square test and two-way analysis of variance. The results of the study were: (a) The job satisfaction level of nutrition teachers was higher than that of dieticians, (b) The effect

of role conflict and job satisfaction for nutrition teachers and dieticians was different according to age, (c) Self-efficacy, job satisfaction and job involvement of nutrition teachers and dieticians were influenced by their annual salaries, (d) The frequency of meal served also affected role conflict, job satisfaction and job involvement of nutrition teachers and dieticians, (e) The effect of job involvement by the nutrition teachers and dieticians was different according to meal service type.

Jena Prakash Chandra (2012) carried out a study on "Occupational Stress among B.Ed. College Teachers in Relation to their Role Conflict and Self Emotional Management". The study is a descriptive one and has been conducted over 120 B.Ed. college teachers working in private, government and aided colleges of Faridkot, Moga, Jalan-dhar and Kapurthala districts of Punjab. To choose the sample Simple random sampling technique has been used. The study's major objective is to determine the level of occupational stress experienced by B.Ed. college professors in relation to their ability to manage their emotions and deal with role conflict. To diagnose the significant relationship between occupational stress and self emotional management among teachers of private, government and aided B.Ed. colleges. To find out the significant relationship between emotional management and role conflict among teachers of private, government and aided B.Ed. colleges. The discovery of the study include there is a positive significant relationship between occupational stress and self emotional management among teachers of private, government and aided B.Ed. colleges. There exists significant positive relationship between occupational stress and role conflict among teachers of private, government and aided B.Ed. colleges. There exists positive significant relationship between emotional management and role conflict among teachers of private, government and aided B.Ed. colleges.

Yirik, S. (2012) studied "the relation between business-family conflict and role Uncertainty, role conflict and work satisfaction". The objective of this study was to analyze the effects of the work-family life conflict on the employees' attitudes towards work and their behavior at work in the framework of the concepts of role conflict, role uncertainty and work satisfaction. The members of Antalya world Trade Centre during 2010 constituted the universe of the research. The sample of 150 respondents was formed by coincidental sampling method. The findings of the study were: (a) A positive weak correlation was found between role uncertainty and conflict perceived by the employee and work-family life conflict, (b) A negative strong relationship was found between role uncertainty and role conflict comprehend by the employees and their work satisfaction, (c) There was also a relation between work satisfaction and work-family life conflict, which was a negative mediocre relationship.

Gupta Jyotika and Sharma Kanupriya (2011) conducted a research on "Impact of Occupational Stress on Transactional Styles: Role of B.Ed. Colleges". The above research work is an attempt to investigate the role of Occupational Stress and Sex on the trans-national styles of the schoolteachers. Further, the paper suggests some measures that should be taken by teacher education institutions to produce teachers who can cope with stress or with negligible stress. Sample of the study comprised 180 schoolteachers (100 male and 80 female). Tools worn for the data collection were Transactional Style Inventory by the Education Resource Centre, New Delhi and Occupational Stress Index by A K Srivastava and A P Singh. According to the findings, teachers who experience little or no stress use functional teaching methods, whereas those who experience stress do so using dysfunctional methods. So to reduce the stress and to cope with stress, teacher Education College should revise

the curriculum. It should include a new selection procedure based on internal control centre, stress coping techniques i.e. role analysis, stress inoculation, Johri window model, group training procedures etc.

Jena, P.C. (2011) studied the "role conflict among secondary school Tribal teachers in relation to their work motivation". The objectives of this study were:(a) To investigate the differences in role conflict among secondary school tribal teachers, both male and female, (b) To investigate the motivational differences between tribal instructors that teach in secondary schools, both male and female, (c) To ascertain how role conflict and job motivation among secondary school indigenous male teachers interact, (d) To ascertain how role conflict and job motivation in secondary school tribal female teachers relate to one another, (e) To ascertain the connection between role conflict and workplace motivation among secondary school tribal male and female teachers. Descriptive survey method was used in this research work. The Kalahandi district of Odisha constituted the population of the study. The investigator took 200 teachers (100 male and 100 female) from 20 government secondary schools for this purpose simple random sampling technique was used. The study's findings showed: (a) The role conflicts between tribal male and female secondary school instructors were not significantly different. (b) In terms of work motivation, male and female indigenous teachers did not considerably differ. (c) Among secondary school male tribal instructors, there was no correlation between role conflict and work motivation. (d) Between role conflict and job motivation among secondary school female instructors, no significant association was discovered. (e) Among secondary school male and female tribal instructors, there was a negligible correlation between role conflict and job motivation.

Panda, U.K. (2011) studied the "role conflict, stress and dual-career couples." The objectives of this empirical study were: (a) To find reasons of role role-conflict and stress among the dual career couples, (b) To decide the level of conflict and stress among the dual career couples, (c) To explore the coping strategies and to identify areas for policy interventions. The snowball sampling method was applied to select 160 couples as a sample. Equal numbers of respondent couples were selected from Orissa and Delhi. The study brought out (a) Out of the overall 320 respondents, 148 of them were found in stress facing conditions, (b) It was found that the women employees in Orissa were in a better mental status than the women employees in Delhi, (c)Out of the overall 160 respondents from Delhi, 66 of them had role conflict but no gender differential was observed in the high level of role conflict, but gender difference was present in low and medium level of role conflict, (d) It was found that more men in Orissa and more women in Delhi faced in medium level of role conflict.

Safaria, T. et al. (2011) carryout "A study on role conflict, role ambiguity, the role of job insecurity as mediator towards job stress among Malay academic staff". The study was started from December 2009 to May 2010 in one of universities in Pahang Malaysia. Questionnaires were collected by researcher in faculty office. A total of 124 usable questionnaires were returned. The correlation analysis showed the following results: (a) A relationship was found between role ambiguity, role conflict, job insecurity and job stress, (b) Job insecurity had an association with job stress, (c) In addition job insecurity also had a relationship with role ambiguity and role conflict, (d) Role ambiguity had non-significant association with job stress and role conflict, (e) Role conflict had an association with job stress.

Sareen, S. and Kumari, S. (2011) studied the" role conflict in relation to emotional intelligence of secondary school teachers". The objectives of the study

were: (a) Male and female teachers' roles conflict mean scores were compared. (b) To compare mean scores of emotional intelligence of male and female teachers, (c) To compare the mean score of role conflict with regard to emotional intelligence of teachers. Descriptive research method was employed in this study. The research was investigated on a sample of 100 secondary school teachers (50 male teachers and 50 female teachers) working in government school of Chandigarh. Quota sampling technique was employed to select the sample. The collected data was analyzed by t-test and product moment correlation. The main results of the study were: (a) The significant t-value between male and female teachers indicated significant gender difference with regard to role conflict and emotional intelligence of teachers, (b) It was find that female teachers had significantly higher role conflict than their male counterparts, (c) A non-significant correlation was found between role conflict and emotional intelligence of secondary school teachers.

Zakari, N.M.A. (2011) investigated "The impact of nurse role ambiguity and role conflict on nursing faculty commitment in Saudi Arabia". The intention of this study was to examine how dimensions of organizational commitment are influenced by role ambiguity and role conflict in nursing academic settings in Saudi Arabia. The objectives of the study were: (a) To assess the demographical characteristics of nursing faculty in Saudi Arabia, (b) To describe nursing faculty organizational commitment domains and role domains, (c) To examine the relationships between organizational role ambiguity, role conflict and organizational commitment in nursing, (d) To assess the differences between nursing faculty nationality and role conflict. The design of study was a non-experimental descriptive cross-sectional correlation. The three oldest and largest universities were picking for the study. Full time nurses were recruited to participate in the study. The results of the study were:

(a) It was find that nursing faculty experienced a sense of responsibility towards their academic organization, (b) The nursing faculty had higher perceptions of role conflict and moderate of role ambiguity, (c) Statistically significant correlations were found between organizational commitment and role domains, (d) Role ambiguity among faculty was negatively correlated to continuance, (e) Significant negative relationship was observed between normative commitment and role ambiguity, (f) Role conflict was not positively related to continuance and normative commitment, (g) A moderate positive relationship was present between role conflict and affective commitment, (h) Role conflict was found higher among nursing faculty expatriates than Saudi nursing faculty in Saudi nursing universities.

Austell (2010) conducted a research to investigate the role conflict in high school teachers who were also coaches. The intention of this research study was to conclude the level to which teachers/coach (T.C) are affected by role conflict and also conclude the influence of age, gender and coaching status on role conflict. The hypotheses of the study were (i) Older T.C would experience less role conflict than younger T.C (ii) male coaches would experience more role conflict than female coaches and (iii) T.Cs at larger schools have less role conflict than T.Cs at smaller schools. The sample includes of 283 full time high school teachers who coach a sport either as a head coach or assistant at the high school where they teach. An online survey originally developed by Kopelman, Greenhaus, and Connelly (1983) and modified by Ryan (2008) for high school TCs was used to measure role conflict. Multi analysis of variances was used to recognize differences in role conflict among gender, coaching status, and coaching experiences. Bivariate and multivariate correlations were calculated in order to test relationships between variables. The

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results of the research shows that age, gender and school size did not significantly affect role conflict.

Anbuchelvan, C. (2010) conducted a study on "Occupational Stress of High School Teacher". The research was carried in Salem, Tamil Nadu on a sample of 60 high school teachers. Occupational Stress was assessed with the help of Occupational Stress Inventory (O.S.I), developed by Dr. Joseph and Dr. Dharmangadan. The results were computed by Mean scores, t-test. Data analysis showed that, while there is no significant difference between male and female high school teachers in their occupational stress on the basis of educational qualifications, marital status, location, and teaching experience, there is a significant difference between male and female high school teachers in their occupational stress.

Akintaya, D.I. (2010) studied the relationship between organizational commitment and work-family conflict among Nigerian industrial workers. The research method was adopted for the study is descriptive survey. 247 respondents were picking for the study. The respondents were selected from public and private organizations in Nigeria using proportionate stratified sampling technique. The findings of the study were: (a) Work family role conflict had negative significant influence on organizational commitment of the workers in Nigeria, (b) A significant difference existed in the work family role conflict of male and female respondents,(c) It indicated that the female respondents experienced higher work family role conflict than male respondents, (d) Furthermore, the findings revealed that there was no significant difference between work-family role-conflict of the respondents with above ten years of experience on the job than those with below ten years of working experience, (e) Both respondents with above ten years of working experience and those with below ten years of working experience equally experienced work-family

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role conflict at similar magnitude, (f) Based on the tension between their work and family roles, respondents' organizational commitment was significantly different between men and women.

Tang and Chang (2010) undertook a study to investigate the impact of role ambiguity and role conflict on employee creativity. Survey data from 202 employers of Taiwanese companies reveal direct and positive links between role conflict and creativity. The survey results further demonstrated that both self-efficacy, satisfactions served as the partial mediator between creativities and role conflict.

Chopra, Reeta and Gartia, Radhakanta (2009) study examined, "Accountability of Secondary School Teachers in Relation to their Occupational Stress". The purpose of the study was to determine how occupational stress and teacher accountability related. The study discovered that secondary school teachers' responsibility suffered as a result of job stress. The study also showed that instructors who experience high levels of occupational stress are less responsible. On the other hand, it has been discovered that instructors who are held more accountable for their work are less stressed at work. The study also revealed that compared to their male counterparts, instructors are more responsible for their work.

Mehta, Sandhya and Kaur, Sandeep (2009) investigated on "A Comparative study of Organizational Role Stress among Technical and Non-technical Teachers". Study reveals that technical teachers showed more resource inadequacy as compared to non-technical teachers, which was evident for the whole sample and also for the lower age group i.e., 30 years. It was find that technical teachers showed higher level of personal inadequacy and role ambiguity as compared to non-technical teachers.

Ishwara and Dhananjaya (2008) studied university teachers' perception towards work and family conflict and highlighted the incidence of work-family and

family-work conflict perceived and experienced by the university teachers. It was discovered that the majority of university professors who reported significant levels of work and family conflict were married, had young children, belonged to nuclear families, had fewer than five family members, and lived more than 10 kilometers from their places of employment.

Glissmeyer et al. (2007) studied "Effect of role ambiguity and role conflict on intention to quit organization in a law enforcement setting". This study was conducted in two law enforcement organizations within two cities in South Western U.S. A total number of 114 police officers took part in study. Role conflict items were measured using the established eight item scale prepared by Rizzo, House and Lirtzman (1970). They found role conflict is a weaker predictor of intention to quit the organization.

Oduwaiye, R.O. (2006) studied the "role conflict and administrative effectiveness of vice principals of public secondary schools in Kwara state, Nigeria". This study endeavored to find answers to the following questions: How does role conflict affect the administrative effectiveness of vice principals in Kwara states public secondary schools? What are the implications of role conflict on the morale of vice principals in Kwara states public secondary schools. The technique used for this study is Simple random sampling to select 100 urban and 50 rural vice principals from the Kwara state public secondary schools. The findings of the study revealed: (a) there is no significant relationship between role conflict experienced by vice principals and their administrative effectiveness, (b) There was a significant relationship between role conflict and morale of vice principals, (c) There was no significant difference in the role conflict of rural and city vice principals.

Malhotra, S. and Sachdeva, S. (2005) made a study on social roles and role conflict among women. The investigators attempted to achieve the following

objective: (a) to know the effect of different professions and multiplicity of social roles on role conflict of working women. 3x3 factorial design was employed for the current study. Factor A was classified in to 3 categories namely Doctors, Lecturers and Nurses. Regarding factor B, subjects were assigned role levels depending on their number of roles in family. Each role level consisted of only one specific role or set of roles. The three role levels were - working-unmarried, working-married and working-married-mother. The sample included women in the age group of 25- 45 years and serving in government institutes of Rohtak and nearby district in Haryana. Total sample comprised of 270 working women. The following results were obtained from this study: (a) Among all three levels of social roles, the role conflict was highest in nurses, (b) Lecturers showed least role conflict and doctors had minimum role conflict, (c) Significant interactive effect of professions and social roles on the role conflict was observed in current study.

Hsieh (2004) concluded that the amount of role conflict between elementary school instructors and part-time administrators was below moderate. Married female teachers with children who work with part-time administrators experience less role conflict than single male instructors with no children who work with part-time administrators, while teachers over 30 experience less role conflict than their counterparts.

Koustelios (2004) conducted research on the roles of conflict and ambiguity as important predictors of work significance. According to the study's findings, role conflict and role ambiguity were found to be important predictors of job satisfaction. Teachers of physical education experienced higher levels of role conflict and ambiguity, which indicated lower levels of job satisfaction.

Noor (2002) research was done on women's wellbeing, locus of control, and work-family conflict. The findings showed that locus of control had an impact on the link between work-family conflict and wellbeing. Work-family conflict was also positively correlated with distress symptoms but negatively correlated with job satisfaction. The research found that conflict had an impact on women's overall well-being and was linked to a domain-specific outcome measure.

Steven, Hang-Yue and Wing-Ngar (2001) conducted a study to find the "relationship between job satisfaction and role conflict". The findings showed that inconsistent role requirements between two or more responsibilities related to the workplace led to inter-role conflict. In order to reach specific findings, hierarchical regression analyses were used. The results showed that inter-role conflict was associated with a high inclination to leave and a low level of job satisfaction.

Upadhayay and Singh (2001) examined several aspects of work stress, such as role conflict between college professors and instructors at higher secondary schools. On the factors related to role conflict and role ambiguity, it was discovered that college professors had much lower levels of stress than higher secondary school teachers.

CHAPTER – III
METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

This chapter provides an overview of the research design used in the present study. The research method to be adopted by the researcher for getting the reliable and valid information as well as for coming at accurate inferences. According to Tuckman, "A research design is a specification of operations for testing of a hypothesis under a given set of condition".

A research design is an investigational strategy; that is, it is basically a plan or blueprint to be followed while carrying out a research project and putting into practice a design that entails engaging in a variety of tasks in a systematic manner. The objective and circumstances of the investigation determine the specific research design that is implemented. Research designs are used so that the researcher may provide the most accurate and cost-effective responses to research concerns like validity and objectivity. In other words, study design directs observation and leads to generalization rather than defining what to undertake. This chapter provides a comprehensive discussion and description of the design and process used for the investigation in question. The plan outlines the overall structure of the study. An activity's plan and procedure clearly illustrate the methods and instruments needed to carry out the research, including the kind of data needed, how the data were chosen, and the tools used to collect the data.

3.2 STATEMENT OF THE PROBLEM

The statement of the problem of present study is, "**Effect of Organizational Climate and Role-Conflict on Professional Development of Teacher Educators in Mysore University and Bangalore universities of Karnataka State**".

3.3 OPERATIONAL DEFINITIONS

Organizational Climate: Refer to the constant quality of the internal environment of an organization that experienced is gain by Teacher educators, acts on their behavior, and can be described in terms of the values of a particular set of characteristics or attributes of the organization. Organizational Climate is the psychological as well as the social setting of a college within which teacher educators work and relate. It is a highly influential environment. It can be assumed that Organizational climate is an important factor in enhancing Professional Development of Teacher educators. Organizational climate provides a type of environment for Teacher educators in which individuals work feels satisfied or unsatisfied.

Role Conflict: Role conflict is defined as the expectation towards varying roles that an individual has meaning when the given roles are conducted at the same time, or even when the conduct of one role, prevents the conduct of the other role. It takes place when different people have different expectations from a person performing a particular role. Conflict among the roles begins because of the human desire to reach success, and because of the pressure put on an individual by two imposing and incompatible demands competing against each other. The effects of role conflict, as found through case studies and nationwide surveys, are related to individual personality characteristics and interpersonal relations.

Professional Development: "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher". Teachers must continue to progress to do justice to their profession in light of these changes. Educational ideas that were considered useful twenty years ago may not be considered useful today. Therefore, a teacher must receive new training and stay in touch with the latest trends, issues, and new techniques of education.

Teacher Educators: Teacher educators are those educational professionals who actively facilitate the learning of student teachers and teachers.

3.4 OBJECTIVES OF THE STUDY

1. To measure and analyse the Levels of Professional Development, Organizational climate and Role conflict among Teacher Educators.

2. To Study the relationship between Professional Development and its Dimensions with Organizational Climate and Role-Conflict among Teacher Educators.

3. To Study the Significant Difference in Professional Development and its Dimensions with respect to demographic variables viz., Gender, Teaching Experience, Pedagogic subject taught, and type of Institutions.

4. To Study the Significant Difference in organizational Climate and Role-Conflict with respect to demographic variables via, Gender, Teaching Experience, Pedagogic subject taught, and type of Institutions.

5. To Study the Influence of Interaction between levels of Organizational Climate and Role-Conflict on Professional Development and its Dimensions.

6. To study the significant contribution of predictor variables (Organizational Climate and Role-Conflict) in predicating the criterion variable (Professional Development and its Dimensions) of Teacher educators.

3.5 HYPOTHESES OF THE STUDY

1. There is no significant relationship between different dimensions of Professional Development and organizational climate among Teacher Educators.

2. There is no significant relationship between different dimensions of Professional Development and Role-Conflict among Teacher Educators.

3. There is no Significant Difference in different dimensions of Professional Development with respect to Gender.

4. There is no Significant Difference in different dimensions of Professional Development with respect to Teaching Experience.

5. There is no Significant Difference in different dimensions of Professional Development with respect to type of institution.

6. There is no Significant Difference in different dimensions of Professional Development with respect to Pedagogic subject taught.

7. There is no Significant Influence of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development.

8. There is no significant contribution of predictor variables (organizational Climate and Role-conflict) in predicting the criterion variable (Dimensions of professional Development) of Teacher Educators.

3.6 METHODOLOGY/DESIGN

Provides an overview of the research design used in the present study. The research method to be adopted by the researcher for getting the reliable and valid information as well as for coming at accurate inferences. According to Tuckman, "A research design is a specification of operations for testing of a hypothesis under a given set of condition. A research design is a strategy of investigation, i.e. it is primarily a plan or blue print to be pursued while conducting a research and implementing a design that consists of engaging a number of activities systematically. The plan outlines the overall structure of the study. The plan and procedure of an activity clearly paint a picture of the means and methods necessary to carry out the research, i.e., the kind of data needed, how the data was chosen, and what data collection tools were used. The Descriptive Survey Method was applied in the present study. It identifies the current status of the research study. The plan adopted in the study is Casual Comparative and Correlation Method.

3.7 VARIABLES FOR THE STUDY

Independent Variables

Organizational Climate

Role-Conflict

Dependent Variable

Professional Development

Moderate Variable

Gender (Male and Female)

Teaching Experience (below 3 years, 4-6 years, 7-9 years, 10 years and above) Type of Institutions (Aided and Unaided).

Pedagogic Subject Taught (Humanities, Social Science, Science and Mathematical Science).

3.8 POPULATION AND SAMPLE OF THE STUDY

Population

The term "population" refers to the complete set of individuals or objects that meet the sampling criteria chosen by the researcher and are used as the basis for generalising the study's findings. The population for the present study was 116 B.Ed. colleges from two universities each and every teacher educator employed by Government-Aided and Private B.Ed. colleges of Bangalore and Mysore Universities. The target population was that population from which the researcher liked to draw inferences.

The sample comprised of 360 teachers including assistant professors, associate professors, and professors. This was the sample which was actually surveyed (Sample for the Final Survey). To gather information/data for the research purpose researcher used convenience sampling methods (random sampling methods).

Data collection is one critical aspect of any research work. Data can be collected in different ways in a survey research. It is collected through questionnaires. The questionnaires can be directly distributed to the respondents or they can be sent over internet via e-mails. In this case the questionnaire was distributed to the teacher educators by the researcher, visiting their colleges and handing over the questionnaires to them. If we look at the spread of colleges of two Universities as per their geographical locations in the Karnataka, this was the most appropriate way of data collection and was implemented very effectively by the researcher.

Bangalore Universities B.Ed. Colleges

| Bangalore North B.Ed. Colleges (32) | Bangalore Central B.Ed. Colleges (22) | Bangalore South B.Ed. Colleges (26) |

Mysore University B.Ed. Colleges

| Mandya District B.Ed. Colleges (10) | Mysore District B.Ed. Colleges (15) | Hassan District B.Ed. Colleges (9) | Chamarajanagar District B.Ed Colleges (2) |
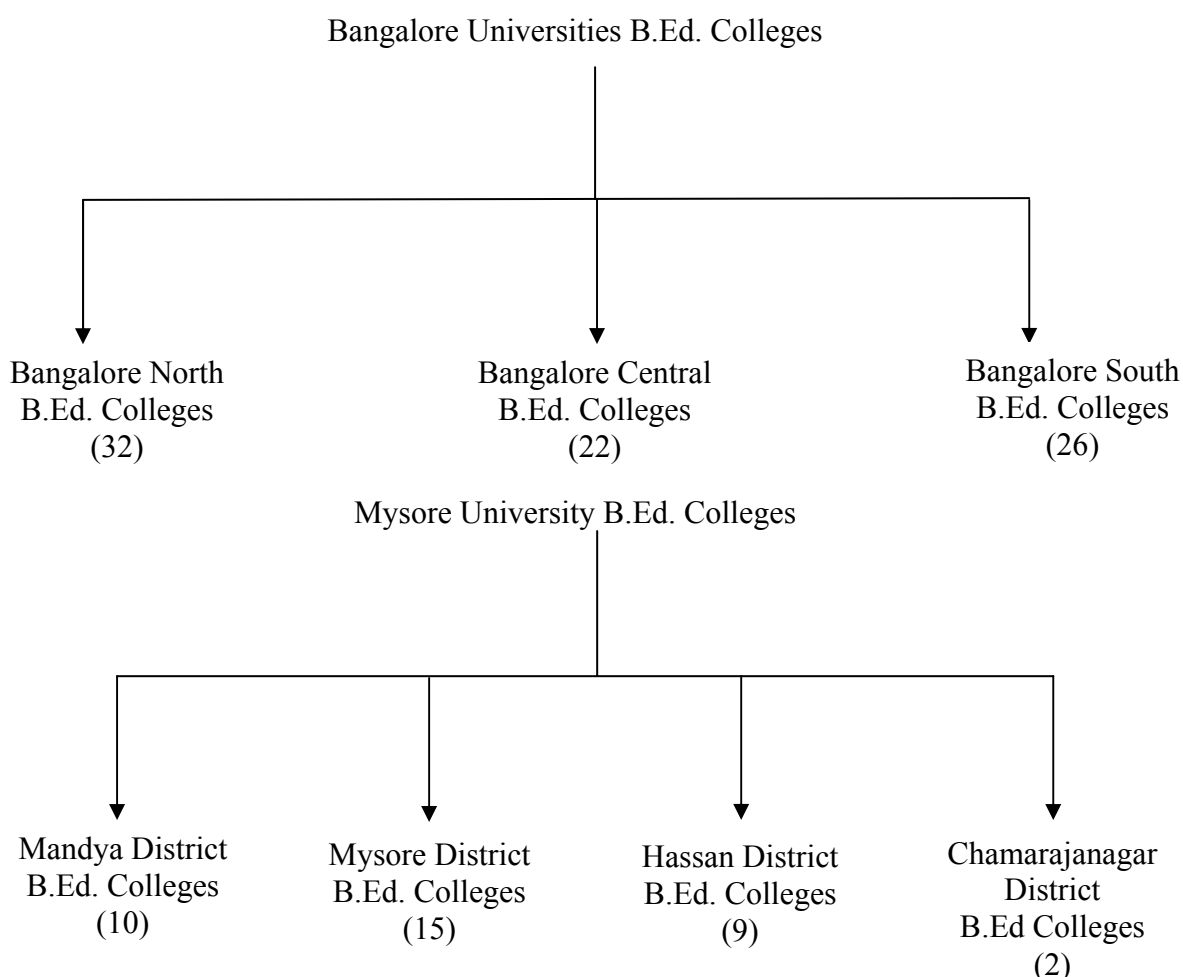
3.9 TOOLS USED FOR THE STUDY

Anything that becomes a means of collecting information for our study is called a 'research instrument' or a 'research tool' such as scales, observation forms, interview schedules, questionnaires. The selection of a tool is of paramount

significance in any investigation. Thus, according to need, objectives and nature of the study the investigator found use of following scales more appropriate in comparison to the other tools for measuring the variables in this study. In the present study, three tools have been used for investigation.

Self-Developed Tools

A) Role Conflict Scale for Teacher Educators

B) Organizational Climate Scale for Teacher Educators

C) Professional Development Scale for Teacher Educators

Role Conflict Scale for Teacher Educators (R.C.S.T.E.)

To improve upon earlier scales and make this scale genuine, the scale was created and standardized. When distinct roles are allocated to individuals within the context of work, family, and interpersonal relationships, role conflict results. Teacher educator role conflict is the occurrence of two or more instances of inconsistent or unexpected role behavior for a teacher's task or purpose at the same time. Role conflict can take many different forms, and both Indian and international educationalists have created scales to cope with it. In their Role Ambiguity and Role Conflict Scales, Rizzo, House, and Lirtzman (1970) measure ambiguity with six negatively phrased items and conflict with eight positively worded ones. Each of the four Role Conflict Scales described by Holahan and Gilbert (1978) contains three or four items that are related to a conflict between two of the following four roles: professional (worker), spouse, parent, and self as a self actualizing person. Each item has five responses to go with it. The Teachers Role Conflict Inventory, developed by Prasad and Bhushan in 1991, consists of 22 items that are rated on a scale of 0 to 5, with the alternatives very often, often, often cannot say, seldom, and never receiving a point. The inventory has reliability and validity scores of 0.55 and 0.56, respectively.

The Work-non Work Interference Scale, created by Koekemoer, Mostert, and Rothmann (2010), consists of 24 items and measures the conflict between work and various non-work responsibilities (such as spouse, parent, religious, or spiritual, and home or domestic duties). Other scales include the Role Conflict Scale by Pandey (1999), the Work-Family Conflict Scale by Park (1993), the Work-Family Conflict Scale (W.F.C.) and the Family-Work Conflict Scale (F.W.C.) by Netemeyer et al. (1996). The researcher researched many scales created earlier on role conflict before creating the scale. The scales mentioned above require improvement, according to a review of the scales or questionnaires used to evaluate the role conflict. A teacher contributes to society and works to advance their profession. Their work is not just confined to the classroom, college, or the home. Since most of the scales primarily address work-family and family-work conflict, the social, individual, and professional roles of teachers are not dimensions on the earlier scales that were reviewed. Due to the fact that teacher educators play a variety of responsibilities both inside and outside of the institution, there is a need to standardize the scale currently in use to assess role conflict among them.

Objective of the Tool

The current scale was developed to evaluate the degree of role conflict among teacher educators, which may help in better understanding their issues and providing guidance for resolving their dispute.

Procedure for Development of the Tool

The following procedures were taken to design and standardize the scale in order to meet the scale's goal: planning and preparation, try-out, and final form.

Planning and Preparation of the Tool

The current scale was designed to compose statements in English and be given to educators in B.Ed. colleges that are affiliated with the universities of

Bangalore and Mysore. The scale was of the Likert kind, meaning that responses were stated in terms of one of the following five categories: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). After scanning earlier scales created by Indian and foreign authors such as Rizzo, House, and Lirtzman (1970), Prasad and Bhusan (1971), Pandey (1999), and Koekemoer, Mostert, and Rothmann (2010), items relevant to teacher's role conflict were identified and chosen. It was intended to develop the Teacher Educator Role Conflict Scale items using a homogeneous manner. 26 preliminary items were written while keeping in mind the potential areas of role conflict, spanning the aspects listed below and shown in table 3.1.

Table 3.1: Dimensions of T.E.R.C., Operational Definitions and Number of items

Dimensions of T.E.R.C.	Operational Definitions	Items
Family Related Conflict	Because of the nature of family relationships, it can take a wide variety of forms, including verbal, physical, sexual, financial, or psychological	5
Work related Conflict	It is a situation when an employee does not know how to pritioritize and balance the demands of work.	5
Professional growth related conflict	It is the problem of an individual who has conflicting roles and who is obliged to fulfill the requirements of these roles at the same time.	4
Self conflict	Self conflicts are at its crux an issue between a character and their own thoughts and actions	4
Health related conflict	Health conflict is the physiological stress created when persons do not filter roles, when relevant others disagree with the individual about his or her role or when several different roles make mutually exclusive demands on an individual.	4
Social related conflict	Social conflict occurs when two or more actors oppose each other in social interaction, reciprocally exerting social power in an effort to attain scarce or incompatible goals and prevent the opponent from attaining them	4
Total		26

Try-Out

Six to eight objects were chosen to be listed under each dimension. For the complete scale, 26 items (in English versions) were first written. For additional evaluation, these items were given to experts in the domains of education, psychology, sociology, and language. 26 elements were chosen for the final try-out tool based on the expert and academic community's consensus opinion.

Administration of the Scale

The subjects were informed that a new scale would be created and that they would need to cooperate and be sincere when responding to the scale's assertions. They were instructed that there was no right or wrong response and asked to respond by checking any one of the five boxes that followed the five possible answers: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The scale was given to subjects once a rapport had been established. The researcher used this method to gather replies from participants at particular colleges.

Scoring procedure of Role conflict scale (Try Out)

Role Conflict scale for teacher educators comprised of total 26 items and all items are positive. One method of scoring is to assign a score of 5 if the response to a question is "Strongly Agree," a score of 4 for "Agree," a score of 3 for "Undecided," a score of 2 for "Disagree," and a score of 1 for "Strongly Disagree".

Item Analysis

A randomly chosen sample of 40 teacher educators (male and female) from the colleges of Bangalore and Mysore Universities received the scale. Therefore, out of 26 items, 21 were kept and 5 were eliminated. All six items under dimension number five were disregarded because they did not prove to be significant. As a result, only 21 components from six dimensions were used to create the scale's final form.

Final Form of the Scale

There were 21 significant items in all on the scale in its final iteration. In its ultimate form, the scale has 21 items (in English translations) organized into six categories: "Family Related Conflict, Work Related Conflict, Professional Growth Related Conflict, Self Related Conflict, Health Related Conflict, and Social Related Conflict".

Table 3.2: Dimensions of Teacher Educators Role Conflict and number of items in the try out tool and Final tool listed

Dimensions of T.E.R.C.	Number of items in try out tool	Number of items in Final tool
Family Related Conflict	5	4
Work related Conflict	5	2
Professional growth related conflict	4	4
Self conflict	4	3
Health related conflict	4	4
Social related conflict	4	4
Total number of items	26	21

Table 3.3: Distribution of Items over six dimensions of T.E.R.C. in the Final Form

T. E.R.C. dimensions	Code	Item Numbers	Total items
Family Related Conflict	**A**	1,6,10,16	**4**
Work related Conflict	**B**	14,17	**2**
Professional growth related conflict	**C**	2,9,5,7	**4**
Self conflict	**D**	13,18,19	**3**
Health related conflict	**E**	3,8,12,20	**4**
Social related conflict	**F**	4,11,15,21	**4**
Total			**21**

Reliability

Alpha Cronbach Coefficient

Cronbach's alpha is a commonly used test of internal reliability (Bryman, 2008, p.151). The values of reliability coefficient of each domain and the whole scale calculating Alpha Cronbach Coefficient is given below:

Table 3.4: Values of Reliability Coefficients for Different Dimensions and Total Scale

Dimensions	Cronbach's Alpha	Number of Items
Family Related Conflict	.703	04
Work related Conflict	.651	02
Professional growth related conflict	.606	04
Self conflict	.644	03
Health related conflict	.710	04
Social related conflict	.762	04
Total		21

From Table 3.4 it can be interpreted that all the values of reliability coefficient of each dimension are highly significant. The reliability coefficient for the whole test is 883 and the values of reliability coefficient for each dimension of role conflict Scale are .703, .651, .606, .644, .710, .762 respectively.

Determination of Validity of Scale

The scale statements were given to a panel of experts for determining the content validity. Further, the preparation and scoring procedure was made based on the best and up to date theory. Therefore, content validity assessment was the base for the selection of items used for the scale.

Organizational Climate Scale for Teacher Educators (O.C.S.T.E.)

To improve upon earlier scales and make this scale genuine, the scale was created and standardized. We as members of a society work and play our part in various organizations. So it may be said that organizations play a dominant role in our lives. We are involved in organizations as employees, students, clients, patients and citizens. Organizational climate is the term frequently employed to describe the psychological structure of organization and their sub units. Every educational institution has a personality uniqueness or climate of its own. College Climate is the psychological as well as the social setting of a College within which teachers work and relate. It is a highly influential Climate. Cohen, McCabe, Michelli, and Pickeral (2009) identified the four aspects of school-level environment as physical and social-emotional safety, quality of teaching and learning between individuals at a College, relationships and collaboration, and the structural environment of the College. In addition to this, Collie, Shapka, and Perry (2012) states that the strength of an effective school always depends on all aspects of College-level environment. Studies on College Climate shows that College Climate factors have been considered as key predictors of teachers' teaching competencies, stress and job satisfaction (Butt et al., 2005). Recently, there has been connection between aspects of College Climate and teachers' outcomes such as teaching efficacy, teacher stress, and job satisfaction (Collie et al., 2012). School environment factors such as time pressure and work overload have been found to correlate positively with teacher burnout (Hakanen et al., 2006; Kokkinos, 2007; Peeters and Rutte, 2005; Schaufeli and Bakker, 2004; Skaalvik and Skaalvik, 2007). Teachers' perception of school environment has been found by Skaalvik and Skaalvik, (2009) to be associated with their sense of stress. From the foregoing, it appears that school environment influences the teachers in their commitment, efficacy and most importantly in their burnout.

Objective of the Tool

The current scale was created in order to analyze the organizational climate of teacher education colleges, which may aid with a better knowledge of their difficulties and provide guidance for solving them.

Procedure for Development of the Tool

The development and standardization of the scale, planning and preparation, try-out, and final form of the scale were all done in order to meet the goal of the current scale.

Planning and Preparation of the Tool

The current scale was designed to compose statements in English and be given to teacher educators in B.Ed. institutes that are affiliated with the Universities of Bangalore and Mysore. The scale was of the Likert kind, meaning that responses were stated in terms of one of the following five categories: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). After scanning past scales created by Indian and foreign writers, items related to teachers' organizational climate were identified and chosen. It was intended to build the items for the Teacher Educator Organizational Climate Scale utilizing a homogenous methodology. The next 52 elements, which span the dimensions listed below and are shown in table 3.5, were written in rough form with the organizational climate areas in mind.

Table 3.5: Dimensions of Organizational climate, Operational Definitions and number of items

Dimensions of O.C.	Operational Definitions	Items
Integration	The state of combination or the process of combining into completeness and harmony.	**10**
Involvement	The act or an instance of involving someone or something the state, act, or fact of being involved. Involvement or employee involvement can be defined as creating an environment in which an employee participates more.	**6**
Supervisory	Supervisory is used to describe things that involve Supervision, which is the act of overseeing, watching over, and providing direction for someone or something. The literal meaning of the term 'supervision' is to 'oversee' or 'to inspect the work of other persons'. Thus, 'supervision' refers to an act by which any person.	**6**
Efficiency	Efficiency signifies a peak level of performance that uses the least number of inputs to achieve the highest amount of output. It minimizes the waste of resources such as physical materials, energy, and time while accomplishing the desired output.	**4**
Clarity of organizational goal	Goals are the objectives, aims or purposes which are to be achieved by an organization over varying periods of time. An organizational goal is the end-point toward which activities are aimed.	**8**
Effort	Physical or mental activity needed to achieve something, or an attempt to do something. Effort has to do with how much work you're putting into something. A great achievement can also be considered a great effort.	**6**
Physical climate	Physical climate refers to the situation of the organization, basic requirements of the organization, arrangement of comfortable furniture, library, hostel rooms, separate rooms for records, principal room and office room, auditorium for academic programmes and competitions, toilets, etc.	**4**
Autonomy	Autonomy is about a person's ability to act on his or her own values and interests. Autonomy can be defined as the ability of the person to make his or her own decisions.	**8**
Total		**52**

Try-Out

Each dimension will have 8–10 items listed beneath it, it was decided. For the complete scale, 52 elements (in English versions) were first written. For additional evaluation, these items were given to experts in the domains of education, psychology, sociology, and language. 52 elements were chosen for the final try out tool based on the expert and academic community's consensus opinion.

Administration of the Scale

The subjects were informed that a new scale would be created and that they would need to cooperate and be sincere when responding to the scale's assertions. They were instructed that there was no right or wrong response and asked to respond by checking any one of the five boxes that followed the five possible answers: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The scale was given to subjects once a rapport had been established. The researcher used this method to gather replies from participants at particular colleges.

Scoring procedure of Organizational climate scale (Try Out)

Organizational climate scale for teacher educators comprised of total 52 items and all items are positive. One method of scoring is to provide a score of 5 if the response to an item is "Strongly Agree," a score of 4 if the response is "Agree," a score of 3 if the response is "Undecided," a score of 2 if the response is "Disagree," and a score of 1 if the response is "Strongly Disagree".

Item Analysis

A randomly chosen sample of 40 teacher educators (male and female) from B.Ed. colleges at the Universities of Bangalore and Mysore received the scale. As a result, 38 of the 52 items were kept while 14 were eliminated. All eight of the fourteen things under the dimensions were disregarded because they did not appear to

be significant. As a result, only 38 components from eight dimensions were used to create the scale's final shape.

Final Form of the Scale

There were 38 major items in all on the scale in its final version. The scale's final form included 38 items (in English translations) organized into eight categories, including "integration", "involvement", "supervisory", "efficiency", "clarity of organizational goal", "effort", "physical climate", and "autonomy".

Table 3.6: Dimensions of Organizational climate and number of items in the try out tool and Final tool listed

Dimensions of O.C.S.	Number of items in try out tool	Number of items in final tool
Integration	10	09
Involvement	06	04
Supervisory	06	05
Efficiency	04	03
Clarity of organizational goal	08	07
Effort	06	03
Physical climate	04	03
Autonomy	08	04
Total number of items	**52**	**38**

Table 3.7: Distribution of Items over eight dimensions of O.C.S. in the Final Form

O.C.S. dimensions	Code	Item Numbers	Total items
Integration	A	1,7,19,26,31,33,36,37,38	09
Involvement	B	2,14,20,27,	04
Supervisory	C	3,8,15,21,28	05
Efficiency	D	4,9,22,	03
Clarity of organizational goal	E	5,10,16,23,29,32,34	07
Effort	F	6,11,30	03
Physical climate	G	12,17,24	03
Autonomy	H	13,18,25,35	04
Total			**38**

Reliability

Alpha Cronbach Coefficient

Cronbach's alpha is a commonly used test of internal reliability (Bryman, 2008, p.151). The values of reliability coefficient of each domain and the whole scale calculating Alpha Cronbach Coefficient is given below:

Table 3.8: Values of Reliability, Coefficients for Different Dimensions and Total Scale

Dimensions	Cronbach's Alpha	Number of Items
Integration	.752	09
Involvement	.703	04
Supervisory	.603	05
Efficiency	.634	03
Clarity of organizational goal	.688	07
Effort	.750	03
Physical climate	.614	03
Autonomy	.630	04
Total		38

From Table 3.8 it can be interpreted that all the values of reliability coefficient of each dimension are highly significant. The reliability coefficient for the whole test is .739 and the values of reliability coefficient for each dimension of organizational climate Scale are .752, .703, .603, .634, .688, .750, .614, .630 respectively.

Determination of Validity of Scale

The scale statements were given to a panel of experts for determining the content validity. Further, the preparation and scoring procedure was made based on the best and up to date theory. Therefore, content validity assessment was the base for the selection of items used for the scale.

Professional Development Scale for Teacher Educators (P.D.S.T.E.)

The scale was created and standardized in order to improve upon earlier scales and ensure the validity of this scale. Professional development includes formal

experiences such as attending workshops and professional meetings, mentoring, etc and informal experiences such as reading professional publications, watching television documentaries related to an academic discipline, etc. (Ganser, 2000).This conception of professional development is, therefore, broader than career development, which is defined as "the growth that occurs as the teacher moves through the professional career cycle" (Glatthorn, 1995), and broader than staff development, which is "the provision of organized in-service programmes designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development"(Glatthorn, 1995).

The professional development of teachers is a broad area which includes any activity or process intent on improving dexterity, attitudes, understanding or involvement in current or future roles" (Fullan, 1990, p. 3); "It is defined as the entire process that improves knowledge, dexterity or teacher attitudes" (Sparks and Loucks-Horsley, 1990, pp. 234-235). "It implies the improvement of control skills of the actual working conditions, a progression of professional status within the teaching career" (Oldroydand Hall, 1991, p. 3).

When looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur, and the contexts in which it will take place (Ganser, 2000; Fielding and Schalock, 1985). This perspective is, in a way, new to teaching. For years the only form of 'professional development' available to teachers was 'staff development 'or 'in-service training', usually consisting of workshops or short-term courses that would offer teachers new information on a particular aspect of their work.

Objective of the Tool

The current scale was developed to help teacher educators to assess the degree to which positive and negative factors have an impact on their professional development while they are in the classroom and to learn more about their attitudes towards professional development.

Procedure for Development of the Tool

The development and standardization of scale involved number of processes, including planning and preparation, try-outs, and the final form of the scale.

Planning and Preparation of the Tool

The current scale was designed to compose statements in English and be given to teacher educators in B.Ed. colleges that are affiliated with the universities of Bangalore and Mysore. The scale was of the Likert kind, meaning that responses were stated in terms of one of the following five categories: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). After looking through past scales created by Indian and other authors, items related to teachers' professional growth were found and chosen Items for Professional Development for Teacher Educators Scale construction was intended to be done in a homogeneous manner. In order to cover the following categories as dimensions specified below and shown in table 3.9, 45 items were written in rough form while keeping the professional growth areas in mind.

Table 3.9: Dimensions of Professional development, Operational definitions and Number of Items

Dimensions of P.D.	Operational Definitions	Items
Planning for Teaching and Learning	The process of setting objectives and determining the means to achieving the objectives. It entails deciding in advance what to be taught how, to teach, when to teach, who is be taught, and the evaluation of recipient.	3
Commitment and accountability	Commitment and accountability are two key capabilities to master in a strong team. Purpose of commitment is coordination actions between people. Accountability means accepting responsibility for what we say we will do.	4
Impact of Academic support on class room,	The term academic support may refer to a wide variety of instructional methods, educational services, or college resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet standards, or generally succeed in college.	4
Impact of ICT on Professional Development	Advances in ICT have progressively reduced costs of managing information, enabling individuals and organizations to undertake information-related tasks much more efficiently, and to introduce innovations in products, processes and organizational structures	3
Personal Effectiveness	Personal effectiveness means getting the best out of you. It's an approach to success that involves utilizing all of your energy, skill and motivation to develop and reach the goals you set for yourself.	5
Self Upgrading and Extend Activities,	Learning new skills is one of the best ways to become more successful in your career. An extension task is further activity around the aims of a class but after it, often as homework. Extension tasks can provide more, or different, forms of practice. They can also make classroom learning more meaningful	5
Impact of training on Professional Development	On the one hand, training and development leads to improved profitability and/or more positive attitudes toward profit orientation, improves the job knowledge and skills at all levels of the organization, improves the morale of the workforce and helps the employees identify with organizational goals.	3
Avenues of Professional Development	Professional development activities must develop employees in such a way that supports mission of college. It is an expectation that employees who receive professional development funding will share what they have learned with others.	3
Suggestion to improve Professional Development	Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, to enhance career progression, to keep abreast of new technology and practices, or to comply with professional regulatory requirements	5
General self Efficacy	Comprised of a person's attitudes, abilities, and cognitive skills, according to Bandura. This system plays a major role in how we perceive situations and how we behave in response to different situations. Self-efficacy is an essential part of this self-system.	4
Problems in Professional Development	Many students want to succeed in the career. Some will reach their goals while others will run into career barriers. So, what are some of the common career barriers and what should you do about them?	6
Total		**45**

Try-Out

Each dimension will have 10–15 objects, it was decided. For the complete scale, 45 items (in English versions) were first written. For additional evaluation, these items were given to experts in the domains of education, psychology, sociology, and language. 45 items were chosen for the final try-out tool based on the experts' and academics' unanimous opinion.

Administration of the Scale

The subjects were informed prior to the distribution of the scale that a new scale would be created and would call for collaboration and sincerity in responding to assertions stated in the scale. They were instructed that there was no right or wrong response and asked to respond by checking any one of the five boxes that followed the five possible answers: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The scale was given to subjects once a rapport had been established. The researcher used this method to gather replies from participants at particular colleges.

Scoring Procedure of Professional Development Scale (Try Out)

Professional development scale for teacher educators comprised of total 45 items and all items are positive. One method of scoring is to assign a score of 5 if the response to a question is "Strongly Agree", a score of 4 for "Agree", a score of 3 for "Undecided", a score of 2 for "Disagree", and a score of 1 for "Strongly Disagree".

Item Analysis

A randomly chosen sample of 40 teacher educators (male and female) from the B.Ed colleges of the Universities of Bangalore and Mysore were given the scale. As a result, 36 of the 45 items were kept while 9 were dismissed. Nine of the eleven

dimensions' things were all rejected because they were deemed to be non-significant. In order to create the scale's final shape, only 36 components from 11 dimensions were kept.

Final Form of the Scale

The scale's final version contained 36 key components in all. The scale's final version included 36 items (in English versions) divided into 11 dimensions, including Planning for Tg and Lg, Commitment and accountability, Impact of Academic Support on the Classroom, Impact of I.C.T. on Professional Development, Personal Effectiveness, Self-Upgrading and Extending Activities, Impact of Training on Professional Development, Avenues of Professional Development, Suggestion To Improve Professional Development, General Self Efficacy, and Problems in Professional Development.

Table 3.10: Dimensions of professional development and number of items in the try out tool and Final tool listed

Dimensions of P.D.S.	Number of items in try out tool	Number of items in final tool
Planning For Teaching and Learning	03	03
Commitment and accountability	04	05
Impact of Academic support on class room	04	02
Impact of ICT on Professional Development	03	03
Personal Effectiveness	05	04
Self Upgrading and Extend Activities,	05	03
Impact of training on Professional Development	03	03
Avenues of Professional Development	03	02
Suggestion To improve Professional Development	05	04
General Self Efficacy	04	05
Problems in Professional Development	06	02
Total	45	36

Table 3.11: Distribution of Items over eleven dimensions of P.D.S. in the Final Form

P.D.S. dimensions	Code	Item Numbers	Total items
Planning for Teaching and Learning	A	1, 8,18	03
Commitment and accountability	B	2, 9,19,29,34	05
Impact of Academic support on classroom	C	10,20,	02
Impact of ICT on Professional Development	D	3,11,21	03
Personal Effectiveness	E	4,12,30,35	04
Self Upgrading and Extend Activities	F	5,13,22,	03
Impact of training on Professional Development	G	6,14,23	03
Avenues of Professional Development	H	15,24	02
Suggestion To improve Professional Development	I	7,16,25,31	04
General self Efficacy	J	17,26,27,32,36	05
Problems in Professional Development	K	28,33	02
Total			**36**

Reliability

Alpha Cronbach Coefficient

Cronbach's alpha is a commonly used test of internal reliability (Bryman, 2008, p.151). The values of reliability coefficient of each domain and the whole scale calculating Alpha Cronbach Coefficient are given below.

Table 3.12: Values of Reliability, Coefficients for Different Dimensions and Total Scale

Dimensions	Cronbach's Alpha	No. of Items
Planning for Teaching and Learning	.719	03
Commitment and accountability	.618	05
Impact of Academic support on class room	.628	02
Impact of ICT on Professional Development	.542	03
Personal Effectiveness	.625	04
Self Upgrading and Extend Activities	.629	03
Impact of training on Professional Development	.718	03
Avenues Of Professional Development	.628	02
Suggestion To improve Professional Development	.660	04
General Self Efficacy	.620	05
Problems in Professional Development	.616	02
Total		**36**

From Table 3.12 it can be interpreted that all the values of reliability coefficient of each dimension are highly significant. The reliability coefficient for the whole test is .939 and the values of reliability coefficient for each dimension of professional development Scale are .719, .618, .628, .542, .625, .629, .718, .628, .660, .620, .616 respectively.

Determination of Validity of Scale

The scale statements were given to a panel of experts for determining the content validity. Further, the preparation and scoring procedure was made based on the best and up to date theory. Therefore, content validity assessment was the base for the selection of items used for the scale.

3.10 DATA COLLECTING PROCEDURE

Data collection was done through primary sources For the purpose of collecting data, permission was sought from the related authority of the institution and the primary data were collected by the researcher afresh through questionnaires for the first time, in the present study, primary source data were obtained by administering the questionnaires personally by the investigator. It was found that administering the questionnaire personally gave the investigator an opportunity to literally visit all the colleges under study, establish rapport with the respondents, explained the purpose of the study, and also gave the investigator an opportunity to answer to all doubts of the respondents.

The researcher administered three scales for collecting the desirable set of information from the selected sample of study. These were Role Conflict, Professional Development, and organizational climate. Before administration of the tool, the respondents were made aware about the purpose of study. They were requested to be free, frank, honest and sincere in answering the test items. After

collecting the desirable data, the test items were scored very carefully with the help of respective scoring keys.

3.11 STATISTICAL TECHNIQUES USED FOR THE STUDY

The data were analyzed by implementing descriptive and inferential statistics. The descriptive statistics in the study employed were Mean, standard deviation, Frequency and percent. Inferential statistics included product moment correlations, Independent samples t-tests, One-way ANOVA, Two-way ANOVA, and step-wise multiple regression. The analysis was done through SPSS for windows version 25.

3.12 DELIMITATIONS OF THE STUDY

This study emphases on Predictive Effects of Organizational Climate and Role-Conflict on Professional Development of Teacher Educators in Secondary Teacher Education Institutions in Mysore and Bangalore universities of Karnataka State. It is target at all Teacher Educators of Secondary Teacher Education Institutions in Karnataka State, but due to time, money and other factors it will be limited to only Sixty Secondary Teacher Education Institutions in Mysore and Bangalore Universities. The content scope covered Organizational Climate and Role-Conflict which Correlates/affect Professional Development Aspects among Teacher Educators in Secondary Teacher Education Institutions in Mysore and Bangalore Universities. The area of this study will be limited to General Teacher Educators Working in regular Teacher Education Institutions.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter explains the data collected through proper tables and statistics to find adequate answers. The purpose of this chapter is to summarize the collected, classified, and tabulated data and to present the mechanics of statistical analysis. The previous chapter delineated the method followed to collect the data. This chapter shows the responses of the teacher educators on their perception on organizational climate, role conflict and professional development through structured questionnaire. The data were collected from 360 teachers on their perception on organizational climate, role conflict and professional development. The obtained data were analyzed both through descriptive and inferential statistics to fulfill the objectives formulated. Wherever necessary, the results were presented through graphical presentations too. The chapter is classified into the following sections.

Section I: Descriptive statistics for levels of O.C., R.C. and P.D.

Section II: Correlation and regression analysis: influence of O.C. and R.C. on P.D.

Section III: Influence of demographic factors on P.D.

Section IV: Interaction effect between O.C. and R.C. on P.D.

4.2 SECTION I: DESCRIPTIVE STATISTICS FOR LEVELS OF O.C., R.C. AND P.D.

4.2.1 Levels of Organizational Climate

Table 4.1: Frequency and percent distribution of teacher educators by levels of organizational climate and results of chi-square test

Levels of O.C.	Frequency	Percent	Test statistics
Low	68	18.9	
Medium	231	64.2	$\chi^2 = 154.217$; p = .001
High	61	16.9	

Of the total 360 teacher educators, a large majority of them perceived their organizational climate as 'medium' followed by 18.9% of them perceived low and remaining 16.9% of them perceived their organizational climate as high. Chi-square test revealed a significant frequency difference between levels of O.C (χ^2=154.217; p=.001) confirming that majority of the teacher educators perceived their organizational climate as medium.

In the following Graph 4.1, it represents the distribution of the teacher educators by levels of organizational climate.
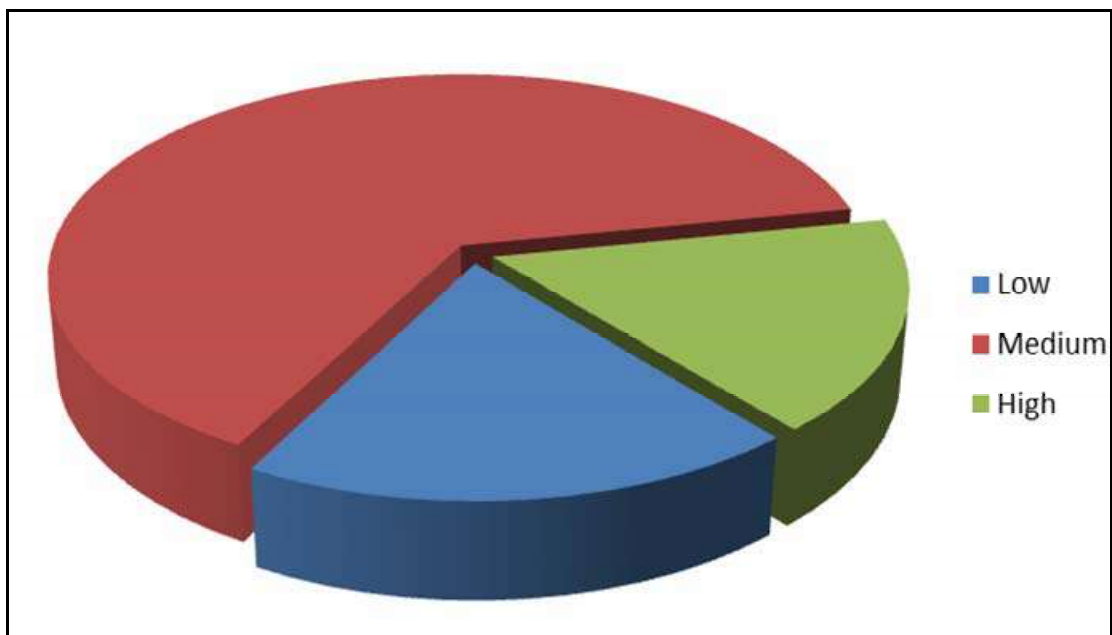
4.2.2 Levels of Role Conflict

Table 4.2: Frequency and percent distribution of teacher educators by levels of role conflict and results of chi-square test

Levels of R.C.	Frequency	Percent	Test statistics
Low	71	19.7	$\chi^2 = 266.867$; p = .001
Medium	268	74.4	
High	21	5.8	

When levels of role conflict was analyzed among teacher educators, it was found that 74.4% of them expressed medium levels of role conflict, 19.7% of them expressed low levels of role conflict and 5.8% of them expressed high levels of role conflict. To find out the significance of frequency difference between the levels, chi-square test was applied, and it was observed that chi-square revealed a significant frequency difference ($\chi^2 = 266.867$; p=.001), having teacher educators with medium levels of role conflict significantly high.

In the following Graph 4.2, it represents the Distribution of the teacher educators by levels of role conflict.
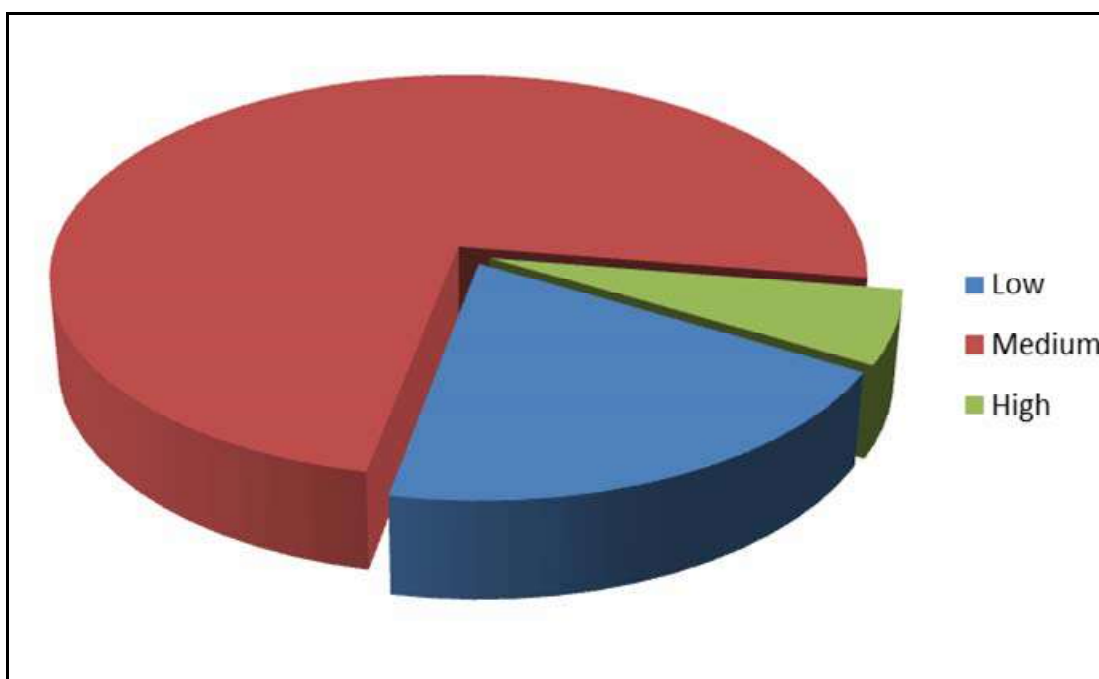
4.2.3 Levels of Professional Development

Table 4.3: Frequency and percent distribution of teacher educators by levels of professional development and results of chi-square test

Levels of P.D.	Frequency	Percent	Test statistics
Low	42	11.7	$\chi^2 = 284.217$; p=.001
Medium	266	73.9	
High	52	14.4	

In the case of professional development, 73.9% of them perceived their professional development as 'medium', 14.4% of them perceived 'high' and remaining 11.7% of them perceived 'low'. Chi-square test revealed a significant frequency difference between levels of P.D. ($\chi^2 = 284.217$; p=.001) confirming that majority of the teacher educators perceived their professional development as medium.

In the following Graph 4.3, it represents the Distribution of the teacher educators by levels of Professional Development.
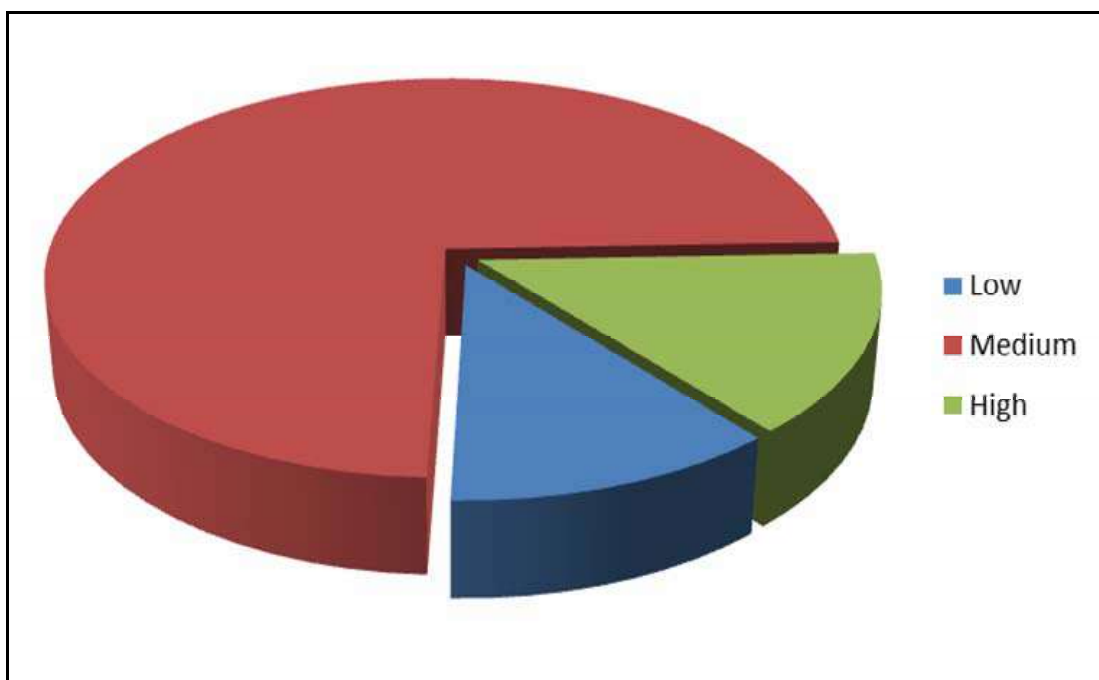
4.3 SECTION II: RELATIONSHIP BETWEEN P.D., O.C. AND R.C.

H1: There is no significant relationship between different dimensions of Professional Development and organizational climate among Teacher Educators.

4.3.1 Relationship between P.D. and O.C.

Table 4.4: Results of the Pearson's product moment correlations between dimensions of organizational climate and Professional development

Dimensions of P.D.		Dimensions of organizational climate								
		Integration	Involvement	Supervisory	Efficiency	Clarity of organizational goals	Effort	Physical climate	Autonomy	Total O.C
Planning for Tg and Lg	Cor	.048	.140	.009	.063	-.008	.170	.032	.037	.213
	Sig.	.364	.008	.869	.233	.878	.001	.546	.480	.001
Commitment and account.	Cor	.151	.148	.018	.142	.098	.146	.066	.138	.328
	Sig.	.004	.005	.727	.007	.064	.006	.214	.009	.001
Impact of Aca. Support on classroom	Cor	.042	.103	.067	.073	.067	.117	.033	.036	.199
	Sig.	.423	.051	.204	.167	.206	.026	.530	.501	.001
Impact of ICT on PD	Cor	.035	.128	.058	.108	.074	.071	.081	.022	.207
	Sig.	.513	.015	.269	.040	.161	.179	.124	.671	.001
Personal Effectiveness	Cor	.004	-.001	-.002	.059	.148	.172	-.013	.057	.151
	Sig.	.939	.992	.975	.265	.005	.001	.812	.279	.004
Self-upgrading & Extend Act.	Cor	.075	.109	.063	.100	.082	.113	.058	.018	.229
	Sig.	.153	.039	.232	.059	.120	.032	.273	.733	.001
Impact of training on PD	Cor	.081	.059	.080	.069	.037	.081	.091	.170	.207
	Sig.	.126	.260	.131	.193	.487	.124	.086	.001	.001
Avenues of PD	Cor	.061	.027	-.022	-.028	.028	.162	-.012	.122	.128
	Sig.	.248	.608	.671	.600	.592	.002	.813	.021	.015
Suggestion to improve PD	Cor	.258	.241	.252	.189	.063	.171	.213	.035	.507
	Sig.	.001	.001	.001	.001	.230	.001	.001	.503	.001
General self Efficacy	Cor	.219	.306	.168	.297	.150	.269	.126	.048	.599
	Sig.	.001	.001	.001	.001	.004	.001	.017	.367	.001
Problems in PD	Cor	.059	.079	.096	.031	.042	.090	.019	-.012	.153
	Sig.	.261	.136	.069	.562	.422	.088	.718	.826	.004
Total PD	Cor	.377	.471	.290	.408	.250	.479	.254	.175	.993
	Sig.	.001	.001	.001	.001	.001	.001	.001	.001	.001

The above table reveals that Integration dimension of the organizational climate was significantly and positively related to Commitment and accountability (r=.151; r=.004), suggestion to improve P.D (r=.258; p=.001), general self-efficacy (r=.219; p=.001), and total professional development (r=.377; p=.001) scores. Involvement dimension of the O.C was significantly and positively related to

Planning For Teaching and Learning (r=.140; p=.008), Commitment and accountability (r=.148; p=.005), impact of I.C.T on P.D (r=.128; p=.015), Self-Upgrading and Extended Activities (r=.109; p=.039), suggestion to improve P.D (r=.241; p=.001), general self-efficacy (r=.306; p=.001), and total professional development (r=.471; p=.001) scores. Supervisory dimension of organizational climate was significantly and positively related to suggestion to improve P.D (r=.252; p=.001), general self-efficacy (r=.306; p=.001), total professional development (r=.471; p=.001) scores. Efficacy dimension of organizational climate was significantly and positively related to Commitment and accountability (r=.142; p=.007), impact of I.C.T on P.D (r=.108; p=.040), to suggestion to improve P.D (r=.189; p=.001), general self-efficacy (r=.297; p=.001), and total professional development (r=.408; p=.001) scores. Clarity of organizational goals was significantly and positively related to personal effectiveness (r=.148; p=.005), general self-efficacy (r=.150; p=.004), and total professional development (r=.250; p=.001) scores. Effort dimension of the organizational climate was significantly and positively related to planning for Teaching and learning (r=.170; p=.001), commitment and accountability (r=.146; p=.006), Impact of Academic support on class room (r=.117; p=.026), personal effectiveness (r=.172; p=.001), Self-Upgrading and Extend Activities (r=.113; p=.032), avenues of P.D (r=.162; p=.002), suggestion to improve P.D (r=.171; p=.001), general self-efficacy (r=.269; p=.001), and total professional development (r=.479; p=.001) scores. Physical climate dimension of organizational climate was significantly and positively related to suggestion to improve P.D (r=.213; p=.001), general self-efficacy (r=.126; p=.017), and total professional development (r=.254; p=.001) scores. Autonomy dimension of organizational climate was significantly and positively related to commitment and accountability (r=.138;

p=.009), Impact of training on P.D (r=.170; p=.001) avenues of P.D (r=.122; p=.021), and total professional development (r=.175; p=.001) scores. Total organizational climate scores were significantly related to all dimensions of professional development including total P.D scores. The obtained correlation coefficients between total organizational climate scores and Planning for Teaching and Learning (r=.213; p=.001), Commitment and accountability (r=.328; r=.001), Impact of Academic. Support on class room (r=.199; p=.001), Impact of I.C.T on P.D (r=.207; p=.001), Personal Effectiveness (r=.151; p=.004), Self-Upgrading and Extended Activities (r=.229; p=.001), impact of training on P.D (r=.207; p=.001), avenues of P.D (r=.128; p=.015), suggestions to improve P.D (r=.507; p=.001), general self-efficacy (r=.599; p=.001), problems in P.D (r=.153; p=.004) and total professional scores (r=.993; p=.001) were all found to be significant and positive. In other words, as the scores in total organizational climate increased, scores in individual dimensions of professional development and total professional development scores also increased linearly and significantly.

In the following Graph 4.4, it represents Scatter gram between O.C and P.D scores.
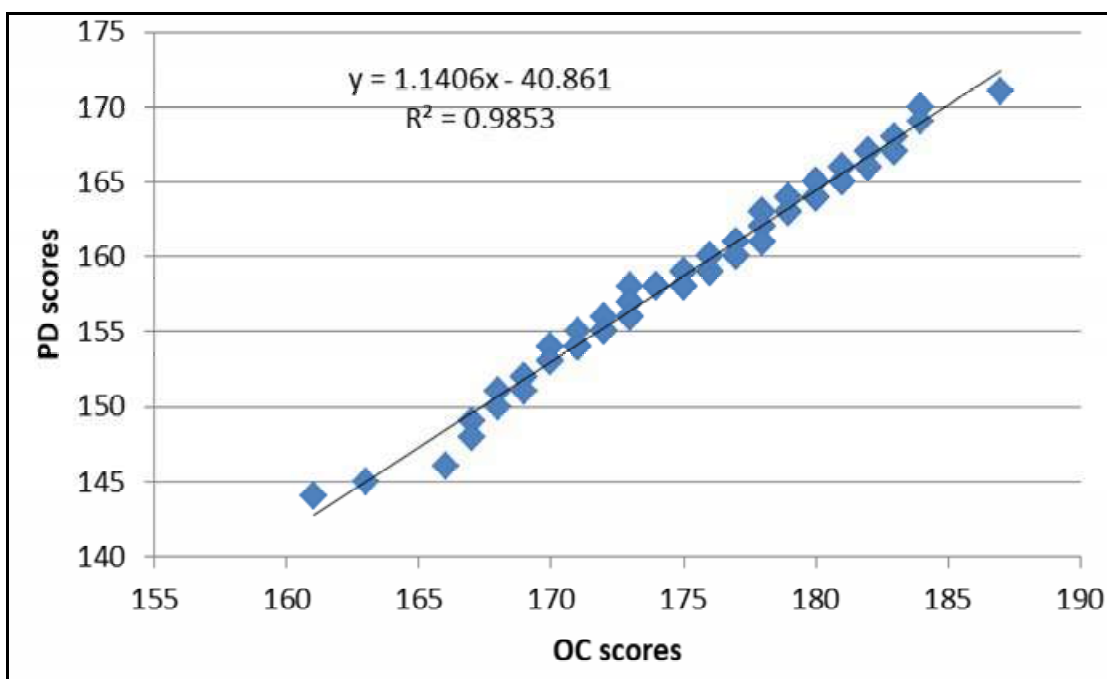
4.3.2 Relationship between P.D. and R.C.

H2: There is no significant relationship between different dimensions of Professional Development and Role-Conflict among Teacher Educators.

Table 4.5: Results of the Pearson's product moment correlations between dimensions of professional development and role conflict

Dimensions of P.D.		Dimensions of Role conflict						
		Family related	Work related	Professional growth related	Self	Health related	Social related	Total R.C
Planning for Tg and Lg	Cor	-.050	-.045	-.098	-.095	-.012	.034	-.112
	Sig.	.347	.399	.063	.071	.813	.516	.034
Commitment and account.	Cor	-.234	-.070	-.066	-.087	-.053	-.022	-.218
	Sig.	.001	.185	.212	.098	.319	.671	.001
Impact of Aca. Support on class room	Cor	-.071	-.125	-.089	-.058	-.043	.021	-.154
	Sig.	.180	.017	.092	.269	.421	.689	.003
Impact of I.C.T. on P.D.	Cor	.008	-.093	-.185	-.073	-.019	-.020	-.150
	Sig.	.881	.079	.001	.168	.720	.706	.004
Personal Effectiveness	Cor	-.087	-.131	-.071	-.105	-.032	.043	-.168
	Sig.	.100	.013	.180	.046	.544	.413	.001
Self- Upgrading and Extend Act.	Cor	-.043	-.110	-.019	-.109	-.029	-.066	-.157
	Sig.	.418	.037	.713	.038	.590	.214	.003
Impact of training on P.D	Cor	-.114	-.100	-.049	-.047	-.049	-.057	-.168
	Sig.	.031	.058	.350	.376	.353	.283	.001
Avenues of P.D.	Cor	-.021	-.032	-.093	-.164	.018	-.070	-.147
	Sig.	.693	.542	.077	.002	.729	.183	.005
Suggestion To improve P.D.	Cor	-.165	-.122	-.268	-.184	-.113	-.069	-.358
	Sig.	.002	.020	.001	.001	.033	.192	.001
General self Efficacy	Cor	-.326	-.184	-.208	-.238	-.158	-.120	-.489
	Sig.	.001	.001	.001	.001	.003	.023	.001
Problems in P.D.	Cor	-.091	-.055	-.044	-.130	-.087	-.035	-.174
	Sig.	.085	.302	.408	.013	.097	.509	.001
Total P.D.	Cor	-.431	-.328	-.404	-.409	-.209	-.138	-.769
	Sig.	.001	.001	.001	.001	.001	.009	.001

Note: Cor-Correlation coefficient; Sig-Significance; df=358

The above table reveals that family related conflict dimension of the role conflict was significantly and negatively related to commitment and accountability (r=-.234; p=.001), impact of training on P.D (r=-.114;p=.031), suggestions to improve P.D (r=-.165; p=.002), general self-efficacy (r=-.326; p=.001), and total professional development scores (r=-.431; p=.001). Work related conflict dimension of role conflict was significantly and positively related to impact of academic support from class room (r=-.125; p=.017), personal effectiveness (r=-.131; p=.013), self-upgrading and extended activities (r=-.110; p=.037), suggestions to improve P.D (r=-.122; p=.020), general self-efficacy (r=-.184; p=.001), and total professional development scores (r=-.328; p=.001).Professional growth related conflict dimension of role conflict was significantly and negatively related to impact of I.C.T on P.D (r=-.185; p=.001), suggestions to improve P.D (r=-.268; p=.001), general self-efficacy (r=-.208; p=.001), and total professional development scores (r=-.404; p=.001). Self-conflict dimension of the role conflict was significantly and negatively related to personal effectiveness (r=-.105; p=.046), self-upgrading and extended activities (r=-.109; p=.038), avenues of P.D (r=-.164; p=.002), suggestions to improve P.D (r=-.184; p=.001), general self-efficacy (r=-.238; p=.001), problems in PD P.D (r=-.130; p=.013) and total professional development scores (r=-.409; p=.001). Health related conflict dimension of the role conflict was significantly and negatively related to suggestions to improve P.D   (r=-.113; p=.033), general self-efficacy (r=-.158; p=.001), and total professional development scores (r=-.209; p=.001). Social related conflict dimension of the role conflict was significantly and negatively related to general self-efficacy (r=-.120; p=.023), and total professional development scores (r=-.138; p=.009). Lastly, total role conflict scores were significantly and negatively related to planning for Teaching and learning (r=-.112; p=.034), commitment and

accountability (r=-.218; p=.001), impact of academic support on classroom (r=-.154; =.003), impact of I.C.T on P.D (r=-.150; p=.004), personal effectiveness (r=-.168; p=.001), self-upgrading and extended activities (r=-.157; p=.003), impact of training on P.D (r=-.168; p=.001), avenues of P.D (r=-.147; p=.005), suggestions to improve P.D (r=-.358; p=.001), general self-efficacy (r=-.489; p=.001), problems in PD (r=-.174; p=.001) and total professional development scores (r=-.769; p=.001).

It is evident that wherever significant relationships observed between dimensions of role conflict and dimensions of professional development, all those correlation coefficients were found to be negative. In other words as the role conflict increased, professional development decreased linearly and significantly.

In the following Graph 4.5, it represents Scatter gram between R.C. and P.D. scores.
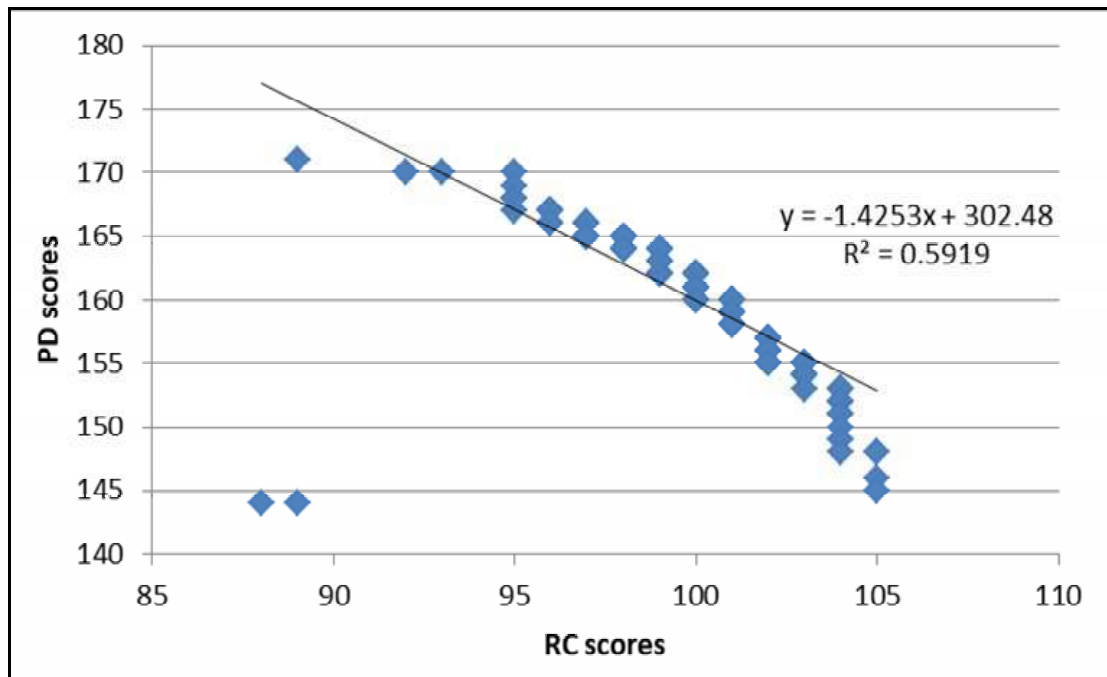
4.3.3 Regression Analysis

4.3.3.1 Regression of Role Conflict Dimensions on Professional Development

Table 4.6: Prediction of professional development by role conflict: Results of stepwise multiple regression

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Family related	.431	.186	.183	4.044
2	Self	.598	.358	.354	3.595
3	Work related	.695	.483	.478	3.232
4	Professional growth related	.776	.603	.598	2.837
5	Health related	.800	.641	.635	2.702
6	Social related	.803	.645	.639	2.688

Method: Stepwise (Criteria: Probability-of-F-to-enter $\leq$ .050, Probability-of-F-to-remove $\geq$ .100)

The above table reveals that of the six dimensions of role conflict were regressed on total professional development scores, using step-wise multiple regression, all the dimensions of role conflict best predicted the professional development. The first variable to enter into the equation to predict the professional development was 'Family related' conflict with the correlation coefficient of .431 and squared R value of .186. The adjusted R value was found to be .183. The second variable along with the first variable to enter into the equation was 'self' conflict with the combined correlation coefficient of .598 and squared R value of .358, the adjusted R value was found to be .354. The third variable along with the first two variables to enter into the equation was 'Work related' with the combined correlation coefficient of .695 and squared R value of .483, the adjusted R value was found to be .478. The fourth variable along with the first three variables to enter into the equation was 'Professional growth related' with the combined correlation coefficient of .776 and squared R value of .603, the adjusted R value was found to be .598. The fifth variable along with the first four variables to enter into the equation was 'Health related' conflict with the combined correlation coefficient of .800 and squared R value of

.641, the adjusted R value was found to be .635. The sixth and last variable along with the first five variables to enter into the equation was 'Social related' with the combined correlation coefficient of .803 and squared R value of .645, the adjusted R value was found to be .639. All together, these six variables of role conflict contributed to 63.9% of professional development.

Table 4.7: Results of regressional ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1334.870	1	1334.870	81.639	.001
	Residual	5853.619	358	16.351		
	Total	7188.489	359			
2	Regression	2573.932	2	1286.966	99.565	.001
	Residual	4614.557	357	12.926		
	Total	7188.489	359			
3	Regression	3470.189	3	1156.730	110.748	.001
	Residual	3718.300	356	10.445		
	Total	7188.489	359			
4	Regression	4332.124	4	1083.031	134.603	.001
	Residual	2856.365	355	8.046		
	Total	7188.489	359			
5	Regression	4604.344	5	920.869	126.149	.001
	Residual	2584.145	354	7.300		
	Total	7188.489	359			
6	Regression	4637.845	6	772.974	106.977	.001
	Residual	2550.644	353	7.226		
	Total	7188.489	359			

The above table reveals that the obtained F values under regressional ANOVA were found to be highly significant for all the predicted models. F values obtained for the predicted models 1-6 are 81.639, 99.565, 110.748, 134.603, 126.149, and 106.977 which were all found to be significant at .001 levels. This clearly reveals that all the models predicted through stepwise multiple regression were true predictors of professional development.

Table 4.8: Unstandardized and Standardized Coefficients, t-values and significance levels for predicted models

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std. Error	Beta		
1	Constant	195.320	3.942		49.550	.001
	Family related	-1.863	.206	-.431	-9.035	.001
2	Constant	229.244	4.928		46.515	.001
	Family related	-1.890	.183	-.437	-10.310	.001
	Self	-1.745	.178	-.415	-9.791	.001
3	Constant	255.675	5.270		48.520	.001
	Family related	-1.990	.165	-.460	-12.051	.001
	Self	-1.729	.160	-.412	-10.795	.001
	Work related	-1.315	.142	-.354	-9.263	.001
4	Constant	287.882	5.574		51.643	.001
	Family related	-1.895	.145	-.438	-13.046	.001
	Self	-1.554	.142	-.370	-10.970	.001
	Work related	-1.373	.125	-.369	-11.005	.001
	Professional growth related	-1.878	.181	-.350	-10.350	.001
5	Constant	306.724	6.141		49.947	.001
	Family related	-1.835	.139	-.425	-13.236	.001
	Self	-1.579	.135	-.376	-11.699	.001
	Work related	-1.322	.119	-.356	-11.099	.001
	Professional growth related	-1.942	.173	-.362	-11.213	.001
	Health related	-1.339	.219	-.196	-6.107	.001
6	Constant	309.480	6.242		49.577	.001
	Family related	-1.813	.138	-.419	-13.101	.001
	Self	-1.571	.134	-.374	-11.693	.001
	Work related	-1.299	.119	-.349	-10.912	.001
	Professional growth related	-1.945	.172	-.362	-11.286	.001
	Health related	-1.343	.218	-.196	-6.154	.001
	Social related	-.395	.183	-.069	-2.153	.032

The above table reveals that the beta values obtained for the first predicted model (Family related conflict) from step 1 to step 6 are -.431, -.437,.460, -.438, -.425, and -.419 respectively. The beta values obtained for the second predicted model (self-conflict) from step 2 to step 6 are -.415, -.412, -.370, -.376 and -.374 respectively. The beta values obtained for the third predicted model (work related

conflict) from step 3 to step 8 are -.354, -.369, -.356, and -.349 respectively. The beta values obtained for the fourth predicted model (Professional growth related) from step 4 to step 6 are.-.350, -.362, and -.362 respectively. The beta values obtained for the fifth predicted model (efficiency) from step 5 to step 6 are.-.196 and -.196 respectively. The beta values obtained for the sixth predicted model (social related) at step 6 is -.069. All the obtained 't' values for the constants and predicted models were found to be significant at .032 to .001 levels.

Table 4.9: Excluded variables-stepwise

	Model	Beta In	t	Sig.	Partial Correlation	Co-linearity Statistics
						Tolerance
1	Work related	-.358[b]	-8.149	.001	-.396	.996
	Professional growth related	-.378[b]	-8.699	.001	-.418	.996
	Self	-.415[b]	-9.791	.001	-.460	1.000
	Health related	-.183[b]	-3.912	.001	-.203	.996
	Social related	-.109[b]	-2.291	.023	-.120	.995
2	Work related	-.354[c]	-9.263	.001	-.441	.996
	Professional growth related	-.333[c]	-8.534	.001	-.412	.982
	Health related	-.199[c]	-4.827	.001	-.248	.995
	Social related	-.097[c]	-2.292	.022	-.121	.994
3	Professional growth related	-.350[d]	-10.350	.001	-.481	.980
	Health related	-.174[d]	-4.682	.001	-.241	.990
	Social related	-.065[d]	-1.698	.090	-.090	.986
4	Health related	-.196[e]	-6.107	.001	-.309	.986
	Social related	-.067[e]	-2.006	.046	-.106	.986
5	Social related	-.069[f]	-2.153	.032	-.114	.986

The above table reveals that the excluded variables in the first step are work related conflict, Professional growth related conflict, Self conflict, and health related

conflict and social related conflict. In the second step the excluded variables are Work related conflict, Professional growth related conflict health related conflict and social related conflict in the third step excluded variables are Professional growth related conflict, health related conflict and social related conflict. In the fourth step, the excluded variables are health related conflict and social related conflict. In the filth step the excluded variables is social related conflict.

4.3.3.2 Regression of Organizational Climate Dimensions on Professional Development

Table 4.10: Prediction of professional development by organizational climate: Results of stepwise multiple regression

Model	Variables entered (Organizational climate dimensions)	R	R Square	Adjusted R^2
1	Effort	.479	.229	.227
2	Involvement	.688	.473	.470
3	Efficiency	.816	.666	.663
4	Integration	.896	.803	.801
5	Supervisory	.925	.855	.853
6	Clarity of organizational goals	.951	.905	.903
7	Physical climate	.977	.955	.954
8	Autonomy	.993	.986	.985

The above table reveals that Out of the eight dimensions of climate were regressed on total professional development scores, using step-wise multiple regression, following results were observed. The first variable to enter into the equation to predict the professional development was 'effort' with the correlation coefficient of .479 and squared R value of .229. The adjusted R value was found to be .227. The second variable along with the first variable to enter into the equation was

'involvement' with the combined correlation coefficient of .688 and squared R value of .473, the adjusted R value was found to be .470. The third variable along with the first two variables to enter into the equation was 'efficiency' with the combined correlation coefficient of .816 and squared R value of .666, the adjusted R value was found to be .663. The fourth variable along with the first three variables to enter into the equation was 'integration' with the combined correlation coefficient of .896 and squared R value of .803, the adjusted R value was found to be .801. The fifth variable along with the first four variables to enter into the equation was 'supervisory' with the combined correlation coefficient of .925 and squared R value of .855, the adjusted R value was found to be .853. The sixth variable along with the first five variables to enter into the equation was 'Clarity of organizational goals' with the combined correlation coefficient of .951 and squared R value of .905, the adjusted R value was found to be .903. The seventh variable along with the first six variables to enter into the equation was 'physical climate' with the combined correlation coefficient of .977 and squared R value of .955, the adjusted R value was found to be .954. The last variable along with the first seven variables to enter into the equation was 'autonomy' with the combined correlation coefficient of .933 and squared R value of .986, the adjusted R value was found to be .985. All together, these eight variables of organizational climate contributed 98.5% of the professional development.

Table 4.11: Results of regressional ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1646.601	1	1646.601	106.369	.001
	Residual	5541.888	358	15.480		
	Total	7188.489	359			
2	Regression	3400.921	2	1700.461	160.278	.001
	Residual	3787.568	357	10.609		
	Total	7188.489	359			
3	Regression	4786.747	3	1595.582	236.506	.001
	Residual	2401.742	356	6.746		
	Total	7188.489	359			
4	Regression	5771.418	4	1442.854	361.459	.001
	Residual	1417.071	355	3.992		
	Total	7188.489	359			
5	Regression	6144.455	5	1228.891	416.680	.001
	Residual	1044.033	354	2.949		
	Total	7188.489	359			
6	Regression	6502.837	6	1083.806	557.985	.001
	Residual	685.652	353	1.942		
	Total	7188.489	359			
7	Regression	6862.733	7	980.390	1059.376	.001
	Residual	325.756	352	.925		
	Total	7188.489	359			
8	Regression	7084.620	8	885.578	2992.600	.001
	Residual	103.869	351	.296		
	Total	7188.489	359			

The above table reveals that the obtained F values under regressional ANOVA were found to be highly significant for all the predicted models. The F values obtained for the predicted models 1-8 are 106.39, 160.278, 236.506, 361.459, 416.680, 557.985, 1059.376 and 2992.600, which were all found to be significant at .001 levels. This clearly reveals that all the models predicted through stepwise multiple regression were true predictors of professional development.

Table 4.12: Unstandardized and Standardized Coefficients, t-values and significance levels for predicted models

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std.Error	Beta		
1	Constant	124.006	3.472		35.711	.001
	Clarity of organizational goals	1.095	.106	.479	10.314	.001
2	Constant	73.765	4.851		15.207	.001
	Clarity of organizational goals	1.149	.088	.502	13.059	.001
	Involvement	1.153	.090	.495	12.859	.001
3	Constant	42.685	4.434		9.626	.001
	Clarity of organizational goals	1.197	.070	.523	17.030	.001
	Involvement	1.171	.072	.502	16.373	.001
	Integration	1.261	.088	.440	14.332	.001
4	Constant	23.827	3.616		6.589	.001
	Clarity of organizational goals	1.201	.054	.525	22.225	.001
	Involvement	1.174	.055	.503	21.333	.001
	Integration	1.233	.068	.430	18.210	.001
	Effort	1.098	.070	.370	15.706	.001
5	Constant	5.049	3.528		1.431	.153
	Clarity of organizational goals	1.184	.046	.517	25.469	.001
	Involvement	1.162	.047	.498	24.555	.001
	Integration	1.222	.058	.426	21.005	.001
	Effort	1.044	.060	.352	17.314	.001
	Efficiency	1.125	.100	.229	11.247	.001
6	Constant	-11.062	3.099		-3.569	.001
	Clarity of organizational goals	1.186	.038	.518	31.442	.001
	Involvement	1.121	.039	.481	29.110	.001
	Integration	1.134	.048	.395	23.785	.001
	Effort	1.102	.049	.372	22.441	.001
	Efficiency	1.224	.082	.249	15.021	.001
	Supervisory	1.203	.089	.228	13.583	.001
7	Constant	-26.106	2.271		-11.494	.001
	Clarity of organizational goals	1.167	.026	.510	44.786	.001
	Involvement	1.126	.027	.483	42.342	.001
	Integration	1.105	.033	.385	33.564	.001
	Effort	1.110	.034	.374	32.740	.001
	Efficiency	1.207	.056	.245	21.457	.001
	Supervisory	1.211	.061	.229	19.806	.001
	Physical climate	1.160	.059	.224	19.720	.001
8	Constant	-40.968	1.394		-29.382	.001
	Clarity of organizational goals	1.152	.015	.503	78.132	.001
	Involvement	1.136	.015	.487	75.539	.001
	Integration	1.116	.019	.389	59.934	.001
	Effort	1.135	.019	.383	59.166	.001
	Efficiency	1.152	.032	.234	36.152	.001
	Supervisory	1.187	.035	.225	34.313	.001
	Physical climate	1.171	.033	.226	35.224	.001
	Autonomy	1.090	.040	.176	27.383	.001

The table 4.12 reveals that the beta values obtained for first predicted model (Clarity of organizational goals) from step 1 to step 8 are .479, .502, .523, .525, .517, .518, .510 and .503 respectively. The beta values obtained for the second predicted model (involvement) from step 2 to step 8 are .495, 502, .503, .498, .481, .483 and .487 respectively. The beta values obtained for the third predicted model (integration) from step 3 to step 8 are .440, .430, .426, .395, .385 and .389 respectively. The beta values obtained for the fourth predicted model (effort) from step 4 to step 8 are .370, .352, .372, .374 and .383 respectively. The beta values obtained for the fifth predicted model (efficiency) from step 5 to step 8 are .229, .249, .245 and .234 respectively. The beta values obtained for the sixth predicted model (supervisory) from step 6 to step 8 are .228, .229 and .225 respectively. The beta values obtained for the seventh predicted model (physical climate) from step 7 to step 8 are .224 and .226 respectively. The beta value obtained for the eighth predicted model (autonomy) is .176. All the obtained 't' values for the constants and predicted models were found to be significant at .001 level except for the t value for constant value of predicted model at step 5.

Table 4.13: Excluded variables step-wise

Model		Beta In	t-value	Sig.	Partial Correlation	Co-linearity Statistics
						Tolerance
1	Effort	.380	9.067	.001	.433	1.000
	Involvement	.495	12.859	.001	.563	.998
	Efficiency	.276	6.241	.001	.314	.999
	Integration	.431	10.626	.001	.490	.998
	Supervisory	.258	5.800	.001	.293	1.000
	Physical climate	.236	5.279	.001	.269	.999
	Autonomy	.156	3.405	.001	.177	.998
2	Effort	.382	11.661	.001	.526	1.000
	Efficiency	.265	7.382	.001	.364	.999
	Integration	.440	14.332	.001	.605	.998
	Supervisory	.223	6.074	.001	.306	.994
	Physical climate	.241	6.641	.001	.332	.999
	Autonomy	.166	4.437	.001	.229	.998
3	Effort	.370	15.706	.001	.640	.999
	Efficiency	.257	9.338	.001	.444	.998
	Supervisory	.168	5.652	.001	.287	.977
	Physical climate	.223	7.847	.001	.384	.997
	Autonomy	.175	5.968	.001	.302	.998
4	Efficiency	.229	11.247	.001	.513	.992
	Supervisory	.205	9.610	.001	.455	.969
	Physical climate	.226	11.120	.001	.509	.997
	Autonomy	.192	9.019	.001	.432	.995
5	Supervisory	.228	13.583	.001	.586	.961
	Physical climate	.223	13.493	.001	.583	.996
	Autonomy	.179	9.957	.001	.468	.992
6	Physical climate	.224	19.720	.001	.724	.996
	Autonomy	.174	12.664	.001	.559	.991
7	Autonomy	.176	27.383	.001	.825	.991

The above table reveals that the excluded variables in the first step are effort, Involvement, Efficiency, Integration, Supervisory, Physical climate and autonomy. In the second step, the excluded variables are effort, Efficiency, Integration, Supervisory, Physical climate and autonomy. In the third step, the excluded variables are effort, Efficiency, Supervisory, Physical climate and autonomy. In the fourth step the excluded variables are Efficiency, Supervisory, Physical climate and autonomy. In the fifth step, the excluded variables are Supervisory, Physical climate and autonomy. In the sixth step, the excluded variables are physical climate and autonomy. In the seventh and last step, the excluded variable is autonomy.

4.3.3.3 Regression of Organizational Climate and Role Conflict Dimensions on Professional Development

Table 4.14: Prediction of professional development by organizational climate and role conflict: Results of stepwise multiple regression

Model	Variables Entered	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Clarity of organizational goals	.479	.229	.227	3.934
2	Involvement	.688	.473	.470	3.257
3	Integration	.816	.666	.663	2.597
4	Effort	.896	.803	.801	1.998
5	Efficiency	.925	.855	.853	1.717
6	Supervisory	.951	.905	.903	1.394
7	Physical climate	.977	.955	.954	.962
8	Autonomy	.993	.986	.985	.544
9	Health related	.993	.986	.985	.542

The above table reveals that Stepwise multiple regresssion resulted in prediction of 9 variables from various organizational climate and role conflict dimensions. The first variable to enter into the equation to predict the professional development was 'Clarity of organizational goals' with the correlation coefficient of .479 and squared R value of .229. The adjusted R value was found to be .227. The second variable along with the first variable to enter into the equation was 'involvement' with the combined correlation coefficient of .688 and squared R value of .473, the adjusted R value was found to be .470. The third variable along with the first two variables to enter into the equation was 'integration' with the combined correlation coefficient of .816 and squared R value of .666, the adjusted R value was found to be .663. The fourth variable along with the first three variables to enter into the equation was 'effort' with the combined correlation coefficient of .896 and

squared R value of .803, the adjusted R value was found to be .801. The fifth variable along with the first four variables to enter into the equation was 'efficiency' with the combined correlation coefficient of .925 and squared R value of .855, the adjusted R value was found to be .853. The sixth variable along with the first five variables to enter into the equation was 'supervisory' with the combined correlation coefficient of .951 and squared R value of .905, the adjusted R value was found to be .903. The seventh variable along with the first six variables to enter into the equation was 'physical climate' with the combined correlation coefficient of .977 and squared R value of .955, the adjusted R value was found to be .954. The eighth variable to enter into the equation was 'autonomy' along with previous 7 variables and with a combined correlation of .993, squared R value of .986 and adjusted R^2 value of .985. The last variable to enter into the equation along with the first seven variables was health related conflict with the combined correlation coefficient of .993 and squared R value of .986, the adjusted R value was found to be .986. All these 9 dimensions of organizational climate and role conflict contributed to 98.5% of the professional development of teacher educators.

Table 4.15: Results of regressional ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1646.601	1	1646.601	106.369	.001
	Residual	5541.888	358	15.480		
	Total	7188.489	359			
2	Regression	3400.921	2	1700.461	160.278	.001
	Residual	3787.568	357	10.609		
	Total	7188.489	359			
3	Regression	4786.747	3	1595.582	236.506	.001
	Residual	2401.742	356	6.746		
	Total	7188.489	359			
4	Regression	5771.418	4	1442.854	361.459	.001
	Residual	1417.071	355	3.992		
	Total	7188.489	359			
5	Regression	6144.455	5	1228.891	416.680	.001
	Residual	1044.033	354	2.949		
	Total	7188.489	359			
6	Regression	6502.837	6	1083.806	557.985	.001
	Residual	685.652	353	1.942		
	Total	7188.489	359			
7	Regression	6862.733	7	980.390	1059.376	.001
	Residual	325.756	352	.925		
	Total	7188.489	359			
8	Regression	7084.620	8	885.578	2992.600	.001
	Residual	103.869	351	.296		
	Total	7188.489	359			
9	Regression	7085.765	9	787.307	2682.496	.001
	Residual	102.724	350	.293		
	Total	7188.489	359			

The above table reveals that regressional ANOVA for the predicted models revealed the following. The obtained F values under regressional ANOVA were found to be highly significant for all the predicted models. The F values obtained for the predicted models 1-9 are 106.39, 160.278, 236.506, 361.459, 416.680, 557.985, 1059.376, 2992.600 and 2682.496, which were all found to be significant at .001 levels. This clearly reveals that all the models predicted through stepwise multiple regressions were true predictors of professional development.

Table 4.16: Unstandardized and Standardized Coefficients, t-values and significance levels for predicted models

Model		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
		B	Std.Error	Beta		
1	Constant	124.006	3.472		35.711	.001
	Clarity of organizational goals	1.095	.106	.479	10.314	.001
2	Constant	73.765	4.851		15.207	.001
	Clarity of organizational goals	1.149	.088	.502	13.059	.001
	Involvement	1.153	.090	.495	12.859	.001
3	Constant	42.685	4.434		9.626	.001
	Clarity of organizational goals	1.197	.070	.523	17.030	.001
	Involvement	1.171	.072	.502	16.373	.001
	Integration	1.261	.088	.440	14.332	.001
4	Constant	23.827	3.616		6.589	.001
	Clarity of organizational goals	1.201	.054	.525	22.225	.001
	Involvement	1.174	.055	.503	21.333	.001
	Integration	1.233	.068	.430	18.210	.001
	Effort	1.098	.070	.370	15.706	.001
5	Constant	5.049	3.528		1.431	.153
	Clarity of organizational goals	1.184	.046	.517	25.469	.001
	Involvement	1.162	.047	.498	24.555	.001
	Integration	1.222	.058	.426	21.005	.001
	Effort	1.044	.060	.352	17.314	.001
	Efficiency	1.125	.100	.229	11.247	.001
6	Constant	-11.062	3.099		-3.569	.001
	Clarity of organizational goals	1.186	.038	.518	31.442	.001
	Involvement	1.121	.039	.481	29.110	.001
	Integration	1.134	.048	.395	23.785	.001
	Effort	1.102	.049	.372	22.441	.001
	Efficiency	1.224	.082	.249	15.021	.001
	Supervisory	1.203	.089	.228	13.583	.001
7	Constant	-26.106	2.271		-11.494	.001
	Clarity of organizational goals	1.167	.026	.510	44.786	.001
	Involvement	1.126	.027	.483	42.342	.001
	Integration	1.105	.033	.385	33.564	.001
	Effort	1.110	.034	.374	32.740	.001
	Efficiency	1.207	.056	.245	21.457	.001
	Supervisory	1.211	.061	.229	19.806	.001
	Physical climate	1.160	.059	.224	19.720	.001
8	Constant	-40.968	1.394		-29.382	.001
	Clarity of organizational goals	1.152	.015	.503	78.132	.001
	Involvement	1.136	.015	.487	75.539	.001
	Integration	1.116	.019	.389	59.934	.001
	Effort	1.135	.019	.383	59.166	.001
	Efficiency	1.152	.032	.234	36.152	.001
	Supervisory	1.187	.035	.225	34.313	.001
	Physical climate	1.171	.033	.226	35.224	.001
	Autonomy	1.090	.040	.176	27.383	.001

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std.Error	Beta		
9 Constant	-39.150	1.666		-23.496	.001
Clarity of organizational goals	1.150	.015	.502	78.051	.001
Involvement	1.134	.015	.486	75.525	.001
Integration	1.114	.019	.388	59.856	.001
Effort	1.132	.019	.382	59.060	.001
Efficiency	1.151	.032	.234	36.231	.001
Supervisory	1.178	.035	.223	33.925	.001
Physical climate	1.166	.033	.225	35.065	.001
Autonomy	1.087	.040	.176	27.419	.001
Health related	-.088	.045	-.013	-1.975	.049
Dependent Variable: pd_total					

The above table reveals that the beta values obtained for the first predicted model (Clarity of organizational goals) from step 1 to step 8 are .479, .502, .523, .525, .517, .518, .510 and .503 respectively. The beta values obtained for the second predicted model (involvement) from step 2 to step 8 are .495, 502, .503, .498, .481, .483 and .487 respectively. The beta values obtained for the third predicted model (integration) from step 3 to step 8 are .440, .430, .426, .395, .385 and .389 respectively. The beta values obtained for the fourth predicted model (effort) from step 4 to step 8 are .370, .352, .372, .374 and .383 respectively. The beta values obtained for the fifth predicted model (efficiency) from step 5 to step 8 are .229, .249, .245 and .234 respectively. The beta values obtained for the sixth predicted model (supervisory) from step 6 to step 8 are .228, .229 and .225 respectively. The beta values obtained for the seventh predicted model (physical climate) from step 7 to step 8 are .224 and .226 respectively. The beta value obtained for the eight predicted model (autonomy) is .176. All the obtained 't' values for the constants and predicted models were found to be significant at .001 level except for the t value for constant value of predicted model at step 5.

Table 4.17: Excluded variables-stepwise

Model		Bet In	t	Sig.	Partial Correlation	Colinearity Statistics Tolerance
1	Effort	.380	9.067	.001	.433	1.001
	Involvement	.495	12.859	.001	.563	.998
	Efficiency	.276	6.241	.001	.314	.999
	Integration	.431	10.626	.001	.490	.998
	Supervisory	.258	5.800	.001	.293	1.001
	Physical Climate	.236	5.279	.001	.269	.999
	Autonomy	.156	3.405	.001	.177	.998
	Family related	-.364	-8.472	.001	-.409	.975
	Work related	-.282	-6.377	.001	-.320	.990
	Professional growth related	-.307	-6.832	.001	-.340	.943
	Self	-.310	-6.870	.001	-.342	.939
	Health related	-.175	-3.833	.001	-.199	.995
	Social related	-.152	-3.315	.001	-.173	.999
2	Effort	.382	11.661	.001	.526	1.001
	Efficiency	.265	7.382	.001	.364	.999
	Integration	.440	14.332	.001	.605	.998
	Supervisory	.223	6.074	.001	.306	.994
	Physical Climate	.241	6.641	.001	.332	.999
	Autonomy	.166	4.437	.001	.229	.998
	Family related	-.244	-6.337	.001	-.318	.899
	Work related	-.197	-5.192	.001	-.265	.956
	Professional growth related	-.206	-5.268	.001	-.269	.898
	Self	-.223	-5.776	.001	-.293	.907
	Health related	-.138	-3.640	.001	-.189	.989
	Social related	-.113	-2.964	.003	-.155	.993
3	Effort	.370	15.706	.001	.640	.999
	Efficiency	.257	9.338	.001	.444	.998
	Supervisory	.168	5.652	.001	.287	.977
	Physical Climate	.223	7.847	.001	.384	.997
	Autonomy	.175	5.968	.001	.302	.998
	Family related	-.162	-5.105	.001	-.262	.868
	Work related	-.121	-3.884	.001	-.202	.926
	Professional growth related	-.122	-3.777	.001	-.197	.865
	Self	-.156	-4.957	.001	-.254	.886
	Health related	-.096	-3.135	.002	-.164	.979
	Social related	-.095	-3.128	.002	-.164	.991

	Model	Bet In	t	Sig.	Partial Correlation	Colinearity Statistics
						Tolerance
4	Efficiency	.229	11.247	.001	.513	.992
	Supervisory	.205	9.610	.001	.455	.969
	Physical Climate	.226	11.120	.001	.509	.997
	Autonomy	.192	9.019	.001	.432	.995
	Family related	-.100	-3.980	.001	-.207	.844
	Work related	-.085	-3.521	.001	-.184	.917
	Professional growth related	-.079	-3.152	.002	-.165	.855
	Self	-.083	-3.310	.001	-.173	.853
	Health related	-.071	-2.999	.003	-.157	.975
	Social related	-.046	-1.927	.055	-.102	.973
5	Supervisory	.228	13.583	.001	.586	.961
	Physical Climate	.223	13.493	.001	.583	.996
	Autonomy	.179	9.957	.001	.468	.992
	Family related	-.066	-3.001	.003	-.158	.827
	Work related	-.084	-4.039	.001	-.210	.917
	Professional growth related	-.068	-3.146	.002	-.165	.853
	Self	-.054	-2.454	.015	-.130	.840
	Health related	-.066	-3.272	.001	-.172	.974
	Social related	-.023	-1.111	.267	-.059	.963
6	Physical Climate	.224	19.720	.001	.724	.996
	Autonomy	.174	12.664	.001	.559	.991
	Family related	-.040	-2.210	.028	-.117	.818
	Work related	-.064	-3.764	.001	-.197	.910
	Professional growth related	-.040	-2.235	.026	-.118	.841
	Self	-.030	-1.641	.102	-.087	.832
	Health related	-.038	-2.289	.023	-.121	.959
	Social related	-.017	-1.040	.299	-.055	.963
7	Autonomy	.176	27.383	.001	.825	.991
	Family related	-.023	-1.802	.072	-.096	.813
	Work related	-.023	-1.875	.062	-.100	.881
	Professional growth related	-.010	-.818	.414	-.044	.828
	Self	-.032	-2.583	.010	-.137	.832
	Health related	-.019	-1.606	.109	-.085	.952
	Social related	-.017	-1.501	.134	-.080	.963
8	Family related	-.011	-1.602	.110	-.085	.811
	Work related	-.004	-.585	.559	-.031	.872
	Professional growth related	-.008	-1.193	.233	-.064	.828
	Self	-.010	-1.444	.150	-.077	.821
	Health related	-.013	-1.975	.049	-.105	.951
	Social related	-.009	-1.410	.160	-.075	.961
9	Family related	-.012	-1.655	.099	-.088	.810
	Work related	-.004	-.598	.550	-.032	.872
	Professional growth related	-.011	-1.545	.123	-.082	.806
	Self	-.012	-1.718	.087	-.092	.808
	Social related	-.009	-1.458	.146	-.078	.960

The table 4.17 reveals that the excluded variables in the first step are Effort, Involvement, Efficiency, Integration, Supervisory, Physical Climate, Autonomy, Family related, Work related, Professional growth related, Self, Health related and Social related variables. In the second step the excluded variables are Effort, Efficiency, Integration, Supervisory, Physical Climate, Autonomy, Family related, Work related, Professional growth related, Self, Health related and Social related variables. In the third step, the excluded variables are Effort, Efficiency, Supervisory, Physical Climate, Autonomy, Family related, Work related, Professional growth related, Self, Health related and Social related variables. In the fourth step, the excluded variables are Efficiency, Supervisory, Physical Climate, Autonomy, Family related, Work related, Professional growth related, Self, Health related and Social related variables. In the fifth step, the excluded variables are Supervisory, Physical Climate, Autonomy, Family related, Work related, Professional growth related, Self, Health related and Social related variables. In the sixth step, the excluded variables are Physical Climate, Autonomy, Family related, Work related, Professional growth related, Self, Health related and Social related variables. In the seventh step, the excluded variables are Family related, Work related, Professional growth related, Self, Health related and Social related variables. In the eighth step, the excluded variables are Family related, Work related, Professional growth related, self, and Social related variables.

4.4 SECTION III: INFLUENCE OF DEMOGRAPHIC FACTORS ON P.D.

4.4.1 Gender and Professional Development

H3: There is no Significant Difference in different dimensions of Professional Development with respect to Gender.

Table 4.18: Mean scores and other descriptive statistics of male and female teacher educators on various dimensions of professional development

Dimensions of P.D.	Gender	N	Mean	Std. Deviation	Std. Error Mean
Planning For Tg and Lg	Male	223	14.21	.780	.052
	Female	137	14.08	.786	.067
Commitment and account.	Male	223	22.88	1.517	.102
	Female	137	22.85	1.475	.126
Impact of Aca. Support on classroom	Male	223	8.95	.950	.064
	Female	137	8.87	.765	.065
Impact of I.C.T on P.D	Male	223	13.34	1.196	.080
	Female	137	13.27	1.121	.096
Personal Effectiveness	Male	223	17.87	.995	.067
	Female	137	17.79	.943	.081
Self-upgrading and Extend Act.	Male	223	13.74	1.021	.068
	Female	137	13.74	.987	.084
Impact of training on P.D	Male	223	14.12	.720	.048
	Female	137	14.04	.695	.059
Avenues of P.D	Male	223	8.82	.924	.062
	Female	137	8.97	.766	.065
Suggestion to improve P.D	Male	223	16.84	2.142	.143
	Female	137	16.94	2.036	.174
General Self-Efficacy	Male	223	20.13	2.548	.171
	Female	137	20.14	2.660	.227
Problems in P.D	Male	223	8.92	.746	.050
	Female	137	8.99	.747	.064
Total P.D	Male	223	159.81	4.207	.282
	Female	137	159.67	4.895	.418

Table 4.19: Results of Independent samples't' tests for mean scores of male and female teacher educators on various dimensions of professional development

Dimensions of P.D.	t	df	p-value	Mean Difference
Planning for Tg and Lg	1.536	358	.125	.130
Commitment and account.	.225	358	.822	.037
Impact of Aca. Support on classroom	.855	358	.393	.082
Impact of I.C.T on P.D	.522	358	.602	.066
Personal Effectiveness	.728	358	.467	.077
Self-upgrading and Extend Act.	-.016	358	.987	-.002
Impact of training on P.D	.944	358	.346	.073
Avenues of P.D	-1.643	358	.101	-.155
Suggestion to improve P.D	-.452	358	.652	-.103
General Self-Efficacy	-.031	358	.976	-.009
Problems in P.D	-.760	358	.448	-.062
Total P.D	.279	358	.780	.136

The above table reveals that In all the dimensions of professional development and in total scores on professional development, male and female educators did not differ significantly as revealed by Independent samples 't' tests. The independent samples t values observed for Planning for TG and Lg (t=1.536; p=.125), Commitment and account (t=0.225; p=.822), Impact of Aca. Support on class room (t=0.855; p=.393), Impact of I.C.T on P.D (t=0.522; p=.602), Personal Effectiveness (t=0.728; p=.467), Self- Upgrading and Extend Act. (t=-0.016; p=.987), Impact of training on P.D (t=0.944; p=.346), Avenues Of P.D (t=-1.643; p=.101), Suggestion To improve P.D (t=-0.452; p=.652), General self-Efficacy (t=--.031; p=.976), Problems in P.D (t=-0.760; p=.448), and for Total P.D (t=0.279; p=.780) for the mean difference between male and female teacher educators were all found to be non-significant. In other words, gender did not have significant influence over individual components and total P.D scores.

4.4.2 Teaching Experience and Professional Development

H4: There is no Significant Difference in different dimensions of Professional Development with respect to teaching Experience.

Table 4.20: Mean scores and other descriptive statistics of teacher educators with varied levels of experience on various dimensions and total professional development

Dimensions of P.D.	Experience	N	Mean	Std. Deviation	Minimum	Maximum
Planning for Tg and Lg	Below 3	99	14.16	.724	13	15
	4-6	96	14.15	.858	12	15
	7-9	86	14.22	.788	13	15
	10+	79	14.11	.768	12	15
	Total	360	14.16	.784	12	15
Commitment and account.	Below 3	99	22.65	1.560	19	25
	4-6	96	22.90	1.469	20	25
	7-9	86	23.00	1.463	20	25
	10+	79	22.97	1.493	20	25
	Total	360	22.87	1.499	19	25
Impact of Aca. Support on classroom	Below 3	99	8.87	.816	7	10
	4-6	96	8.88	.798	7	10
	7-9	86	9.03	1.142	1	10
	10+	79	8.91	.737	7	10
	Total	360	8.92	.884	1	10
Impact of I.C.T. on P.D.	Below 3	99	13.36	1.138	12	15
	4-6	96	13.36	1.206	12	15
	7-9	86	13.06	1.141	12	15
	10+	79	13.46	1.164	11	15
	Total	360	13.31	1.167	11	15
Personal Effectiveness	Below 3	99	17.94	1.048	13	20
	4-6	96	17.91	.952	15	20
	7-9	86	17.80	.918	14	20
	10+	79	17.66	.959	13	19
	Total	360	17.84	.975	13	20
Self-Upgrading and Extend Act.	Below 3	99	13.72	1.000	12	15
	4-6	96	13.64	.996	12	15
	7-9	86	13.88	.987	12	15
	10+	79	13.72	1.049	12	15
	Total	360	13.74	1.007	12	15

Dimensions of P.D.	Experience	N	Mean	Std. Deviation	Minimum	Maximum
Impact of training on P.D	Below 3	99	14.08	.695	13	15
	4-6	96	14.04	.724	12	15
	7-9	86	14.19	.744	12	15
	10+	79	14.05	.677	12	15
	Total	360	14.09	.710	12	15
Avenues of P.D	Below 3	99	8.78	1.174	1	10
	4-6	96	8.96	.724	8	10
	7-9	86	8.92	.723	7	10
	10+	79	8.85	.718	8	10
	Total	360	8.88	.869	1	10
Suggestion to improve P.D	Below 3	99	16.97	2.107	12	20
	4-6	96	16.65	2.137	12	20
	7-9	86	17.00	2.098	12	20
	10+	79	16.91	2.064	12	20
	Total	360	16.88	2.100	12	20
General Self-Efficacy	Below 3	99	19.65	2.719	12	25
	4-6	96	20.42	2.495	16	25
	7-9	86	20.23	2.551	16	25
	10+	79	20.29	2.533	16	25
	Total	360	20.13	2.588	12	25
Problems in P.D	Below 3	99	8.92	.738	7	10
	4-6	96	8.89	.724	8	10
	7-9	86	9.08	.770	8	10
	10+	79	8.91	.754	7	10
	Total	360	8.95	.746	7	10
Total P.D	Below 3	99	159.09	4.563	144	168
	4-6	96	159.77	4.761	145	171
	7-9	86	160.42	4.109	149	170
	10+	79	159.85	4.353	144	168
	Total	360	159.76	4.475	144	171

Table 4.21: Results of One-way ANOVA for mean scores of teacher educators with varied levels of experience on various dimensions and total professional development

Dimensions of P.D.	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Planning For Tg and Lg	Between Groups	.506	3	.169	.273	.845
	Within Groups	220.149	356	.618		
	Total	220.656	359			
Commitment and account.	Between Groups	7.330	3	2.443	1.088	.354
	Within Groups	799.534	356	2.246		
	Total	806.864	359			
Impact of Aca. Support on class room	Between Groups	1.596	3	.532	.679	.566
	Within Groups	279.068	356	.784		
	Total	280.664	359			
Impact of I.C.T on P.D	Between Groups	7.703	3	2.568	1.899	.129
	Within Groups	481.453	356	1.352		
	Total	489.156	359			
Personal Effectiveness	Between Groups	4.126	3	1.375	1.452	.227
	Within Groups	337.204	356	.947		
	Total	341.331	359			
Self-upgrading and Extend Act	Between Groups	2.900	3	.967	.953	.415
	Within Groups	361.031	356	1.014		
	Total	363.931	359			
Impact of training on P.D	Between Groups	1.148	3	.383	.757	.519
	Within Groups	180.008	356	.506		
	Total	181.156	359			
Avenues of P.D	Between Groups	1.823	3	.608	.803	.493
	Within Groups	269.552	356	.757		
	Total	271.375	359			
Suggestion To improve P.D	Between Groups	7.375	3	2.458	.556	.645
	Within Groups	1575.247	356	4.425		
	Total	1582.622	359			
General self Efficacy	Between Groups	33.988	3	11.329	1.702	.166
	Within Groups	2369.612	356	6.656		
	Total	2403.600	359			
Problems in P.D	Between Groups	2.094	3	.698	1.256	.289
	Within Groups	197.903	356	.556		
	Total	199.997	359			
Total P.D	Between Groups	82.241	3	27.414	1.373	.251
	Within Groups	7106.248	356	19.961		
	Total	7188.489	359			

The table 4.21 reveals that teaching experience of the participants did not have significant influence over their professional development either in individual components. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with below 3, 4-6, 7-9 and above years of experience. The F values observed for Tg and Lg (F=0.273; p=.845), Commitment and account (F=1.088; p=.354), Impact of Aca. Support on classroom (F=0.679; p=.566), Impact of P. I.C.T on P.D (F=1.899; p=.129), Personal Effectiveness (F=1.452; p=.227), Self- Upgrading and Extend Act. (F=-0.016; p=.987), Impact of training on P.D (F=0.944; p=.346), Avenues of P.D. (F=.803; p=.493), Suggestion To improve P.D (F=-0.556; p=.645), General self-Efficacy (F=1.702; p=.166), Problems in P.D (F=1.256; p=.289), and for Total P.D. (F=1.373; p=.251) for the mean difference between teacher educators with varied levels of experience were all found to be non-significant. In other words, teaching experience did not have significant influence over individual components and total P.D. scores.

4.4.3 Type of Institution and Professional Development

H5: There is no Significant Difference in different dimensions of Professional Development with respect to type of Institution.

Table 4.22: Mean scores and other descriptive statistics of male and female teacher educators on various dimensions of professional development

Dimensions of P.D.	Type of Institute	N	Mean	Std. Deviation	Std. Error Mean
Planning for Tg and Lg	Aided	74	14.00	.794	.092
	Unaided	286	14.20	.777	.046
Commitment and account.	Aided	74	23.01	1.557	.181
	Unaided	286	22.83	1.484	.088
Impact of Aca. Support on classroom	Aided	74	9.04	.766	.089
	Unaided	286	8.89	.911	.054
Impact of I.C.T on P.D.	Aided	74	13.07	1.114	.130
	Unaided	286	13.37	1.174	.069
Personal Effectiveness	Aided	74	17.76	.948	.110
	Unaided	286	17.86	.983	.058
Self-upgrading and Extend Act.	Aided	74	13.57	.994	.116
	Unaided	286	13.78	1.007	.060
Impact of training on P.D	Aided	74	14.00	.740	.086
	Unaided	286	14.11	.702	.042
Avenues of P.D	Aided	74	9.00	.776	.090
	Unaided	286	8.84	.890	.053
Suggestion to improve P.D	Aided	74	16.99	2.279	.265
	Unaided	286	16.85	2.054	.121
General Self-Efficacy	Aided	74	20.34	2.701	.314
	Unaided	286	20.08	2.560	.151
Problems in P.D	Aided	74	8.82	.690	.080
	Unaided	286	8.98	.758	.045
Total P.D	Aided	74	159.59	4.354	.506
	Unaided	286	159.80	4.512	.267

Table 4.23: Results of Independent samples 't' tests for mean scores of male and female teacher educators on various dimensions of professional development

Dimensions of P.D.	t-value	df	p-value	Mean Difference
Planning for Tg and Lg	-1.992	358	.047	-.203
Commitment and account.	.927	358	.354	.181
Impact of Aca. Support on classroom	1.323	358	.187	.152
Impact of I.C.T on P.D	-2.022	358	.044	-.307
Personal Effectiveness	-.785	358	.433	-.100
Self-upgrading and Extend Act.	-1.619	358	.106	-.212
Impact of training on P.D	-1.208	358	.228	-.112
Avenues of P.D	1.389	358	.166	.157
Suggestion to improve P.D	.499	358	.618	.137
General self-Efficacy	.762	358	.446	.257
Problems in P.D	-1.593	358	.112	-.155
Total P.D	-.347	358	.729	-.203

The above table reveals that Type of Institute of teacher educators working did not influence their professional development, as in all the dimensions of professional development and in total scores on professional development, teacher educators working in aided and unaided institutions did not differ significantly, except for planning and learning dimension and Impact of I.C.T on P.D dimension as revealed by Independent samples 't' tests. The independent samples t value obtained for Planning for Tg and Lg (t=-1.992; p=.047), was found to be significant at 0.05 level. The mean values showed that teacher educators from unaided institutions had higher scores on planning for teaching and learning than teacher educators from aided institutions. In the case of impact of I.C.T on P.D (t=-2.022; p=.044), teacher

educators from unaided institutions had significantly higher scores than teacher educators working in aided institutions.

However, the independent samples t values obtained for Commitment and account (t=0.927; p=.354), Impact of Aca. Support on classroom (t=1.323; p=.187), Personal Effectiveness (t=0.785; p=.433), Self- Upgrading and Extend Act. (t=-1.619; p=.106, Impact of training on P.D (t=-1.238; p=.228), Avenues of P.D t=1.389; p=.166), Suggestion to improve P.D (t=0.499; p=.618), General Self-Efficacy (t=.762; p=.446), Problems in P.D (t=-1.593; p=.112), and for Total P.D (t=-0.347; p=.729) for the mean difference between teacher educators working in aided and unaided institutions were all found to be non-significant. In other words, type of institute did not have significant influence over individual components and total P.D scores except for planning and learning dimension and Impact of I.C.T on P.D dimension.

In the following Graph 4.6, it represents Mean scores of teacher educators on Planning for Training and Learning and Impact of I.C.T on P.D.
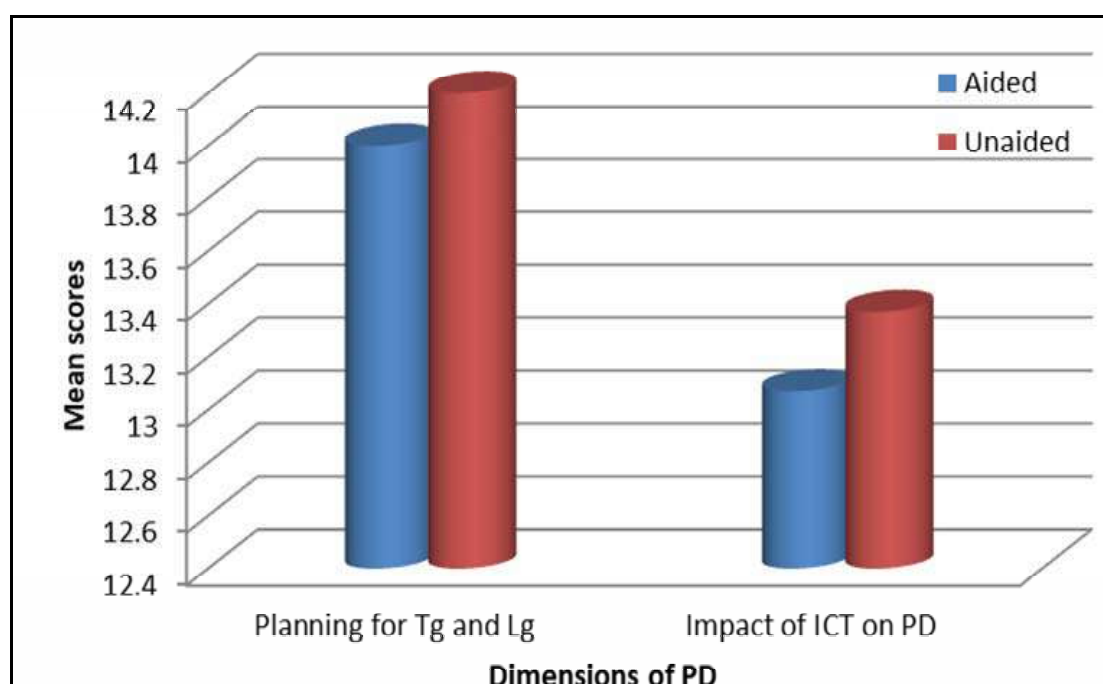
4.4.4 Subjects Taught and Professional Development

H6: There is no Significant Difference in different dimensions of Professional Development with respect to Pedagogic subject taught.

Table 4.24: Mean scores and other descriptive statistics of teacher educators with different subjects studied on various dimensions and total professional development

Dimensions of P.D.	Subjects	N	Mean	Standard Deviation	Minimum	Maximum
Planning for Tg and Lg	Humanities	87	14.18	.815	12	15
	Social science	102	14.13	.792	12	15
	Science	109	14.19	.739	13	15
	Math science	62	14.13	.820	12	15
	Total	360	14.16	.784	12	15
Commitment and account.	Humanities	87	22.75	1.549	20	25
	Social science	102	22.83	1.629	20	25
	Science	109	22.92	1.473	19	25
	Math science	62	23.02	1.248	20	25
	Total	360	22.87	1.499	19	25
Impact of Aca. Support on classroom	Humanities	87	8.92	.781	8	10
	Social science	102	9.05	.825	7	10
	Science	109	8.83	.752	7	10
	Math science	62	8.85	1.252	1	10
	Total	360	8.92	.884	1	10
Impact of I.C.T on P.D	Humanities	87	13.52	1.199	12	15
	Social science	102	13.14	1.135	11	15
	Science	109	13.41	1.148	12	15
	Math science	62	13.13	1.166	12	15
	Total	360	13.31	1.167	11	15
Personal Effectiveness	Humanities	87	17.89	1.146	13	20
	Social science	102	17.94	.854	16	20
	Science	109	17.72	.924	15	20
	Math science	62	17.81	.989	14	20
	Total	360	17.84	.975	13	20
Self-upgrading and Extend Act.	Humanities	87	13.62	1.014	12	15
	Social science	102	13.79	1.028	12	15
	Science	109	13.83	.961	12	15
	Math science	62	13.65	1.042	12	15
	Total	360	13.74	1.007	12	15

Dimensions of P.D.	Subjects	N	Mean	Standard Deviation	Minimum	Maximum
Impact of training on P.D	Humanities	87	14.02	.698	12	15
	Social science	102	14.12	.722	12	15
	Science	109	14.17	.692	13	15
	Math science	62	13.98	.735	12	15
	Total	360	14.09	.710	12	15
Avenues of P.D	Humanities	87	8.80	.805	6	10
	Social science	102	8.90	.738	7	10
	Science	109	8.83	1.061	1	10
	Math science	62	9.02	.779	7	10
	Total	360	8.88	.869	1	10
Suggestion to improve P.D	Humanities	87	16.54	2.182	12	20
	Social science	102	16.98	2.000	12	20
	Science	109	16.84	2.139	12	20
	Math science	62	17.24	2.046	12	20
	Total	360	16.88	2.100	12	20
General Self Efficacy	Humanities	87	19.93	2.514	16	25
	Social science	102	20.23	2.743	12	25
	Science	109	20.15	2.434	16	24
	Math science	62	20.24	2.732	16	25
	Total	360	20.13	2.588	12	25
Problems in P.D	Humanities	87	8.89	.769	7	10
	Social science	102	8.95	.776	7	10
	Science	109	8.97	.726	8	10
	Math science	62	8.98	.713	8	10
	Total	360	8.95	.746	7	10
Total P.D	Humanities	87	159.06	4.483	144	170
	Social science	102	160.06	4.848	144	171
	Science	109	159.86	4.281	145	169
	Math science	62	160.05	4.147	150	167
	Total	360	159.76	4.475	144	171

Table 4.25: Results of One-way ANOVA for mean scores of teacher educators with different subjects studied on various dimensions and total professional development

Dimensions of P.D.	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Planning for Tg and Lg	Between Groups	.333	3	.111	.179	.910
	Within Groups	220.322	356	.619		
	Total	220.656	359			
Commitment and account.	Between Groups	3.020	3	1.007	.446	.720
	Within Groups	803.844	356	2.258		
	Total	806.864	359			
Impact of Aca. Support on classroom	Between Groups	2.751	3	.917	1.175	.319
	Within Groups	277.913	356	.781		
	Total	280.664	359			
Impact of I.C.T on P.D	Between Groups	9.963	3	3.321	2.467	.062
	Within Groups	479.192	356	1.346		
	Total	489.156	359			
Personal Effectiveness	Between Groups	2.972	3	.991	1.042	.374
	Within Groups	338.359	356	.950		
	Total	341.331	359			
Self- upgrading and Extend Act.	Between Groups	2.890	3	.963	.950	.417
	Within Groups	361.041	356	1.014		
	Total	363.931	359			
Impact of training on P.D	Between Groups	1.941	3	.647	1.285	.279
	Within Groups	179.214	356	.503		
	Total	181.156	359			
Avenues of P.D	Between Groups	2.005	3	.668	.883	.450
	Within Groups	269.370	356	.757		
	Total	271.375	359			
Suggestion to improve P.D	Between Groups	19.333	3	6.444	1.468	.223
	Within Groups	1563.290	356	4.391		
	Total	1582.622	359			
General Self Efficacy	Between Groups	5.178	3	1.726	.256	.857
	Within Groups	2398.422	356	6.737		
	Total	2403.600	359			
Problems in P.D	Between Groups	.490	3	.163	.292	.831
	Within Groups	199.507	356	.560		
	Total	199.997	359			
Total P.D	Between Groups	58.339	3	19.446	.971	.407
	Within Groups	7130.150	356	20.029		
	Total	7188.489	359			

The table 4.25 reveals that Subjects studies/taught of the participants did not have significant influence over their professional development either in individual components or in total professional development scores. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with humanities, social science, and mathematical science taught. The F values observed for Tg and Lg (F=179; p=.910), Commitment and account (F=.446; p=.720), Impact of Aca. Support on class room (F=1.175; p=.319), Impact of I.C.T on P.D (F=2.467; p=.062), Personal Effectiveness (F=1.042; p=.374), Self- Upgrading and Extend Act. (F=0.950; p=.417), Impact of training on P.D (F=1.285; p=.279), Avenues of P.D F=.883; p=.450), Suggestion To improve P.D (F=-1.468; p=.223), General self-Efficacy (F=0.256; p=.857), Problems in P.D (F=0.292; p=.831), and for Total P.D (F=0.971; p=.407) for the mean difference between teacher educators with varied subjects taught were all found to be non-significant. In other words, subjects studied/taught did not have significant influence over individual components and total P.D scores.

4.5 SECTION IV: INTERACTION BETWEEN O.C. AND R.C. ON P.D.

H7: There is no Significant Influence of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development.

Table 4.26: Mean Planning for Teaching and Learning scores and Commitment and accountability scores of teacher educators with varied levels of organizational climate, role conflict and results of One-way ANOVA

Organizational climate	Role conflict	Dimensions of P.D.			
		Planning for Teaching and Learning		Commitment and accountability	
		Mean	SD	Mean	SD
Low	Low	13.00	.000	20.00	.000
	Mod	14.09	.763	22.16	1.623
	High	13.76	.831	22.10	1.786
	Total	13.96	.800	22.07	1.678
Mod	Low	13.63	.744	23.75	1.669
	Mod	14.17	.789	22.90	1.404
	Total	14.16	.792	22.93	1.419
High	Low	14.41	.668	23.52	1.192
	Total	14.41	.668	23.52	1.192
Total	Low	14.28	.740	23.45	1.361
	Mod	14.16	.784	22.78	1.467
	High	13.76	.831	22.10	1.786
	Total	14.16	.784	22.87	1.499
F (O.C)		F=6.366; p=.002		F=7.862; p=.001	
F (R.C)		F=4.880; p=.008		F=4.426; p=.242	
Interaction (O.C x R.C)		F=0.758; p=.385		F=6.788; p=.010	

The above table reveals that **Planning for Teaching and Learning**: The interaction effect between levels of organizational climate and role conflict on planning for teaching and learning was found to be non-significant (F=0.758; p=.385). The pattern of planning for teaching and learning scores was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Commitment and accountability: In case of commitment and accountability, interaction effect between levels of organizational climate and role conflict was found to be significant (F=6.788;p=.010). From mean values it is evident teacher educators with moderate and high role conflict had higher scores with low organizational climate, whereas teacher educators with low role conflict had higher planning for teaching and learning scores with moderate levels of organizational climate.

Table 4.27: Mean Impact of Academic Support on class room and Impact of I.C.T. on P.D. scores of teacher educators with varied levels of organizational climate and role conflict and results of One-way ANOVA

Organizational climate	Role conflict	Dimensions of P.D.			
		Impact of Academic Support on class room		Impact of I.C.T. on P.D.	
		Mean	SD	Mean	SD
Low	Low	8.50	.707	12.00	.000
	Mod	8.80	.726	12.84	.999
	High	8.52	.680	13.19	1.209
	Total	8.71	.714	12.93	1.069
Mod	Low	8.63	.744	13.50	1.414
	Mod	8.94	.964	13.32	1.171
	Total	8.93	.958	13.32	1.177
High	Low	9.11	.709	13.69	1.119
	Total	9.11	.709	13.69	1.119
Total	Low	9.04	.726	13.62	1.163
	Mod	8.92	.929	13.24	1.156
	High	8.52	.680	13.19	1.209
	Total	8.92	.884	13.31	1.167
F (O.C.)		F=1.305; p=.273		F=2.707; p=.068	
F (R.C.)		F=1.265; p=.283		F=1.411; p=.245	
Interaction		F=0.001; p=.981		F=1.226; p=.269	

The above table reveals that **Impact of Academic Support on classroom:** In the case of Impact of Academic Support on class room dimension, the interaction effect between levels of organizational climate and role conflict was found to be non-significant (F=0.001; p=.981). The pattern of Impact of Academic Support on class room scores was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Impact of I.C.T on P.D: When the interaction between levels of organizational climate and role conflict on levels of impact of I.C.T on P.D analyzed, a non- significant (F=1.226; p=.269) effect was observed. From the mean values it is evident that the pattern of impact of I.C.T on P.D scores was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Table 4.28: Mean Personal Effectiveness, Self-upgrading and Extend Activity Scores of teacher educators with varied levels of organizational climate and role conflict and results of One-way ANOVA

Organizational climate	Role conflict	Dimensions of P.D.			
		Personal Effectiveness		Self- Upgrading and Extend Act.	
		Mean	SD	Mean	SD
Low	Low	18.00	.000	12.50	.707
	Mod	17.78	.974	13.56	1.119
	High	17.33	1.155	12.76	.831
	Total	17.65	1.033	13.28	1.091
Mod	Low	18.13	1.126	13.50	1.195
	Mod	17.83	.940	13.80	.948
	Total	17.84	.946	13.79	.956
High	Low	18.05	.990	14.03	.948
	Total	18.05	.990	14.03	.948
Total	Low	18.06	.984	13.93	1.005
	Mod	17.82	.944	13.76	.981
	High	17.33	1.155	12.76	.831
	Total	17.84	.975	13.74	1.007
F (O.C.)		F=0.042; p=.959		F=3.306; p=.038	
F (R.C.)		F=1.002; p=.368		F=4.931; p=.008	
Interaction		F=0.010; p=.921		F=0.925; p=.337	

The above table reveals that **Personal Effectiveness:** Interaction effect between levels of organizational climate and role conflict on Personal Effectiveness scores was found to be non-significant (F=.010; p=.921). The pattern of Personal Effectiveness scores was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Self- Upgrading and Extend Activities.: When the interaction between levels of organizational climate and role conflict on Self- Upgrading and Extend Activities scores was analyzed, a non- significant (F=0.925; p=.337) effect was observed. From the mean values it is evident that the pattern of Self- Upgrading and Extend Activities scores was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Table 4.29: Mean Personal Effectiveness, Self-upgrading and Extend Activity Scores of teacher educators with varied levels of organizational climate and role conflict and results of Two-way ANOVA

Organizational climate	Role conflict	Dimensions of P.D.			
		Impact of training on PD		Avenues of P.D.	
		Mean	SD	Mean	SD
Low	Low	13.50	.707	9.00	.000
	Mod	13.84	.824	8.93	.809
	High	13.76	.700	8.67	.730
	Total	13.81	.778	8.85	.778
Mod	Low	14.38	.518	9.38	.744
	Mod	14.11	.678	8.79	.913
	Total	14.12	.674	8.81	.913
High	Low	14.28	.686	9.15	.749
	Total	14.28	.686	9.15	.749
Total	Low	14.27	.675	9.17	.737
	Mod	14.07	.711	8.81	.897
	High	13.76	.700	8.67	.730
	Total	14.09	.710	8.87	.869
F (O.C)		F=2.056; p=.129		F=0.120; p=.887	
F (R.C)		F=0.051; p=.950		F=0.469; p=.626	
Interaction		F=1.161; p=.282		F=0.558; p=.455	

The above table reveals that **Impact of training on P.D.**: In the case of Impact of training on P.D. scores, the interaction effect between levels of organizational climate and role conflict was found to be non-significant (F=1.161; p=.282). The pattern of Impact of training on P.D. was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Avenues of P.D: The interaction effect between levels of organizational climate and role conflict on Avenues of P.D scores was found to be non-significant (F=0.558; p=.455). The pattern of Avenues of P.D scores was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Table 4.30: Mean Suggestion to improve P.D. and General Self-Efficacy scores of teacher educators with varied levels of organizational climate and role conflict and results of One-way ANOVA

Organizational climate	Role conflict	Dimensions of P.D.			
		Suggestion to improve P.D.		General Self-Efficacy	
		Mean	SD	Mean	SD
Low	Low	12.50	.707	16.00	.000
	Mod	15.47	2.252	18.47	1.914
	High	14.14	1.852	17.48	1.861
	Total	14.97	2.219	18.09	1.945
Mod	Low	17.75	1.488	22.38	2.134
	Mod	17.09	1.901	20.06	2.448
	Total	17.11	1.889	20.14	2.470
High	Low	18.11	1.142	22.39	1.584
	Total	18.11	1.142	22.39	1.584
Total	Low	17.92	1.490	22.21	1.934
	Mod	16.82	2.052	19.79	2.437
	High	14.14	1.852	17.48	1.861
	Total	16.88	2.100	20.13	2.588
F (O.C.)		F=12.084; p=.001		F=10.603; p=.001	
F (R.C.)		F= 1.989; p=.138		F= 0.043; p=.958	
Interaction		F= 6.014; p=.015		F= 7.130; p=.008	

The above table reveals that **Suggestion to improve P.D:** In the case of Suggestion to improve P.D the interaction effect between levels of organizational climate and role conflict was found to be significant (F=6.014; p=.015). From the mean values it is evident that teacher educators with moderate role conflict had higher scores with low organizational climate, whereas teacher educators with low role conflict had higher scores on Suggestion to improve P.D with moderate levels of organizational climate.

General self-efficacy: The interaction effect between levels of organizational climate and role conflict on general self-efficacy scores was found to be significant (F=7.130; p=.008). From the mean values it is evident that teacher educators with moderate role conflict had higher scores with low organizational climate, whereas teacher educators with low role conflict had higher scores on general self-efficacy scores with moderate levels of organizational climate.

Table 4.31: Mean Suggestion to improve P.D. and General Self-Efficacy scores of teacher educators with varied levels of organizational climate and role conflict and results of Two-way ANOVA

Organizational climate	Role conflict	Dimensions of P.D.			
		Problems in P.D.		Total P.D.	
		Mean	SD	Mean	SD
Low	Low	9.00	.000	144.00	.000
	Mod	8.67	.769	154.60	.618
	High	8.90	.625	150.62	2.312
	Total	8.75	.720	153.06	2.785
Mod	Low	9.00	.535	164.00	.000
	Mod	8.94	.774	159.95	2.082
	Total	8.94	.767	160.09	2.176
High	Low	9.20	.628	165.95	1.647
	Total	9.20	.628	165.95	1.647
Total	Low	9.17	.609	165.11	3.977
	Mod	8.89	.779	159.05	2.772
	High	8.90	.625	150.62	2.312
	Total	8.95	.746	159.76	4.475
F (O.C)		F=0.213; p=.809		F=165.633; p=.001	
F (R.C)		F=0.697; p=.499		F= 11.162; p=.001	
Interaction		F=0.206; p=.650		F= 93.326; p=.001	

The above table reveals that **Problems in P.D**: When the interaction between levels of organizational climate and role conflict on problems in P.D was analyzed, a non-significant (F=0.206; p=.650) effect was observed. From the mean values it is evident that the pattern of problems in P.D scores was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

Total PD scores: In the case of total P.D scores, the interaction effect between levels of organizational climate and role conflict was found to be significant (F=93.326; p=.001). From the mean values it is evident that teacher educators with moderate role conflict had higher total P.D scores with low organizational climate, whereas teacher educators with low role conflict had higher total scores on P.D with moderate levels of organizational climate.

4.6 OVERVIEW OF TESTED HYPOTHESES

H1: There is no significant relationship between different dimensions of Professional Development and organizational climate among Teacher Educators.

H1 stated as 'There is no significant relationship between different dimensions of Professional Development and organizational climate among Teacher Educators' is rejected as the results clearly revealed that Integration dimension of organizational climate was significantly and positively related to commitment and accountability, suggestions to improve professional development, general self-efficacy, and total professional development scores. Involvement component of organizational climate was significantly and positively related to planning for teaching and learning, commitment and accountability, impact of I.C.T on professional development, self-upgrading and extended activities, and suggestions to improve professional development, general self-efficacy, and total professional development scores. Supervisory dimension of organizational climate was significantly and positively related to suggestions to improve professional development, general self-efficacy, and total professional development scores. Efficiency dimension of organizational climate was significantly and positively related to commitment and accountability, impact of I.C.T on professional development, suggestions to improve professional development, general self-efficacy, and total professional development scores. Clarity of organizational goals was significantly and positively related to personal effectiveness, general self-efficacy, and total professional development scores. Effort dimension of organizational goals was significantly and positively related to planning for teaching and learning, commitment and accountability, impact of academic support on classroom, personal effectiveness, self-upgrading and extended activities, avenues of

professional development, suggestions to improve professional development, general self-efficacy, and total professional development scores. Physical climate dimension of organizational goals was significantly and positively related to suggestions to improve professional development, general self-efficacy, and total professional development scores. Autonomy dimension of organizational goals was significantly and positively related to climate and accountability, impact of training on professional development, avenues of professional development, and total professional development scores. Total organizational climate scores were significantly and positively related to all the dimensions of professional development including and total professional development scores. In organizational climate, effort, involvement, efficiency, integration, supervisory, clarity of organizational goals, physical climate and autonomy variables majorly predicted the professional development of teacher educators to an extent of 98.5%.

The results of the present study are in agreement with the previous studies done earlier. Otrebski (2022) suggests that teachers' perception of the organizational climate is a strong predictor of their job satisfaction and work-related emotions. A positive climate is associated with high satisfaction and good emotions (enthusiasm and comfort) while a negative climate co-occurs with low satisfaction and bad emotions (anxiety and depression). The organizational type of institution (mainstream or special school) does not significantly affect the above predictive attribute of the organizational climate.

It is evident from the analysis that all the 8 dimensions of organizational climate contributed for the professional development of the teacher educators, among them effort, involvement, efficiency and integration were contributing to professional development than other dimensions. School leaders to improve with study, reflection,

practice, and hard work. Their learning supports not only teachers' learning, but students' as well. When leaders know how to engage teachers, support staff, and students in effective learning, the school becomes the centre of learning for all adults and students. If administrators become better leaders and teachers become more effective and apply what they learn so that students achieve at higher levels, professional development is worth the cost (Mizell, 2010).

According to Strong, Fletcher and Villar (2004) professional development yields three levels of results: (a) educators learn new knowledge and skills because of their participation; (b) educators use what they learn to improve teaching and leadership; and (c) student learning and achievement increase because educators use what they learned in professional development. The results of professional development can be accessed through techniques such as surveys, tests, observations, video recordings, and interviews. If administrators become better leaders and teachers become more effective and apply what they learn so that students achieve at higher levels, professional development is worth the cost.

H2: There is no significant relationship between different dimensions of Professional Development and Role-Conflict among Teacher Educators.

H2 stated as '*There is no significant relationship between different dimensions of Professional Development and Role-Conflict among Teacher Educators' is rejected as the results revealed that* Family related conflict dimension of role conflict was significantly and negatively related to commitment and accountability, impact of training on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores. Work related conflict dimension of role conflict was significantly and negatively related to impact of academic support on classroom,

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personal effectiveness, self-upgrading and extended activities, suggestions to improve professional development, general self-efficacy and total professional development score. Professional growth related conflict was significantly and negatively related to impact of I.C.T on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores. Self-conflict was significantly and negatively related to personal effectiveness, self-upgrading and extended activities, avenues of professional development, suggestions to improve professional development, general self-efficacy, problems in professional development and total professional development scores. Health related conflict was significantly and negatively related to suggestions to improve professional development, general self-efficacy, and total professional development scores. Social related conflict was significantly and negatively related to general self-efficacy, and total professional development scores. Total role conflict scores were significantly and negatively related to all the dimensions of professional development including and total professional development scores. Family related conflict, self-conflict, work related conflict, professional growth related conflict, and health related conflict and social related conflict variables majorly predicted the professional development of teacher educators to an extent of 63.9%.

The results of the present study are in agreement with the studies done previously. Ahmed, K. et al. (2014) in his study found that relationship conflict, task conflict and role conflict had significant impact on employees' performance, (b) High correlations among relationship conflict, task conflict and role conflict on teachers' performance were found, (c) There were inverse relationships between relationship and role conflict with employees' performance and a positive correlation was found between task conflict and the employees' performance. Findings of the study by

Chandra (2012) revealed positive and significant relationship between occupational stress and self-emotional management among teachers of private, government and aided B.Ed. colleges. There existed significant positive relationships between occupational stress and role conflict among teachers of private, government and aided B.Ed. colleges. Also, significant relationship between emotional management and role conflict among teachers of private, government and aided B.Ed. colleges was observed. Deka (2019) in her study on primary female teachers are suffering from a lot of academicals, economic, social as well as family related problems, which adversely affect on their professional career along with the quality of student-learning-outcomes; definitely contributed negatively to the prosperity of our nation, because primary education is the backbone of our national development.

In the present study it was clear that role conflict did have negative influence on the professional development of teacher educators. From the study it was found that Family related conflict, self-conflict, work related conflict, professional growth related conflict, and health related conflict and social related conflict variables majorly predicted the professional development. The social, economic, and political developments in the rapidly changing globe are a major cause of the teacher's role conflict. Open dialogue and ongoing study in this area should be conducted, nevertheless, since they might be useful to verify. The time has come for organizational and educational transformation. Every training facility must implement work-life balance policies for its instructors in order to assist them in lowering the level of role conflict and further assisting them in leading a balanced existence. For reducing the level of role conflict, they should be given plenty of opportunity to conduct workshops and seminars, attend conferences, workshops, seminars, and counseling, among other things.

H3: There is no Significant Difference in different dimensions of Professional Development with respect to Gender.

H3 stated as '***There is no Significant Difference in different dimensions of Professional Development with respect to Gender'*** is accepted as the Independent samples test revealed in all the dimensions of professional development and in total scores on professional development, male and female educators did not differ significantly as revealed by Independent samples 't' tests. The test statistics clearly indicated that gender did not have significant influence over individual components and total P.D. scores.

Less research examines the gender specificities of the teaching profession, even though the teacher's role definitely related to gender roles. The high rates of women among the teachers, the probability that they leave or stay are not independent from the teacher's image and the status of the teaching profession. After the 2nd World War the appearance of women as teachers of lower levels of education meant that the kindergarten teacher and the primary teacher's role contained primarily feminine attributes: it emphasizes the importance of personal attachment, concern and caring. The results of the present study are not in agreement with the few studies done earlier. Many researchers examined what makes Teacher Professional Development is effective? The TALIS 2013 (OECD, 2013) listed the features of high-quality T.P.D, which are: content focus; collective participation; active learning; duration (longer term T.P.D programs are more effective) and coherence. There are only a few Anglo-Saxon researchers, who examined the gender specificities of the teaching profession, even though the teacher's role is definitely related to gender roles. The probability that one chooses the teaching career and later leaves or stays is not independent from the teacher's feminine image and the status of

the teaching profession. The results show that the use of diverse teaching methods, following teaching novelties and participation in high-standard further education are more important for women. At the same time, for male teachers the transfer of knowledge and scientific career are more important. We see one of the traditional masculine-feminine dichotomies: knowledge or personality centeredness. This means that academic knowledge, the development of theoretical knowledge appear much more emphatically with men; and intention of getting to know the personal problems of students or the pursuit of equal opportunities with women (Kovac's, 2019).

The teacher's role is complex and incidental; and because it is difficult to describe, the skills needed for the practice of the profession often reflect personality traits that one must be 'born with' (Fónai, 2012).Serin (2015) revealed that female teachers use traditional classroom practices significantly much more than male teachers. Moreover, science teachers who no need any professional development in I.C.T skills had significantly higher mean score on alternative classroom practices than science teachers who high need for professional development in I.C.T skills.

According to Kovacs (2017), male teachers not only intend to leave teaching profession because of the lower income opportunities, but also because they are the ones who prefer the frontal teaching methods, and believe that transfer of academic knowledge is more important than competences. Female and male teachers see the teaching profession different ways. More male teachers have university degree and during their career get university degrees twice more than female teachers. Their spouses have higher degree than spouses of female teachers. The academic content of their subject is more important to them than to female teachers. They take part in less in-service trainings than female teachers and found those training less useful. Female teachers not only take part in more in-service trainings but also require more

interactive methods. They want to use a wide variety of teaching methods and they say that self-reflection is an important part of their profession. More male teachers intend to leave the teaching profession than female teachers, but gender difference almost disappears among the teachers who work in secondary schools. Their image about the teaching profession is more masculine than others. Overall, it seems that the Hungarian in-service teacher trainings don't fit into the Hungarian career model; they do not contribute to one's career. Except for the so called "professional exam" trainings, but the reason is not the content or the methodology of these trainings, only the degree which one can has this way. The TALIS 2013 results show that there are far more subject matter focused T.P.D than curriculum-focused in the most participant countries, although curriculum-focused T.P.D would be more useful. This may suggest that other countries have a similar situation. So it would worth to examine the coordination between career model and in-service trainings.

H4: There is no Significant Difference in different dimensions of Professional Development with respect to teaching Experience.

H4 stated as '*There is no Significant Difference in different dimensions of Professional Development with respect to Teaching Experience* 'is accepted as one-way ANOVA revealed non-significant mean differences between teachers with varied years of teaching experience in their mean scores on individual dimensions and total professional development scores. Teaching experience of the participants did not have significant influence over their professional development either in individual components. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with below 3, 4-6, 7-9 and above years of experience.

The results of the study are not in agreement with the studies done by yang (2020) who investigated the relationship between professional development experience and teacher self-efficacy in the United States, using an international dataset, TALIS: 2013. Based on social cognitive theories and adult learning theories, this research hypothesizes that teacher self-efficacy can be enhanced by learning experience by participating in P.D to analyze the data; Bayesian Hierarchical Linear Modeling is used with a prior distribution derived from the results of analysis of international dataset. This study finds that more P.D experience was significantly associated with an increased teacher self-efficacy, even after controlling for important individual and school-level characteristics. However, these associations do not hold for the most common types of P.D such as courses/workshops and conferences/ seminars. In addition, rural school teachers are more likely to benefits from P.D than teachers in large cities.

Through 20 years of experience in researching and facilitating P.D in the Caribbean and Indonesia, Adey (2004) notes three main lessons learned: 1) changing teacher practice takes time, 2) there is no substitute for human interaction, and 3) one must get into schools if one wants to change what is happening in schools. The experiential approach to P.D encompasses all of these by engaging educators in an experience that is collaborative, reflective, active, and sustained over a period of time. In a study on the effects of experiential professional development, researchers discovered that teachers were more likely to change their practice when they were able to make small changes over time. This methodology allows teachers to observe and collaborate with colleagues, plan and try new strategies with support, and reflect and refine personal practice, thus encouraging genuine change in their practice (Girvan et al., 2016).

Past experiences shape beliefs and practices refers to educators' prior educational experiences and how they influence their beliefs and instructional decisions. Interview and survey data strongly support this theme. When interviewed respondents shared that "For me, when we were told we had to go to T.I.L.T, we probably all just rolled our eyes like there was something else we had to do." Mirroring this thought, survey data demonstrated that only 55% feel that P.D was time well spent. Reinforcing this belief, Teachers Know Best: Teachers' Views on Professional Development (Bill & Melinda Gates Foundation, 2014) 29% of educators are highly satisfied with the current professional development models. Additionally, it was noted that as an administrator one "would set up our 24 hours (for professional development) and we would dictate what we thought you needed. A lot of times it turned into compliance pieces." According to the survey, 58% of participants said they commit to new teaching strategies learned through P.D and 55% make long lasting changes to their teaching practice because of attending a P.D.

A study by Daniel (2021) explored the influence of professional development and teacher experience on teacher motivation. Professional development is crucial to teacher development to improve their skills and pedagogy. The motivation aspect of teacher professional development and experience is a significant psychological factor that has not been concentrated on although it has the potential to enhance teacher performance and student learning. Research question assessed interaction of intrinsic motivation, extrinsic motivation between novice teachers versus experienced teachers who either have or have not attended mandatory professional development training. Quantitative methodology was used with quasi-experimental research design as there was no random assignment to groups. Sample of 206 teachers was drawn from general population of secondary teachers. Data collected from face-to-face questionnaires

were inputted into S.P.S.S. version 23 statistical software and a two-way MANOVA procedure was carried out. The results were statistically insignificant as professional development and teacher experience on teacher motivation did not interact. This indicated that mandatory professional development did not influence teacher motivation, which has multiple explanations. Teachers input in what and how they undergo training could be fundamental in producing greater teacher buy-in and bring desired result of increased teacher motivation from professional development.

H5: There is no Significant Difference in different dimensions of Professional Development with respect to Pedagogic subject taught.

H5 stated as '**There is no Significant Difference in different dimensions of Professional Development with respect to Pedagogic subject taught'** is accepted as the one-way ANOVA revealed non-significant mean differences between teachers teaching different subjects in their mean scores on individual dimensions and total professional development scores. Subjects taught of the participants did not have significant influence over their professional development either in individual components or in total professional development scores. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with humanities, social science, and mathematical science taught. In other words, subjects studied/taught did not have significant influence over individual components and total P.D. scores.

Professional development focused on specific instructional practices increases teachers' use of those practices in the classroom. Furthermore, specific features, such as active learning opportunities, increase the effect of the professional development on teacher's instruction (laura et al, 2002). A review by Postholm (2018) indicates that teachers' learning processes need to be developed if they are to lead to school

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improvement. It is not enough for researchers simply to study learning processes in schools; they must also conduct formative intervention studies. Ultimately, while conducting research on these processes, researchers should provoke and sustain an expansive transformation process led by and owned by practitioners—leaders and teachers in the whole school. Findings suggest that more research is needed to show how outside resource persons, such as researchers, can contribute to school development in collaboration with teachers and school leaders at work.

Tan and Caleon (2016) conducted a case study of a teacher team including four biology teachers from grades 9 to 10 in Singapore. This study focused on the problem-finding phase in development work. According to the researchers, little is known about how teachers "jumpstart" their collaborative processes (p. 128). The researchers in this case were also the facilitators for the teachers under study. School leaders provided the teachers an hour per week to engage in professional development activities. The study extended over a period of 22 weeks. During the first meeting, the researchers gave the teachers an overview of the learning study and an introduction to the notion of a learning object. During the next meeting, the researchers introduced variation theory to serve as a resource for the teachers. The researcher also provided examples of how variation theory has been applied to help teachers craft learning objects in their professional development. The researchers went on to present research literature that could assist the teachers in determining critical aspects of the learning object. Rather than discussing the learning object, subsequent sessions had the teachers engaged with discussion around the curricular flow, because it helped them to crystallize their focus. The study shows that it is important for researchers/facilitators to be sensitive to teachers and to be open to emergences in learning when defining the problem to be worked on.

H6: There is no Significant Difference in different dimensions of Professional Development with respect to type of Institution.

H6 stated as '**There is no Significant Difference in different dimensions of Professional Development with respect to type of Institution'** is rejected for two of the dimensions of P.D - Planning For Tg and Lg and Impact of I.C.T on P.D P.D. H6 is accepted for rest of the dimensions and total P.D scores, as revealed by the Independent samples t-tests. The mean values showed that teacher educators from unaided institutions had higher scores on planning for teaching and learning as well as impact of I.C.T on P.D, than teacher educators from aided institutions.

Private schools are more competitive than government schools when it comes to the professional development of their teachers. They often charge higher fees to students as well, backed by the quality of teachers, so this becomes imperative for them. Therefore, you will be constantly encouraged to participate in training and up skilling. Private schools arrange training sessions for their teachers and motivate them to enroll in training courses at an individual level as well. Government school teachers are usually trained by the D.I.E.Ts (District Institute of Teacher Education), National Council for Teacher Education, and other relevant bodies. One may have to participate in such training sessions that are held periodically. Private school teachers often have access to the latest tools and software to plan their lessons well ahead of time and in an effective manner.

For a long time, lesson planning in government schools was not a well-thought-out procedure. It was also a manual process. However, with the increased importance of improving the quality of education throughout the country, government school teachers are now using technological solutions to plan lessons.

H7: There is no Significant Influence of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development.

H7 stated as ***'There is no Significant Influence of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development'*** is rejected for individual dimensions of professional development of commitment and accountability, suggestions to improve P.D, general self-efficacy, and for total P.D scores. H7 is accepted for individual dimensions of P.D -Planning For Teaching and Learning, Impact of Academic Support on class room, Impact of I.C.T on P.D., Personal Effectiveness, Self-Upgrading and Extend Act, Impact of training on P.D, Avenues of P.D and problems in P.D The pattern of scores in the dimensions of Planning For Teaching and Learning, Impact of Academic Support on class room, Impact of I.C.T on P.D., Personal Effectiveness, Self- Upgrading and Extend Act, Impact of training on P.D, Avenues Of P.D and problems in P.D was found to be similar for educators with low, moderate and high levels of role conflict was the same under different levels of organizational climate.

In the case of commitment and accountability dimensions scores, teacher educators with moderate and high role conflict had higher scores with low organizational climate, whereas teacher educators with low role conflict had higher planning and learning scores with moderate levels of organizational climate. While analyzing the interaction between O.C and R.C on Suggestion to improve P.D, it was found that teacher educators with moderate role conflict had higher scores with low organizational climate, whereas teacher educators with low role conflict had higher scores on Suggestion to improve P.D with moderate levels of organizational climate. In general self-efficacy we find that teacher educators with moderate role conflict had

higher scores with low organizational climate, whereas teacher educators with low role conflict had higher scores on general self-efficacy scores with moderate levels of organizational climate. In the case of total P.D scores, that teacher educator with moderate role conflict had higher total P.D scores with low organizational climate, whereas teacher educators with low role conflict had higher total scores on P.D with moderate levels of organizational climate.

CHAPTER –V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

Education plays a very important role in the development of a child's personality. It plays a critical role in building human capabilities and accelerates economic growth through knowledge, skill and creative strength of society. It can be said that a man is not human being until he is educated. Education plays a vital role in the development and growth of human being which in turn make the progress of the human society. For the purpose of achieving a better and higher quality of life, it is the process of human enlightenment and empowerment. To impart the quality education the society needs such teachers who are emotionally stable, have positive attitude towards teaching and are equipped with necessary knowledge, teaching skills and competency.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

The importance of education in nation-building cannot be neglected. But it plays a key role when there is quality. The most important question for education in the present age is how to bring quality to education and what are the responsible factors that can lead to quality in education. Different views have been put forward in this regard. "The quality of a nation depends upon the quality of its citizens; the quality of its citizens depends upon the quality of their education, and the quality of their education depends more than upon any single factor, upon the quality of their teacher," the American Commission on Teacher Education stated. Teacher Education and Total Quality Management (TQM), Chauhan and Sharma, 2015 Here, they arised one question what are the responsible factors that can lead to quality in teacher

educators. Different views have been put forward in this regard also. The National Curriculum Framework for Teacher Education (NCFTE-2009) said that "The quality of education depends on the quality of teachers and the quality of teachers directly depends on the quality of teacher educators". The quality of teaching depends in large part on the quality of the teachers," wrote Turney and Wright in 1990. The quality of the teachers depends in large part upon the quality of their professional education; the quality of teacher education depends in large measure on the quality of those who provide it, namely the teacher educators" (Qureshi, 2016). It is universally accepted that teacher educators are usually considered as having a significant impact on improving educational efficiency and effectiveness. But teacher educators can only play their role effectively when they upgrade their knowledge continuously. Continuous learning and professional development are mandatory for any profession to meet modern global needs. By knowing the significant role of teacher educators and the positive impact of their professional development in the education system, the researcher intended to study the status of professional development (such as 'Opportunities for professional development, 'Nature of interaction among teacher educators', 'Encouragement for participation, 'Frequency of participation, and 'Perceived need for professional development) at the grass-root level in different institutions. Also, the researcher wanted to examine challenges faced by teacher educators such as 'institutional challenges', 'personal challenges', and 'challenges from the nature of the works'. It is important to understand the current status of the professional development of the teacher educators along with identifying the various problems faced by them for better improvement. Because after knowing the current situation through proper research and study, the recommendations and suggestions

can be provided to educators, management, and policymakers for a better status of professional development by overcoming the existing challenges.

The review of the related literature showed that the research on the professional development of the teacher educators was found to be limited over the past ten years. In addition, no study was found which simultaneously conducted to discover the current status of professional development for teacher educators and the challenges faced by them. Also, no study was found which is conducted as a comparative study of professional development for teacher educators in, government-aided and unaided B.Ed. College, and rarely is there any research that covers all of these aspects. Therefore, the researchers selected the current study to fill these gaps. It would bring quality to the teacher education system and professionalism to the personality of the teacher educators of, government-aided and un-aided colleges. The government, management, and policymakers can take action by implementing new proposals based on the findings and recommendations of research in this way status of professional development can be improved as a result. This will enhance teacher educator quality and have a favorable impact on the educational system as a whole.

5.3 STATEMENT OF THE PROBLEM

The statement of the problem of present study is, "**Effect of Organizational Climate and Role-Conflict on Professional Development of Teacher Educators in Mysore University and Bangalore Universities of Karnataka State.**"

5.4 OPERATIONAL DEFINITIONS

Organizational Climate: Organizational Climate is a set of measurable properties of work environment, based on the collective perceptions of people who work in environment and demonstrated to influence their motivation and behavior. More simply put, climate is people's perceptions of corporate environment: what it

feels to work in a place. To ignite employees' motivation and sense of ownership, managers must understand and apply a framework, feedback, and some tools for reaping advantages of a positive organizational climate (Litwin and Stringer, 1968).

Role conflict: Role conflict is defined as the expectation towards varying roles that an individual has meaning when the given roles are conducted at the same time, or even when the conduct of one role, prevents the conduct of the other role. It takes place when different people have different expectations from a person performing a particular role. Conflict among the roles begins because of the human desire to reach success, and because of the pressure put on an individual by two imposing and incompatible demands competing against each other. When a person holds two or more positions at once, there may be a role conflict if one position's requirements are incompatible with another's.

Professional Development: Professional development is crucial in providing continual updates on effective teaching practices, tools and technology, and providing support in areas of need or interest. Professional development approach through a workshop style presentation has proven ineffective in meeting the needs of teachers (McLeskey and Waldron, 2002b; Rebora, 2008). Education is dynamic, it is always changing. Teachers must continue to progress professionally to do justice to their profession in light of these changes. Educational ideas that were considered useful twenty years ago may not be considered useful today. Therefore, a teacher must receive new training and stay in touch with the latest trends, issues, and new techniques of education. At the same time, we need to keep up-to-date with the latest developments as Rabindranath Tagore stated "a teacher cannot teach anyone unless he is learning on his own, certainly, one lamp can never light another until it has burned its flame, and thus a true teacher is a student all his life". (Mondal, 2019).

5.5 OBJECTIVES OF THE STUDY

1. To measure and analyse the Levels of Professional Development, Organizational climate and Role conflict among Teacher Educators.

2. To Study the relationship between Professional Development and its Dimensions with Organizational Climate and Role-Conflict among Teacher Educators.

3. To Study the Significant Difference in Professional Development and its Dimensions with respect to demographic variables viz., Gender, Teaching Experience, Pedagogic subject taught, and type of Institutions.

4. To Study the Significant Difference in organizational Climate and Role-Conflict with respect to demographic variables via, Gender, Teaching Experience, Pedagogic subject taught, and type of Institutions.

5. To Study the Influence of Interaction between levels of Organizational Climate and Role-Conflict on Professional Development and its Dimensions.

6. To study the significant contribution of predictor variables (Organizational Climate and Role-Conflict) in predicating the criterion variable (Professional Development and its Dimensions) of Teacher educators.

5.6 HYPOTHESES OF THE STUDY

1. There is no significant relationship between different dimensions of Professional Development and organizational climate among Teacher Educators.

2. There is no significant relationship between different dimensions of Professional Development and Role-Conflict among Teacher Educators.

3. There is no Significant Difference in different dimensions of Professional Development with respect to Gender.

4. There is no Significant Difference in different dimensions of Professional Development with respect to Teaching Experience.

5. There is no Significant Difference in different dimensions of Professional Development with respect to type of institution.

6. There is no Significant Difference in different dimensions of Professional Development with respect to Pedagogic subject taught.

7. There is no Significant Influence of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development.

8. There is no significant contribution of predictor variables (Organizational Climate and Role-conflict) in predicting the criterion variable (Dimensions of Professional Development) of Teacher Educators.

5.7 VARIABLES FOR THE STUDY

Independent Variables

Organizational Climate

Role-Conflict

Dependent Variable

Professional Development

Moderate Variable

Gender (Male and female)

Teaching Experience (below 3 years, 4-6 years, 7-9 years, 10 years and above)

Type of Institutions (Aided and Unaided)

Pedagogic Subject Taught (Humanities, Social Science, Science and Mathematical Science).

5.8 POPULATION AND SAMPLE OF THE STUDY

The population for the present study was 116 B.Ed. colleges, All teacher educators employed by Government Aided and Private B.Ed Colleges of Bangalore and Mysore Universities. The target population was that population from which the researcher liked to draw inferences. The sample comprised of 360 teachers including

assistant professors, associate professors, and professors. This was the sample which was actually surveyed (Sample for the Final Survey). To gather information/data for the research purpose researcher used convenience sampling methods (random sampling methods).

5.9 TOOLS USED FOR THE STUDY

Self-Developed Tool

A) Role Conflict Scale for Teacher Educators

B) Organizational Climate Scale for Teacher Educators

C) Professional Development Scale for Teacher Educators

5.10 STATISTICAL TECHNIQUES USED FOR THE STUDY

Mean standard deviation, frequency and percent. Inferential statistics included product moment correlations, Independent samples t-tests, One-way ANOVA, Two-way ANOVA, and step-wise multiple regression. The analysis was done through S.P.S.S. for windows version 25.

5.11 PROCEDURE OF THE STUDY

The study was carried out systematically in different stages. In the initial phase of the study, various procedures were used to design and standardize the scale, including planning and preparation, try-outs, and the final form of the scale.

Planning and Preparation of the Tool

The current scale was designed to compose statements in English and was given to teacher educators in B.Ed. colleges affiliated with the Universities of Bangalore and Mysore. The scale was of the Likert kind, meaning that responses were stated in terms of one of the following five categories: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The current scale was designed to compose statements in English and was given to teacher educators in

B.Ed. colleges affiliated with the Universities of Bangalore and Mysore. The scale was of the Likert kind, meaning that responses were stated in terms of one of the following five categories.

Try-Out

The scales for Professional Development, Role Conflict, and Organizational Climate will each have things listed under them. Items were initially written for the complete scales (in English translations). For additional evaluation, these items were given to experts in the domains of education, psychology, sociology, and language. Experts and academics unanimously agreed on the items to keep for the final trial tool.

Final Form of the Scale

A randomly chosen sample of 40 teacher educators (male and female) from the B.Ed colleges of Bangalore and Mysore Universities were given the scale. Following item analysis, some items were eliminated while others were kept. All of the items were eliminated because they didn't seem to be significant.

Administration of the Final Scales

Data collection was done through primary sources. The primary data were collected by the researcher afresh through questionnaires for the first time, in the present study, primary source data were obtained by administering the questionnaires personally by the investigator. It was found that administering the questionnaire personally gave the investigator an opportunity to literally visit all the colleges under study, establish rapport with the respondents, explained the purpose of the study, and also gave the investigator an opportunity to answer to all doubts of the respondents.

The researcher administered three scales for collecting the desirable set of information from the selected sample of study. This was Role Conflict, Professional Development, and organizational climate. Before administration of the tool, the respondent was made aware about the purpose of study. They were requested to be free, frank, honest and sincere in answering the test items. After collecting the desirable data, the test items were scored very carefully with the help of respective scoring keys.

5.12 MAJOR FINDINGS OF THE STUDY

Relationship between Different Dimensions of Professional Development and Organizational Climate

- Integration dimension of organizational climate was significantly and positively related to commitment and accountability, suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Involvement component of organizational climate was significantly and positively related to planning for teaching and learning, commitment and accountability, impact of I.C.T on professional development, self-upgrading and extended activities, and suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Supervisory dimension of organizational climate was significantly and positively related to suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Efficiency dimension of organizational climate was significantly and positively related to commitment and accountability, impact of I.C.T on professional development, suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Clarity of organizational goals was significantly and positively related to personal effectiveness, general self-efficacy, and total professional development scores.

- Effort dimension of organizational climate was significantly and positively related to planning for teaching and learning, commitment and accountability, impact of academic support on classroom, personal effectiveness, self-upgrading and extended activities, avenues of professional development, suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Physical climate dimension of organizational climate was significantly and positively related to suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Autonomy dimension of organizational climate was significantly and positively related to commitment and accountability, impact of training on professional development, avenues of professional development, and total professional development scores.

- Total organizational climate scores were significantly and positively related to all the dimensions of professional development including and total professional development scores.

Relationship between Different Dimensions of Professional Development and Role-Conflict

- Family related conflict dimension of role conflict was significantly and negatively related to commitment and accountability, impact of training on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores.

- Work related conflict dimension of role conflict was significantly and negatively related to impact of academic support on classroom, personal effectiveness, self-upgrading and extended activities, suggestions to improve professional development, general self-efficacy and total professional development score.

- Professional growth related conflict was significantly and negatively related to impact of I.C.T on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores.

- Self-conflict was significantly and negatively related to personal effectiveness, self -upgrading and extended activities, avenues of professional development, suggestions to improve professional development, general self-efficacy, problems in professional development and total professional development scores.

- Health related conflict was significantly and negatively related to suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Social related conflict was significantly and negatively related to general self-efficacy, and total professional development scores.

- Total role conflict scores were significantly and negatively related to all the dimensions of professional development including and total professional development scores.

Influence of Gender, Teaching Experience, Pedagogic Subject Taught and Type of Institution on Professional Development

- Male and female teacher educators did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

- Teacher educators with varied years of experience did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

- Teacher educators teaching various pedagogic subjects did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

- Teacher educators teaching in different type of institution did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

Interaction between Levels of Organizational Climate and Role-Conflict on Professional Development

- Most of the interaction effects between organizational climate and role conflict on professional development were found to be non-significant, except few.

- Teacher educators with high organizational climate and low role conflict had maximum scores on commitment and accountability of professional development, and those with low organizational climate and low role conflict had least scores in commitment and accountability.

- Teacher educators with high organizational climate and low role conflict had maximum scores on suggestions to improve professional development of professional development, and those with low organizational climate and low role conflict had least scores in suggestions to improve professional development.

- Teacher educators with low role conflict and low organizational climate had least scores on general self-efficacy, those with high organizational climate and low role conflict had maximum scores.

- Teacher educators with high organizational climate and low role conflict had maximum scores on total professional development scores, and those with low organizational climate and low role conflict had least scores in total professional development scores.

Contribution of Predictor Variables (Organizational Climate and Role-Conflict) in Predicating the Criterion Variable (Dimensions of Professional Development)

- Family related conflict, self-conflict, work related conflict, professional growth related conflict, health related conflict and social related conflict variables majorly predicted the professional development of teacher educators to an extent of 63.9%.

- In organizational climate effort, involvement, efficiency, integration, supervisory, clarity of organizational goals, physical climate and autonomy variables majorly predicted professional development of teacher educators to an extent of 98.5%.

- When both organizational climate dimensions and role conflict dimensions are regressed on professional development scores, it was found that effort (OC6), involvement (OC2), efficiency (OC4), integration (OC1), supervisory (OC3), clarity of organizational goals (OC5), physical climate (OC7), autonomy (OC8) and health related conflict (RC) majorly predicted the professional development of teacher educators to an extent of 98.5%.

5.13 DISCUSSION AND CONCLUSION

The results are discussed below based on the analysis and interpretation of the data.

1. **Effect of different dimensions of organizational climate on different dimensions of Professional Development among Teacher Educators**

   The findings of the present study revealed that the total organizational climate scores were significantly and positively related to all the dimensions of professional development including and total professional development scores. In organizational climate, effort, involvement, efficiency, integration, supervisory, clarity of organizational goals, physical climate and autonomy variables majorly predicted the professional development of teacher educators to an extent of 98.5%.

2. **Effect of different dimensions of Role conflict on different dimensions of Professional Development among Teacher Educators**

   The results revealed that total role conflict scores were significantly and negatively related to all the dimensions of professional development including and total professional development scores. Family related conflict, self-conflict, work related conflict, professional growth related conflict, health related conflict and social related conflict variables majorly predicted the professional development of teacher educators to an extent of 63.9%.

3. **Effect of different demographic variables on Professional Development among Teacher Educators**

   As the Independent samples test revealed in all the dimensions of professional development and in total scores on professional development, male and female educators did not differ significantly as revealed by Independent samples't' tests. The

test statistics clearly indicated that gender did not have significant influence over individual components and total P.D scores.

As one-way ANOVA revealed non-significant mean differences between teachers with varied years of teaching experience in their mean scores on individual dimensions and total professional development scores. **Teaching experience** of the participants did not have significant influence over their professional development either in individual components. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with below 3, 4-6, 7-9 and above years of experience.

As the one-way ANOVA revealed non-significant mean differences between teachers teaching different subjects in their mean scores on individual dimensions and total professional development scores. **Subjects taught** of the participants did not have significant influence over their professional development either in individual components or in total professional development scores. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with humanities, social science, and mathematical science taught. In other words, subjects studied/taught did not have significant influence over individual components and total P.D. scores.

As revealed by the Independent samples t tests The mean values showed that teacher educators from **unaided institutions** had higher scores on planning for teaching and learning as well as impact of I.C.T on P.D, than teacher educators from **aided institutions** when compare to rest of the dimensions and total P.D. scores.

4. **Effect of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development**

While analyzing the interaction between **Organizational Climate** and **Role-Conflict** on levels of Professional Development' it was found that In the case of total **P.D. scores,** that teacher educator with moderate role conflict had higher total P.D scores with low organizational climate, whereas teacher educators with low role conflict had higher total scores on P.D with moderate levels of organizational climate.

The purpose of teacher education is to produce teachers who have professional competencies. Professional development for a teacher is necessary as new teaching skills and techniques and methods are continually being updated and changed. Teacher always has the potential to progress and refine their teaching skills.

The quality of education and the standards of achievement are inseparably interrelated with the quality of the teacher educators. One's attitude directs their behaviors. A cheerful attitude makes the work easier, more satisfying, and more rewarding professionally. A bad attitude makes the work more difficult, boring, and unpleasant. It is very essential to create good organizational climate in the institution to promote quality of teacher education. And also it is very essential to develop right attitude, knowledge and mental health among teacher educators to maintain good environment in the teacher education institution.

5.14 EDUCATIONAL IMPLICATIONS OF THE STUDY

For Organization Authorities

1) The organization authorities should take part in the professional development of teacher educators by providing motivational inputs to every teacher educator.

2) Provide professional development opportunities for teacher educators in terms of seminars, workshop, Conferences, trainings, this will help to enhance their skills and knowledge and prepare them for effective teacher educators.

3) Establish clear evaluation criteria for the teacher educators to ensure that teacher educators are meeting the aims and objectives of organization.

4) Develop a teacher educator development professional year plan for your own teacher education institution.

5) An institution or organizations provide support to staff enrolled in further education or qualification programs.

6) Following regulations and guidelines developed by quality assurance policy-makers.

7) It is very important for educational institution administrators to understand the constant need of faculty for professional development and self-improvement.

8) Administrators need to evaluate their professional development programs and align them with faculty needs, institutional goals, and the community needs in order to further develop.

For Teacher Educators

1) By implementing effective use of information and communication technology during teaching, teacher educators can enhance class room instruction and facilitate student learning.

2) Develop a plan for teaching and learning that includes aims and objectives, learning outcomes and requirements for teacher training programmes.

3) By involving in the extension programmes conducted by the educational agencies teacher educators can gain variety of experiences it will help teacher educators to well prepare for challenges of teaching.

4) Teacher educators can update themselves by indulging in dynamic reading, browsing online, consulting experts in different fields.

5) Teacher educators can participate in a number of short term courses for professional development purposes. They can gain enough knowledge and skills to act as experts in quality assurance.

6) Educators need new skills and knowledge to capitalize on new priorities.

For Policy Makers

1) Ensure the quality that teacher educators receive high quality supervision from the organization authorities during their service.

2) By improving the quality of the organizational climate teacher educators can become more effective in preparing prospective teachers quality of teaching for their future carriers.

3) Providing trainings like yoga, meditation, counseling, guidance, Teacher educators can overcome from conflict which hampers teacher professional development.

4) Policy makers should ensure that adequate resources are available to the teacher educators during their service.

5) Designing and implementing quality assurance activities at the institutional level.

6) Supporting higher education institutions to implement quality assurance activities.

7) Supervising quality assurance policy-making procedure.

8) Evaluations of policies implemented.

9) Policy makers continue to encourage and support professional development programs.

5.15 SUGGESTIONS FOR FURTHER STUDY

Each and every piece of study, no matter what the field, has its own restrictions. Therefore, no research is finished on its own. The Researcher limited his investigation because of time and resource constraints, which prevented him from

addressing all the components of the problem that were taken into account. Therefore, a few ideas for additional Researches based on the experience of the present study are presented below.

➢ In the present study, the sample is delimited to B.Ed. Teacher Educators of Bangalore and Mysore universities that can be extended to M.Ed. training institutions and Teachers working in schools and colleges.

➢ A comparative study of the administration and management of government and Private Teachers Education institutions in other universities of Karnataka.

➢ Study of Organizational climate of teacher educators in relation to other variables like job satisfaction, job burnout, etc.

➢ A comparative study on occupational stress among B.Ed. college teachers and general college teachers can be undertaken in relation to role conflict.

➢ Variables like income, education, and workload can be studied in relation to Role conflict.

➢ Role conflict of teacher educators in relation to job satisfaction.

➢ Occupational stress of teacher educators in relation to stress management.

➢ Further research may be undertaken with a large sample covering all the Universities of Karnataka state.

➢ Present study could be repeated on primary, secondary or university teachers, so that it may be possible to compare the results and observe the differences in the professional commitment, frustration tolerance and role conflict of the teachers in relation to certain demographic variables.

➢ A comparative study could be done to find out the difference in the professional development, organizational climate and role conflict of male and female teachers belonging to different caste categories.

➢ The teachers teaching in Kannada and English medium in Teachers education institutions may be compared with regard to their professional commitment, and role conflict in further study.

➢ This type of study could be done on the teachers teaching special children.

➢ The present study was conducted only on two universities similar studies applied to the more number of universities.

➢ Research studies may be carried out to identify different variables which may affect the professional development of teacher educators.

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APPENDIX – I

ORGANIZATIONAL CLIMATE SCALE
FOR TEACHER EDUCATORS

Please fill up the following   Date:

Name   :

Name of the Institution   :

Address of the Institution   :

Type of the Institution   : Government/Aided/Private

Gender   :

Subject stream   :

Teaching experience   :

Directions

Following are the statements related to organizational climate of teacher educators. There are 38 statements which are distributed over eight dimensions. They are Autonomy, Integration, Involvement, Supervisory, Efficiency, Clarity of Organizational goal, Effort, Physical climate. Each statement has five alternative responses namely; Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). Kindly go through all the statements carefully and indicate your answer by putting a tick mark against the alternative which best applies to you. Please note that you have to mark only one response for each statement. There are no right or wrong answers in your responses therefore you are quite free to express. Please do co-operate and answer frankly. Your responses will be kept confidential.

ORGANIZATIONAL CLIMATE SCALE FOR TEACHER EDUCATORS

Sl. No.	Statements	SA	A	U	D	SD
1.	I believe that there is harmony among staff members.					
2.	I feel happy when Principal allows us to give individual opinions on academic tasks					
3.	It seems appropriate to me that Our principal uses constructive criticism on our mistakes.					
4.	There is an adequate means of appraising my performance in our organization					
5.	I am completely familiar with the mission, vision, and values of our institution					
6.	I feel My work load is appropriate.					
7.	I like the quality of teachers expressing their opinions freely with others.					
8.	Our organization conducts and supervises orientation and seminar programmes on time to time.					
9.	For my efforts and creative work our organization adequately rewards me.					
10.	I have an opportunity to see my individual appraisal report and discuss with the principal.					
11.	I feel good when Senior teachers encourage the good work of the juniors.					
12.	The student teachers have access to outdoor games and indoor games in our institution.					
13.	I believe that principal focuses on the personal welfare of teachers.					
14.	I would Like to work with my colleagues enthusiastically.					
15.	Our principal solves conflicts between the teachers in our college.					
16.	I believe there is ample opportunity to work in this institution until I retire.					
17.	I employ ICT application to provide quality training to teacher trainees.					
18.	Principal's responsibilities are well defined					
19.	I feel Management treats everyone in our institution fairly and equally.					

Sl. No.	Statements	SA	A	U	D	SD
20.	I feel that some teachers don't show their interest towards their subject.					
21.	Our organization provides adequate opportunity to organize the inter college activities.					
22.	I try to increase my efficiency in my teaching profession with little resource which I have.					
23.	As I know Career development is taken seriously in this Institution.					
24.	Teachers must have the knowledge and skills to use the new digital tools and resource to help the students.					
25.	I have the opportunity to do the best in my profession.					
26.	As for as I am aware there is good rapport between the management and the employees.					
27.	My colleagues are eager to discuss subject issues with me.					
28.	I think Excessive rules and contradictory administration are obstacles for new and creative ideas.					
29.	As I know our college is functioning effectively and efficiently.					
30.	I have a lot of opportunities for creative work in my profession.					
31.	I think there should be no lack of communication between teachers and principal in college.					
32.	I feel this organization is characterized by an easy and relaxed work environment.					
33.	I want to keep a good relationship with colleagues at all times in college.					
34.	I feel in this organization people are rewarded with proportion to the excellence of their job performance.					
35.	I feel a strong sense of job satisfaction					
36.	I am proud to be a part of this institution.					
37.	As for I know My relationship with my principal is cordial					
38.	The principal appreciates me whenever I solve the problems.					

Sub scales of OC with their items in Serial Numbers

Sl.No.	Sub scales of OC	Sl.No. of OC	No. of questions
1	Integration	1,7,19,26,31,33,36,37,38	9
2	Involvement	2,14,20,27	4
3	Supervisory	3,8,15,21,28	5
4	Efficiency	4,9,22	3
5	Clarity of organizational goals	5,10,16,23,29,32,34	7
6	Effort	6,11,30	3
7	Physical climate	12,17,24	3
8	Autonomy	13,18,25,35	4
Total			38

APPENDIX – II

ROLE CONFLICT SCALE FOR TEACHER EDUCATORS

Directions

Following are the statements related to role conflict. There are 21 statements which are distributed over six dimensions. They are Family related conflict, Work related conflict, professional growth related conflicts, self-conflicts, Health related conflicts and Social related conflicts. Each statement has five alternative responses namely, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). Kindly go through all the statements carefully and indicate your answer by putting a tick mark against the alternative which best applies to you. Please note that you have to mark only one response for each statement. There are no right or wrong answers in your responses therefore you are quite free to express. Please do cooperate and answer frankly. Your responses will be kept confidential.

ROLE CONFLICT SCALE FOR TEACHER EDUCATORS

Sl. No.	Statements	SA	A	U	D	SD
1.	I feel helpless because of my work load; I am unable to attend my children's parents' teacher meeting in school.					
2.	I am unable to devote more time on research work due to additional responsibilities assigned by the head of the institution.					
3.	With my hectic work schedule in college I am unable to focus on the health					
4.	It becomes hard to maintain good linkage with various socio-cultural and informational agencies due to my busy schedule in college					
5.	Extra work load of college makes me unable to concentrate on my further studies.					
6.	I think it is the time to face problems with wife/husband/children when undertaking self study at home to improve professional development					
7.	I Don't get time to read books or journals in the library due to additional work in teachers training college.					
8.	I remain tired physically and mentally due to heavy work load of college.					
9.	I get emotionally disturbed when my colleagues interfere in my work.					
10.	I have to change my plans of going out with my family members due to my work priorities.					
11.	I want to help those students who are in distress but I don't have time because of college work.					
12.	I have to perform multiple roles in college which increases stress.					
13.	I am unable to attend workshops, seminars and conferences regularly due to additional work assigned by the institution authorities.					
14.	I think there is a situation in college where multiple roles have to be played under pressure.					
15.	I have a desire to help the needy student of society but I am unable to do so due to family obligations.					
16.	I find difficulty to be available to my family in need because of my work responsibilities or time issues.					
17.	I find it difficult to perform the duty satisfactorily from more work at teacher training college.					
18.	I find little time from my work to keep myself updated on the latest development in my discipline.					
19.	I feel, I need time for personal relaxation and leisure amidst a busy schedule.					
20.	I am unable to do my work enthusiastically in college when my child is unhealthy.					
21.	I am unable to participate actively in the social activities due to my engagement in work.					

Sub scales of RC with their items in Serial Numbers

Sl.No.	Sub scales of RC	Sl.No. of RC	No. of questions
1	Family Related Conflict	1,6,10,16	4
2	Work Related Conflict	14,17	2
3	Professional Growth related Conflict	2,9,5,7	4
4	Self Conflict	13,18,19	3
5	Health Related Conflict	3,8,12,20	4
6	Social Related Conflict	4,11,15,21	4
	Total		21

APPENDIX – III

PROFESSIONAL DEVELOPMENT SCALE
FOR TEACHER EDUCATORS

Directions

Following are the statements related to Professional development of teacher educators. There are 36 statements which are distributed over eleven dimensions. They are: Planning for teaching learning, Commitment and Accountability, Impact of support on the class room, Impact of ICT on professional development, personal effectiveness, Self upgrading and Extended activities, Impact of training on professional development, Avenues for professional development, Suggestion to improve professional development, General self efficacy, Problems in professional Development. Each statement has five alternative responses namely, strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). Kindly go through all the statements carefully and indicate your answer by putting a tick mark against the alternative which best applies to you. Please note that you have to mark only one response for each statement. There are no right or wrong answers in your responses therefore you are quite free to express. Please do co-operate and answer frankly. Your responses will be kept confidential.

PROFESSIONAL DEVELOPMENT SCALE FOR TEACHER EDUCATORS

Sl. No.	Statements	SA	A	U	D	SD
1.	I prepare lesson plan and TLM before its delivery.					
2.	I encourage teacher trainees to participate in various co-curricular activities organized in the college for their all-round development.					
3.	Digital and Internet-based multimedia transforms the present trend in the field.					
4.	I update myself with new innovations in teaching learning process.					
5.	I attend training programmes for improving teaching skills organized by different organizations.					
6.	I feel that mutual exchange of experiences increases content knowledge.					
7.	I feel skills are needed in the 21st century educational system.					
8.	I try to develop, the skills of educational planning and classroom management through my teaching and training methods among teacher trainees.					
9.	I like to teach according to the learning styles of the students.					
10.	I feel Freedom and autonomy are essential for the spread of new ideas.					
11.	I feel ICT has become an important and integral part of the curriculum of teacher education.					
12.	I try to identify and remove the learning and training difficulties of teacher-trainees.					
13.	I keep on writing articles for various research journals and magazines.					
14.	I feel meeting of new people with new ideas increases self-confidence.					
15.	I feel that seminars, Webinars, workshops Symposium, Trainings, are also helpful in my professional development.					
16.	I participate willingly in the programmes conducted by NCERT/NCTE.					
17.	I try to develop duty consciousness among teacher trainees through my actions and activities in college.					
18.	I prepare a practicable working plan before the start of academic session to impart appropriate training to student-teachers.					

Sl. No.	Statements	SA	A	U	D	SD
19.	I spend extra hours after college to complete my work.					
20.	In-service or extension programmes are helpful for the diffusion of modifications.					
21.	I feel confident about searching for information on the web using database.					
22.	I like to Participate in extension, co-curricular and extracurricular activities including community bonding.					
23.	I like professional meetings which help to acquire new techniques of teaching.					
24.	I have widened my knowledge through distance education.					
25.	I see to it that my personal problems do not affect my capabilities of imparting training as a teacher educator.					
26.	I feel that every teachers need knowledge of education policies.					
27.	I suggest the teacher trainees to refer reference books along with textbooks.					
28.	I think lack of information on activities to teach will have a negative impact on professional development.					
29.	I would like to make Learning permanent in the students by inspiring practical learning.					
30.	I feel that I am still a student in the field of teacher education who needs additional learning experiences.					
31.	According to me the quality of school education depends largely on teacher educators.					
32.	I inform teacher trainees regarding employment news and opportunities available in the educational institutions.					
33.	The dissatisfaction of the Governing body feels like, it affects professional developments.					
34.	Professional development is aligned with my teaching goals.					
35.	I feel research knowledge is must in teaching profession.					
36.	I try to identify and remove my shortcomings as a teacher educator.					

Sub scales of PD with their items in Serial Numbers

Sl. No.	Sub scales of PD	Sl.No. of PD	No. of questions
1	Planning for Teaching and Learning	1,8,18	3
2	Commitment and accountability	2,9,19,29,34	5
3	Impact of Academic support on classroom	10,20	2
4	Impact of ICT on Professional Development	3,11,21	3
5	Personal Effectiveness	4,12,30,35	4
6	Self Upgrading and Extend Activities	5,13,22	3
7	Impact of training on Professional Development	6,14,23	3
8	Avenues of Professional Development	15,24	2
9	Suggestion to improve Professional Development	7,16,25,31	4
10	General Self Efficacy	17,26,27,32,36	5
11	Problems in Professional Development	28,33	2
	Total		36

"EFFECT OF ORGANIZATIONAL CLIMATE AND ROLE-CONFLICT ON PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS"

Thesis submitted to the Kuvempu University for the degree of

DOCTOR OF PHILOSOPHY

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CHAPTER –V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

Education plays a very important role in the development of a child's personality. It plays a critical role in building human capabilities and accelerates economic growth through knowledge, skill and creative strength of society. It can be said that a man is not human being until he is educated. Education plays a vital role in the development and growth of human being which in turn make the progress of the human society. For the purpose of achieving a better and higher quality of life, it is the process of human enlightenment and empowerment. To impart the quality education the society needs such teachers who are emotionally stable, have positive attitude towards teaching and are equipped with necessary knowledge, teaching skills and competency.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

The importance of education in nation-building cannot be neglected. But it plays a key role when there is quality. The most important question for education in the present age is how to bring quality to education and what are the responsible factors that can lead to quality in education. Different views have been put forward in this regard. "The quality of a nation depends upon the quality of its citizens; the quality of its citizens depends upon the quality of their education, and the quality of their education depends more than upon any single factor, upon the quality of their teacher," the American Commission on Teacher Education stated. Teacher Education and Total Quality Management (TQM), Chauhan and Sharma, 2015 Here, they arised one question what are the responsible factors that can lead to quality in teacher

educators. Different views have been put forward in this regard also. The National Curriculum Framework for Teacher Education (NCFTE-2009) said that "The quality of education depends on the quality of teachers and the quality of teachers directly depends on the quality of teacher educators". The quality of teaching depends in large part on the quality of the teachers," wrote Turney and Wright in 1990. The quality of the teachers depends in large part upon the quality of their professional education; the quality of teacher education depends in large measure on the quality of those who provide it, namely the teacher educators" (Qureshi, 2016). It is universally accepted that teacher educators are usually considered as having a significant impact on improving educational efficiency and effectiveness. But teacher educators can only play their role effectively when they upgrade their knowledge continuously. Continuous learning and professional development are mandatory for any profession to meet modern global needs. By knowing the significant role of teacher educators and the positive impact of their professional development in the education system, the researcher intended to study the status of professional development (such as 'Opportunities for professional development, 'Nature of interaction among teacher educators', 'Encouragement for participation, 'Frequency of participation, and 'Perceived need for professional development) at the grass-root level in different institutions. Also, the researcher wanted to examine challenges faced by teacher educators such as 'institutional challenges', 'personal challenges', and 'challenges from the nature of the works'. It is important to understand the current status of the professional development of the teacher educators along with identifying the various problems faced by them for better improvement. Because after knowing the current situation through proper research and study, the recommendations and suggestions

can be provided to educators, management, and policymakers for a better status of professional development by overcoming the existing challenges.

The review of the related literature showed that the research on the professional development of the teacher educators was found to be limited over the past ten years. In addition, no study was found which simultaneously conducted to discover the current status of professional development for teacher educators and the challenges faced by them. Also, no study was found which is conducted as a comparative study of professional development for teacher educators in, government-aided and unaided B.Ed. College, and rarely is there any research that covers all of these aspects. Therefore, the researchers selected the current study to fill these gaps. It would bring quality to the teacher education system and professionalism to the personality of the teacher educators of, government-aided and un-aided colleges. The government, management, and policymakers can take action by implementing new proposals based on the findings and recommendations of research in this way status of professional development can be improved as a result. This will enhance teacher educator quality and have a favorable impact on the educational system as a whole.

5.3 STATEMENT OF THE PROBLEM

The statement of the problem of present study is, "**Effect of Organizational Climate and Role-Conflict on Professional Development of Teacher Educators in Mysore University and Bangalore Universities of Karnataka State.**"

5.4 OPERATIONAL DEFINITIONS

Organizational Climate: Organizational Climate is a set of measurable properties of work environment, based on the collective perceptions of people who work in environment and demonstrated to influence their motivation and behavior. More simply put, climate is people's perceptions of corporate environment: what it

feels to work in a place. To ignite employees' motivation and sense of ownership, managers must understand and apply a framework, feedback, and some tools for reaping advantages of a positive organizational climate (Litwin and Stringer, 1968).

Role conflict: Role conflict is defined as the expectation towards varying roles that an individual has meaning when the given roles are conducted at the same time, or even when the conduct of one role, prevents the conduct of the other role. It takes place when different people have different expectations from a person performing a particular role. Conflict among the roles begins because of the human desire to reach success, and because of the pressure put on an individual by two imposing and incompatible demands competing against each other. When a person holds two or more positions at once, there may be a role conflict if one position's requirements are incompatible with another's.

Professional Development: Professional development is crucial in providing continual updates on effective teaching practices, tools and technology, and providing support in areas of need or interest. Professional development approach through a workshop style presentation has proven ineffective in meeting the needs of teachers (McLeskey and Waldron, 2002b; Rebora, 2008). Education is dynamic, it is always changing. Teachers must continue to progress professionally to do justice to their profession in light of these changes. Educational ideas that were considered useful twenty years ago may not be considered useful today. Therefore, a teacher must receive new training and stay in touch with the latest trends, issues, and new techniques of education. At the same time, we need to keep up-to-date with the latest developments as Rabindranath Tagore stated "a teacher cannot teach anyone unless he is learning on his own, certainly, one lamp can never light another until it has burned its flame, and thus a true teacher is a student all his life". (Mondal, 2019).

5.5 OBJECTIVES OF THE STUDY

1. To measure and analyse the Levels of Professional Development, Organizational climate and Role conflict among Teacher Educators.

2. To Study the relationship between Professional Development and its Dimensions with Organizational Climate and Role-Conflict among Teacher Educators.

3. To Study the Significant Difference in Professional Development and its Dimensions with respect to demographic variables viz., Gender, Teaching Experience, Pedagogic subject taught, and type of Institutions.

4. To Study the Significant Difference in organizational Climate and Role-Conflict with respect to demographic variables via, Gender, Teaching Experience, Pedagogic subject taught, and type of Institutions.

5. To Study the Influence of Interaction between levels of Organizational Climate and Role-Conflict on Professional Development and its Dimensions.

6. To study the significant contribution of predictor variables (Organizational Climate and Role-Conflict) in predicating the criterion variable (Professional Development and its Dimensions) of Teacher educators.

5.6 HYPOTHESES OF THE STUDY

1. There is no significant relationship between different dimensions of Professional Development and organizational climate among Teacher Educators.

2. There is no significant relationship between different dimensions of Professional Development and Role-Conflict among Teacher Educators.

3. There is no Significant Difference in different dimensions of Professional Development with respect to Gender.

4. There is no Significant Difference in different dimensions of Professional Development with respect to Teaching Experience.

5. There is no Significant Difference in different dimensions of Professional Development with respect to type of institution.

6. There is no Significant Difference in different dimensions of Professional Development with respect to Pedagogic subject taught.

7. There is no Significant Influence of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development.

8. There is no significant contribution of predictor variables (Organizational Climate and Role-conflict) in predicting the criterion variable (Dimensions of Professional Development) of Teacher Educators.

5.7 VARIABLES FOR THE STUDY

Independent Variables

Organizational Climate

Role-Conflict

Dependent Variable

Professional Development

Moderate Variable

Gender (Male and female)

Teaching Experience (below 3 years, 4-6 years, 7-9 years, 10 years and above)

Type of Institutions (Aided and Unaided)

Pedagogic Subject Taught (Humanities, Social Science, Science and Mathematical Science).

5.8 POPULATION AND SAMPLE OF THE STUDY

The population for the present study was 116 B.Ed. colleges, All teacher educators employed by Government Aided and Private B.Ed Colleges of Bangalore and Mysore Universities. The target population was that population from which the researcher liked to draw inferences. The sample comprised of 360 teachers including

assistant professors, associate professors, and professors. This was the sample which was actually surveyed (Sample for the Final Survey). To gather information/data for the research purpose researcher used convenience sampling methods (random sampling methods).

5.9 TOOLS USED FOR THE STUDY

Self-Developed Tool

A) Role Conflict Scale for Teacher Educators

B) Organizational Climate Scale for Teacher Educators

C) Professional Development Scale for Teacher Educators

5.10 STATISTICAL TECHNIQUES USED FOR THE STUDY

Mean standard deviation, frequency and percent. Inferential statistics included product moment correlations, Independent samples t-tests, One-way ANOVA, Two-way ANOVA, and step-wise multiple regression. The analysis was done through S.P.S.S. for windows version 25.

5.11 PROCEDURE OF THE STUDY

The study was carried out systematically in different stages. In the initial phase of the study, various procedures were used to design and standardize the scale, including planning and preparation, try-outs, and the final form of the scale.

Planning and Preparation of the Tool

The current scale was designed to compose statements in English and was given to teacher educators in B.Ed. colleges affiliated with the Universities of Bangalore and Mysore. The scale was of the Likert kind, meaning that responses were stated in terms of one of the following five categories: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The current scale was designed to compose statements in English and was given to teacher educators in

B.Ed. colleges affiliated with the Universities of Bangalore and Mysore. The scale was of the Likert kind, meaning that responses were stated in terms of one of the following five categories.

Try-Out

The scales for Professional Development, Role Conflict, and Organizational Climate will each have things listed under them. Items were initially written for the complete scales (in English translations). For additional evaluation, these items were given to experts in the domains of education, psychology, sociology, and language. Experts and academics unanimously agreed on the items to keep for the final trial tool.

Final Form of the Scale

A randomly chosen sample of 40 teacher educators (male and female) from the B.Ed colleges of Bangalore and Mysore Universities were given the scale. Following item analysis, some items were eliminated while others were kept. All of the items were eliminated because they didn't seem to be significant.

Administration of the Final Scales

Data collection was done through primary sources. The primary data were collected by the researcher afresh through questionnaires for the first time, in the present study, primary source data were obtained by administering the questionnaires personally by the investigator. It was found that administering the questionnaire personally gave the investigator an opportunity to literally visit all the colleges under study, establish rapport with the respondents, explained the purpose of the study, and also gave the investigator an opportunity to answer to all doubts of the respondents.

The researcher administered three scales for collecting the desirable set of information from the selected sample of study. This was Role Conflict, Professional Development, and organizational climate. Before administration of the tool, the respondent was made aware about the purpose of study. They were requested to be free, frank, honest and sincere in answering the test items. After collecting the desirable data, the test items were scored very carefully with the help of respective scoring keys.

5.12 MAJOR FINDINGS OF THE STUDY

Relationship between Different Dimensions of Professional Development and Organizational Climate

- Integration dimension of organizational climate was significantly and positively related to commitment and accountability, suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Involvement component of organizational climate was significantly and positively related to planning for teaching and learning, commitment and accountability, impact of I.C.T on professional development, self-upgrading and extended activities, and suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Supervisory dimension of organizational climate was significantly and positively related to suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Efficiency dimension of organizational climate was significantly and positively related to commitment and accountability, impact of I.C.T on professional development, suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Clarity of organizational goals was significantly and positively related to personal effectiveness, general self-efficacy, and total professional development scores.

- Effort dimension of organizational climate was significantly and positively related to planning for teaching and learning, commitment and accountability, impact of academic support on classroom, personal effectiveness, self-upgrading and extended activities, avenues of professional development, suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Physical climate dimension of organizational climate was significantly and positively related to suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Autonomy dimension of organizational climate was significantly and positively related to commitment and accountability, impact of training on professional development, avenues of professional development, and total professional development scores.

- Total organizational climate scores were significantly and positively related to all the dimensions of professional development including and total professional development scores.

Relationship between Different Dimensions of Professional Development and Role-Conflict

- Family related conflict dimension of role conflict was significantly and negatively related to commitment and accountability, impact of training on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores.

- Work related conflict dimension of role conflict was significantly and negatively related to impact of academic support on classroom, personal effectiveness, self-upgrading and extended activities, suggestions to improve professional development, general self-efficacy and total professional development score.

- Professional growth related conflict was significantly and negatively related to impact of I.C.T on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores.

- Self-conflict was significantly and negatively related to personal effectiveness, self -upgrading and extended activities, avenues of professional development, suggestions to improve professional development, general self-efficacy, problems in professional development and total professional development scores.

- Health related conflict was significantly and negatively related to suggestions to improve professional development, general self-efficacy, and total professional development scores.

- Social related conflict was significantly and negatively related to general self-efficacy, and total professional development scores.

- Total role conflict scores were significantly and negatively related to all the dimensions of professional development including and total professional development scores.

Influence of Gender, Teaching Experience, Pedagogic Subject Taught and Type of Institution on Professional Development

- Male and female teacher educators did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

- Teacher educators with varied years of experience did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

- Teacher educators teaching various pedagogic subjects did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

- Teacher educators teaching in different type of institution did not differ significantly in their scores on individual dimensions of professional development and total professional development scores.

Interaction between Levels of Organizational Climate and Role-Conflict on Professional Development

- Most of the interaction effects between organizational climate and role conflict on professional development were found to be non-significant, except few.

- Teacher educators with high organizational climate and low role conflict had maximum scores on commitment and accountability of professional development, and those with low organizational climate and low role conflict had least scores in commitment and accountability.

- Teacher educators with high organizational climate and low role conflict had maximum scores on suggestions to improve professional development of professional development, and those with low organizational climate and low role conflict had least scores in suggestions to improve professional development.

- Teacher educators with low role conflict and low organizational climate had least scores on general self-efficacy, those with high organizational climate and low role conflict had maximum scores.

- Teacher educators with high organizational climate and low role conflict had maximum scores on total professional development scores, and those with low organizational climate and low role conflict had least scores in total professional development scores.

Contribution of Predictor Variables (Organizational Climate and Role-Conflict) in Predicating the Criterion Variable (Dimensions of Professional Development)

- Family related conflict, self-conflict, work related conflict, professional growth related conflict, health related conflict and social related conflict variables majorly predicted the professional development of teacher educators to an extent of 63.9%.

- In organizational climate effort, involvement, efficiency, integration, supervisory, clarity of organizational goals, physical climate and autonomy variables majorly predicted professional development of teacher educators to an extent of 98.5%.

- When both organizational climate dimensions and role conflict dimensions are regressed on professional development scores, it was found that effort (OC6), involvement (OC2), efficiency (OC4), integration (OC1), supervisory (OC3), clarity of organizational goals (OC5), physical climate (OC7), autonomy (OC8) and health related conflict (RC) majorly predicted the professional development of teacher educators to an extent of 98.5%.

5.13 DISCUSSION AND CONCLUSION

The results are discussed below based on the analysis and interpretation of the data.

1. **Effect of different dimensions of organizational climate on different dimensions of Professional Development among Teacher Educators**

The findings of the present study revealed that the total organizational climate scores were significantly and positively related to all the dimensions of professional development including and total professional development scores. In organizational climate, effort, involvement, efficiency, integration, supervisory, clarity of organizational goals, physical climate and autonomy variables majorly predicted the professional development of teacher educators to an extent of 98.5%.

2. **Effect of different dimensions of Role conflict on different dimensions of Professional Development among Teacher Educators**

The results revealed that total role conflict scores were significantly and negatively related to all the dimensions of professional development including and total professional development scores. Family related conflict, self-conflict, work related conflict, professional growth related conflict, health related conflict and social related conflict variables majorly predicted the professional development of teacher educators to an extent of 63.9%.

3. **Effect of different demographic variables on Professional Development among Teacher Educators**

As the Independent samples test revealed in all the dimensions of professional development and in total scores on professional development, male and female educators did not differ significantly as revealed by Independent samples't' tests. The

test statistics clearly indicated that gender did not have significant influence over individual components and total P.D scores.

As one-way ANOVA revealed non-significant mean differences between teachers with varied years of teaching experience in their mean scores on individual dimensions and total professional development scores. **Teaching experience** of the participants did not have significant influence over their professional development either in individual components. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with below 3, 4-6, 7-9 and above years of experience.

As the one-way ANOVA revealed non-significant mean differences between teachers teaching different subjects in their mean scores on individual dimensions and total professional development scores. **Subjects taught** of the participants did not have significant influence over their professional development either in individual components or in total professional development scores. One-way ANOVA revealed non-significant mean differences in individual components and total professional development scores of the participants with humanities, social science, and mathematical science taught. In other words, subjects studied/taught did not have significant influence over individual components and total P.D. scores.

As revealed by the Independent samples t tests The mean values showed that teacher educators from **unaided institutions** had higher scores on planning for teaching and learning as well as impact of I.C.T on P.D, than teacher educators from **aided institutions** when compare to rest of the dimensions and total P.D. scores.

4. **Effect of Interaction between levels of Organizational Climate and Role-Conflict on levels of Professional Development**

While analyzing the interaction between **Organizational Climate** and **Role-Conflict** on levels of Professional Development' it was found that In the case of total **P.D. scores,** that teacher educator with moderate role conflict had higher total P.D scores with low organizational climate, whereas teacher educators with low role conflict had higher total scores on P.D with moderate levels of organizational climate.

The purpose of teacher education is to produce teachers who have professional competencies. Professional development for a teacher is necessary as new teaching skills and techniques and methods are continually being updated and changed. Teacher always has the potential to progress and refine their teaching skills.

The quality of education and the standards of achievement are inseparably interrelated with the quality of the teacher educators. One's attitude directs their behaviors. A cheerful attitude makes the work easier, more satisfying, and more rewarding professionally. A bad attitude makes the work more difficult, boring, and unpleasant. It is very essential to create good organizational climate in the institution to promote quality of teacher education. And also it is very essential to develop right attitude, knowledge and mental health among teacher educators to maintain good environment in the teacher education institution.

5.14 EDUCATIONAL IMPLICATIONS OF THE STUDY

For Organization Authorities

1) The organization authorities should take part in the professional development of teacher educators by providing motivational inputs to every teacher educator.

2) Provide professional development opportunities for teacher educators in terms of seminars, workshop, Conferences, trainings, this will help to enhance their skills and knowledge and prepare them for effective teacher educators.

3) Establish clear evaluation criteria for the teacher educators to ensure that teacher educators are meeting the aims and objectives of organization.

4) Develop a teacher educator development professional year plan for your own teacher education institution.

5) An institution or organizations provide support to staff enrolled in further education or qualification programs.

6) Following regulations and guidelines developed by quality assurance policy-makers.

7) It is very important for educational institution administrators to understand the constant need of faculty for professional development and self-improvement.

8) Administrators need to evaluate their professional development programs and align them with faculty needs, institutional goals, and the community needs in order to further develop.

For Teacher Educators

1) By implementing effective use of information and communication technology during teaching, teacher educators can enhance class room instruction and facilitate student learning.

2) Develop a plan for teaching and learning that includes aims and objectives, learning outcomes and requirements for teacher training programmes.

3) By involving in the extension programmes conducted by the educational agencies teacher educators can gain variety of experiences it will help teacher educators to well prepare for challenges of teaching.

4) Teacher educators can update themselves by indulging in dynamic reading, browsing online, consulting experts in different fields.

5) Teacher educators can participate in a number of short term courses for professional development purposes. They can gain enough knowledge and skills to act as experts in quality assurance.

6) Educators need new skills and knowledge to capitalize on new priorities.

For Policy Makers

1) Ensure the quality that teacher educators receive high quality supervision from the organization authorities during their service.

2) By improving the quality of the organizational climate teacher educators can become more effective in preparing prospective teachers quality of teaching for their future carriers.

3) Providing trainings like yoga, meditation, counseling, guidance, Teacher educators can overcome from conflict which hampers teacher professional development.

4) Policy makers should ensure that adequate resources are available to the teacher educators during their service.

5) Designing and implementing quality assurance activities at the institutional level.

6) Supporting higher education institutions to implement quality assurance activities.

7) Supervising quality assurance policy-making procedure.

8) Evaluations of policies implemented.

9) Policy makers continue to encourage and support professional development programs.

5.15 SUGGESTIONS FOR FURTHER STUDY

Each and every piece of study, no matter what the field, has its own restrictions. Therefore, no research is finished on its own. The Researcher limited his investigation because of time and resource constraints, which prevented him from

addressing all the components of the problem that were taken into account. Therefore, a few ideas for additional Researches based on the experience of the present study are presented below.

➢ In the present study, the sample is delimited to B.Ed. Teacher Educators of Bangalore and Mysore universities that can be extended to M.Ed. training institutions and Teachers working in schools and colleges.

➢ A comparative study of the administration and management of government and Private Teachers Education institutions in other universities of Karnataka.

➢ Study of Organizational climate of teacher educators in relation to other variables like job satisfaction, job burnout, etc.

➢ A comparative study on occupational stress among B.Ed. college teachers and general college teachers can be undertaken in relation to role conflict.

➢ Variables like income, education, and workload can be studied in relation to Role conflict.

➢ Role conflict of teacher educators in relation to job satisfaction.

➢ Occupational stress of teacher educators in relation to stress management.

➢ Further research may be undertaken with a large sample covering all the Universities of Karnataka state.

➢ Present study could be repeated on primary, secondary or university teachers, so that it may be possible to compare the results and observe the differences in the professional commitment, frustration tolerance and role conflict of the teachers in relation to certain demographic variables.

➢ A comparative study could be done to find out the difference in the professional development, organizational climate and role conflict of male and female teachers belonging to different caste categories.

- The teachers teaching in Kannada and English medium in Teachers education institutions may be compared with regard to their professional commitment, and role conflict in further study.
- This type of study could be done on the teachers teaching special children.
- The present study was conducted only on two universities similar studies applied to the more number of universities.
- Research studies may be carried out to identify different variables which may affect the professional development of teacher educators.