

A Study of Beliefs of Teacher Educators About Relationship between Teaching And Research

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Abstract: *The purpose of this study is to explore the belief of teacher educators about the relationship between teaching and research. Keeping in view the role of the teacher educators, a survey was done. The beliefs of teacher educators were explored with the help of an opinionaire. The collected data were analyzed through qualitative method of analysis. It was found that the secondary teacher educators were positive about the need of research with a little dilemma between teaching and research.*

Keywords: Education, Research, Teaching, Beliefs, Cognition, Performance.

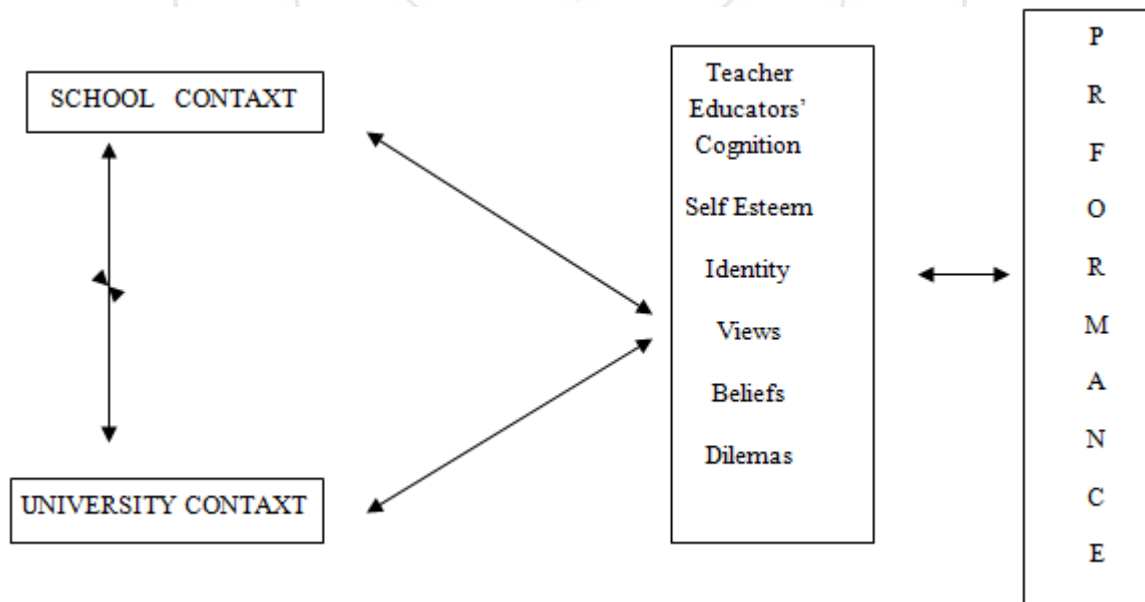
1. Introduction

The relevance and quality of education are instrumental for the human development in our society. The quality of education is dependent upon the quality of teachers of any nation. It goes without saying that the quality of a teacher is dependent upon the quality of the teacher education institution where teachers are prepared and the quality of teacher educators themselves.

In the higher education, teacher education institutes have their own way of working. Higher education has to deal with teaching and research both. The teacher education institute has a different area to deal with which is to train a new teacher how to teach. Wideen, Mayor-Smith and Moon (1998) reviewed 93 empirical studies on learning to teach in

order to establish what is currently known about how people learn to teach and to critique quality of the reporting of that research. Importantly, they made the case for an ecological perspective on inquiry and as a part of this perspective, they suggested to conduct research on teacher educators, because they observed that one of the aspects of the ecosystem appeared missing in the research was that of the teacher educators themselves.

It is the thesis of the present study that teacher educators have dual role at university and schools. This duality demands both research and teaching from them, so they find themselves in the midst of crisis of professional self esteem. It is also observed that the performance is always affected by the self esteem. The following figure reflects the thesis of the present study.



As far as the Indian research on teacher educators is concerned, the above mentioned aspects of Indian teacher educators are not studied (see National council of educational Research and Training, 1997) hence the present study was planned. In this particular paper, the study has been carried out to explore the beliefs of the teacher educators.

2. Objectives of the Study

1. To explore the secondary teacher Educators' beliefs about the relationship between research and Teaching.
2. To study the dilemma of teacher educators' about teaching and research in the context of school and university.
3. To find out how the beliefs, ideology and dilemmas affect their cognition.

3. Research Questions

1. What are the beliefs of teacher educators between the relation of teaching and research?
2. Do the teacher educators have dilemma about the relation between teaching and research?
3. What are their dilemmas?
4. Why the dilemma exists?

4. Research Design

As the project aimed to explore teacher educators ideologies and beliefs about their profession, about the relationship between teaching and research, and the perceived effects of all these beliefs on their performance, it followed the design of ethnography, fieldwork, participant observation and long interview in qualitative research tradition (Bagdan & Biklen, 1998, Jorgenson, 1989, Macmillan & McCracken Shumacher, 1989).

Sample

To know the ideology and beliefs between teaching and research of the secondary teacher educators, targeted population was 242 secondary teacher educators from 32 granted B.ed. Colleges of Gujarat state. The accessible population also was the same.

25 secondary teacher educators (10%) of Saurashtra University, Bhavnagar University, Gujarat University and North Gujarat University were selected as the sample through the stratified random cluster sampling method.

Tool Used

A semi – structured as well as semi open ended questionnaires was developed for collecting the data about the teacher educators' beliefs and ideologies. The open-ended questionnaires (interview protocol) consist following aspects to study the beliefs and the ideology of secondary teacher educators' between teaching and research.

1. Introductory questions
2. Questions about profession
3. Questions related to teaching
4. Questions related to Research
5. Questions related to utility of research
6. Questions related to the relation between teaching and research.

Collection of Data

The investigator collected the data by administering the tools to the sample. There was no strict time limit for administering the tool. The investigator visited the respective colleges for the data collection. The interviews were arranged as per the convenience.

Data Analysis

In this study the data were analyzed under qualitative research tradition. Open ended questionnaire, interview, and observations were analyzed qualitatively, through coding, classification and content analysis.

Findings

- The secondary teacher educators' of Gujarat state were positive for the relationship between teaching and research.
- The secondary teacher educators' believe that research is facilitating to teaching.
- According to the secondary teacher educators the meaning of teaching was more affective and mostly the meaning of research was positivist.
- The secondary teacher educators have a little dilemma between teaching and research.
- Their role as a practitioner of teaching in school, apart from the university was responsible factor for their dilemma. Overall, these teachers were related more with consumerism and practicalism than with epistemology as regards research.

5. Discussion

The role of academicians is changing. The universities are to prepare students for the knowledge generation. At the same time, universities are under increasing pressure to play a role in a market place, in which both teaching and research can be priced and traded. This inevitably has profound consequences upon the relationship between these two major aspects of academic's working life.

The enrichment of working style and quality outcome is only possible when teaching and research go hand in hand. The quality of the process of education can be improved by researches done for the area. It is also a great problem for the teacher educators that they feel identity crisis. This results into a low professional self esteem too. The professionals working in various other disciplines of higher education, has more space to deal with research and on the other hand, because of their engagements with classroom teaching, professionals of education institutes are having little less research outcomes.

It is also widely accepted that the research based teaching strengthens the teaching quality, but working for both the areas is little burdensome for the academicians. The secondary teacher educators have great faith in research but having a very different and active role with the school they have identity crisis too.

It is also an unbeatable truth that the involvement in the research process directly improves quality of teaching and quality comes to higher education in general, but it is also seen that the teacher educators' research outcome is low and they are passive in undertaking more research. The causes found for this belief are 1. Lack of external reward 2. workload of the program is maximum as it includes field work also which results in shortage of quality time 3. They also believe that they are not provided enough resources also 4. The ideology of the head of the institution also reduces the research activities.

To sum up, it is very important factor for the improvement of the higher education that research based teaching and teaching focused research needs to be promoted. It is also essential to provide strength, reward, incentives as well as

resource availability to the teacher educators. The teacher educators are the source of knowledge generation and applicators who are to be empowered and strengthened, than the quality outcome of higher education and education can be improve

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