

## Research in Teacher Education: Issues and Priorities

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### Abstract

Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. Same is true for Teacher Education. The contributions of research to educational knowledge are easy to demonstrate through reviews of related literature. However, it is difficult to determine whether the accumulation of research findings has made an impact on the practice of education. Even when research knowledge attracts the attention of policy makers in education, they generally consider it just one source of information to use it in shaping a particular policy, or use it to justify a unpopular decision, or cut funds, or may dismiss the research findings which are contradictory to their beliefs. In spite of this research in education in general and teacher education in particular continues to grow and make its contributions to the body of knowledge.

**KEYWORDS:** Research, Teacher Education

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### Introduction

Teacher have always played a pivotal role in enlighten of human society through the process of education. They have helped to shape and reshape the society and in determining the quality of life of the people. All society therefore make, provision for teacher development of continuous professional development of teacher in order to help them contribute maximally to the development of society. The professional preparation of teachers therefore has to change considerable to develop a new breed knowledge workers armed with new knowledge, skills and a vast repertoire of methods and techniques for providing education.

Teacher is the key person to initiate and support change for educational improvements with the increasing complexity of problems; expectations from teachers are also increasing. To enable a teacher to create thirst for knowledge amongst his pupils, he must continue to learn and grow professionally. Thus education of teachers at all levels is highly significant. In order to enable the teachers to act as catalyst in the process of developing the future citizens, the Teacher Education Programme needs to be revised from time to time.

Concerns over quality teacher education have become an enduring theme as we strive for better teachers for better education of children. The quality of school education has direct links to the knowledge, competitions and skill of teachers, their initial training preparation and the continued professional educational. The quality aspects of epistemological issues in teacher education related to the quality research in education. Teacher education needs to be adequately strengthened and upgrade to accommodate the changing role of the teacher, so that teacher can effectively address the issues regarding education.

The research in teacher education, its trends, priority areas, dissemination and implementation strategies for meeting the ongoing challenges in the areas of teacher

education in India. The present system of teacher education in India faces some recent issues i.e. Teacher behaviour, Teaching behaviour and Teacher Education System. The Teacher performs various roles in the field of education such as guider, co-operator, helper, supporter, ideas creator, leader, director, developer, organiser and manager. The teacher's characteristics represent as social worker, intellectual superior, good communicator, balance personality, high morality and knowledge based person. The teacher competency in the field of knowledge, language, good communication and ability to solve several problems.

The present issues regarding teacher education deals with three heads, such as Research on Teacher, Research on Teaching and Research on Teacher Education, Research in Teacher reflecting role performance, basic characteristics possesses, components for efficiency, lower effectiveness, motivation, attitude, satisfaction, stress and mental health of teacher educator. The research in teacher education related to teaching behaviour deals with methods, models, use of technology in education, teaching learning problem, competency & curriculum.

Research on teacher education includes admission, programmes, teacher educators, quality output & evolution in teacher education. The research trends in teacher education going emphasis day by day. A comparative analysis of the percentage of research and studies in teacher education reveal that through there has been an increasing trend in the number of teacher education research in India in term of absolute numbers, the percentage of the research as compared to overall research in education has remained much low. The emphasis on research in teacher education was given 12.76 % stated as Sixth Survey of Research in Education.

### **Study in Teacher Education**

The researcher must focus the effective role of teacher in modern society, teacher education system as sub system of society, quality in teacher education, objective base teacher education, relationship of teacher education with society, teacher education with other profession and development of teacher education.

### **Selection Procedure**

Admission towards teacher education course is the priority area of research in teacher education. The researcher most focus the eligibility criteria for admission, nature of applicant, mode of application, donation in admission, nature of admission procedure, selection procedure, quality of person selected towards teaching profession, state to state differences in admission system, problem face by student in admission procedure, previous academic performance of the learner, Govt. policies in admission procedure for teacher education and the changing pattern of society perception, ideology and direction in selection procedure towards teacher education.

### **Effective Teaching Practice**

Practice teaching a core component of preserves teacher education programme, provides hands on experience to future teachers and cooperating schools play a significant and crucial role in its organisation. In idea circumstance this aspect should have been the central focus of researchers concerned with the quality of teacher education so that the researcher most conduct various researchers i.e. value of teaching practice in teacher education, duration of teaching practice, role of pupil

teacher in teaching practice, effective techniques of teaching practice, relationship between teacher education institute and school, role, responsibilities, contribution, and expectations of school, effectiveness of classroom behaviour, personality pattern of pupil teacher, relationship of teacher with students, professionalism behaviour of student in teacher education, planning of lesson plan, effective presentation, use of soft skills, body language and leadership behaviour in social setting.

### **Teacher Effectiveness**

Researchers have investigated a host of personal, psychological, intellectual and contextual correlates of teacher effectiveness. Quality of teacher effectiveness approaches for assessing quality of teacher are utilised i.e. ranking by class students, by colleagues and head of institutions. Quality of effective teachers are judged by their professional knowledge, acquaintance with the principle of psychology, classroom management, interpersonal relations with students, colleagues, superiors and personality qualities such as humour, patience and sympathy etc.

### **Technology based Teacher Education**

Educational Technology is a mean to improve the situation in education and give quality education to the learner. The researcher most focus on the effective use of audio visual aids in teacher education, mobile learning, E-learning, ICT in teacher education, video conferencing, developing of study material, smart class, Edusat and computer assisted instruction in teacher education.

### **Conclusion**

There are various issues in teacher education in India irrespective of that we should focus some priority area of research work in teacher education. These are statue studies in teacher education, selection procedure in teacher education, effective teaching practice, teacher effectiveness and technology based teacher education.

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