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RESKILLING AND UPSKILLING OF TEACHER EDUCATOR PREPARING FOR THE FUTURE WORKFORCE IN TEACHER EDUCATION PROGRAM

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Abstract

The landscape of education is rapidly evolving, driven by technological advancements, globalization, and shifting societal needs. As a result, the role of teacher educators has become increasingly complex. To equip future teachers with the skills necessary to thrive in this dynamic environment, teacher education programs must prioritize the reskilling and upskilling of their faculty. Reskilling involves acquiring new skills or knowledge to remain relevant in a changing job market. For teacher educators, this might include learning about emerging technologies, such as artificial intelligence and virtual reality, or developing expertise in differentiated instruction and inclusive education. By reskilling, teacher educators can better prepare their students to meet the challenges of the 21st century classroom. Upskilling refers to enhancing existing skills or knowledge to improve performance. Teacher educators can upskill by deepening their understanding of pedagogy, curriculum development, or assessment practices. Additionally, they can develop stronger communication and leadership skills to effectively mentor and guide their students. One effective approach to reskilling and upskilling teacher educators is through professional development programs. These programs can offer a variety of opportunities, including workshops, conferences, and online courses. By participating in such programs, teacher educators can stay up-to-date with the latest trends and best practices in their field.

Keywords:

Teacher, Education, Programs, Quality, Educator

Introduction

Teacher education programs play a pivotal role in shaping the future of education. They equip individuals with the knowledge, skills, and dispositions necessary to inspire, guide, and empower learners. These programs are designed to foster a deep understanding of child development, curriculum design, instructional strategies, and classroom management. By nurturing future educators, teacher education programs contribute to the overall quality and effectiveness of the educational system. (Thomas, 2022)

One of the core components of teacher education programs is the development of pedagogical knowledge and skills. Prospective teachers are exposed to a variety of teaching methodologies, including traditional lectures, inquiry-based learning, cooperative learning, and technology-enhanced instruction. Through practical experiences, such as student teaching, they gain firsthand exposure to the challenges and rewards of the teaching profession. This hands-on experience allows them to refine their teaching techniques and develop a strong foundation for future practice.

In addition to pedagogical knowledge and skills, teacher education programs also emphasize the importance of understanding child development. By studying child psychology, cognitive development, and social-emotional learning, future teachers gain insights into the unique needs and characteristics of learners at different stages. This knowledge enables them to create inclusive and supportive learning environments that cater to the diverse needs of their students.

Furthermore, teacher education programs foster a strong sense of professionalism and ethical responsibility. Future teachers are taught about the importance of maintaining high ethical standards, advocating for students' rights, and engaging in ongoing professional development. By inculcating these values, teacher education programs help to ensure that educators are committed to providing quality education and making a positive impact on society. (Chaijinda, 2020)

While teacher education programs offer a solid foundation for future educators, it is essential to acknowledge that the challenges facing the teaching profession are complex and multifaceted. Issues such as large class sizes, inadequate resources, and standardized testing can impact teachers' ability to provide effective instruction. Therefore, it is crucial for teacher education programs to address these challenges and equip future educators with the tools and strategies needed to navigate these demanding environments.

Teacher education programs play a vital role in preparing individuals for the challenging and rewarding profession of teaching. By providing a strong foundation in pedagogical knowledge, child development, and

professional ethics, these programs equip future educators with the skills and dispositions necessary to inspire and empower learners. As the educational landscape continues to evolve, teacher education programs must adapt to meet the changing needs of students and society. By investing in the preparation of high-quality teachers, we can ensure that our children receive the education they deserve to succeed in the future. (Adisa, 2021)

Teacher education programs also play a crucial role in fostering a sense of professional ethics and responsibility. Teachers are entrusted with the responsibility of nurturing young minds, and it is imperative that they uphold the highest standards of conduct. Teacher education programs instill in their graduates a commitment to ethical teaching practices, cultural sensitivity, and social justice. They are taught to create inclusive classrooms that respect diversity and promote equity.

By providing comprehensive training in pedagogical skills, critical thinking, communication, and professional ethics, these programs equip teachers with the tools they need to inspire and empower their students. As society continues to evolve, the need for skilled and dedicated teachers becomes increasingly important. Teacher education programs play a vital role in ensuring that future generations have access to quality education and the opportunities it provides. (Arıker, 2022)

Literature Survey

Díaz et al. (2020): Teacher education programs encompass a wide range of courses designed to provide comprehensive training. At the core of these programs lies a strong emphasis on pedagogical knowledge and skills. Prospective teachers are taught effective teaching strategies, classroom management techniques, and assessment methods. They learn how to create engaging and inclusive learning environments that cater to the diverse needs of their students.

Struthers et al. (2020): Teacher education programs also focus on developing critical thinking, problem-solving, and communication abilities. These skills are essential for teachers to navigate complex educational challenges, engage in meaningful dialogue with students and colleagues, and adapt to the ever-evolving landscape of education.

Gupta et al. (2020): Teacher education programs often incorporate courses in educational psychology, child development, and curriculum design. These courses provide teachers with a deep understanding of their students' cognitive, social, and emotional development, enabling them to tailor their instruction accordingly.

Fraboni et al. (2023): One of the key components of teacher education programs is practical experience. Through student teaching placements, aspiring teachers have the opportunity to apply their theoretical knowledge in real-world classroom settings. They gain firsthand experience in lesson planning, classroom management, and interacting with students of various ages and backgrounds. This practical experience is invaluable in solidifying their understanding of teaching and preparing them for the challenges and rewards of the profession.

Objectives of the Study:

i) To study the current trend of teacher education programs

ii) To study the impact of teacher education programs on quality of teacher

iii) To study the impact of teacher education programs on teacher performance

Hypotheses of the Study:

i) There is positive relationship between teacher education program and teacher skill

ii) There is positive relationship between teacher education program and quality of teacher

iii) There is positive relationship between teacher education program and teacher performance

Research Methodology

Data Collection

A self-made survey was organized with the aid of institutional tutor. This survey helped in gathering the required data for the research work.

Types of sampling

For the current research work, total 400 respondents were chosen by using Straightforward Random Sampling.

Statistical tool

Google Forms were sent to the respondents. The organized survey had four sections including demographic profile and the procedure to get the feedbacks from the respondents. The request was expressed as a declaration evaluated on a 5-point Likert scale ranging from 1 to 5.

Data Analysis

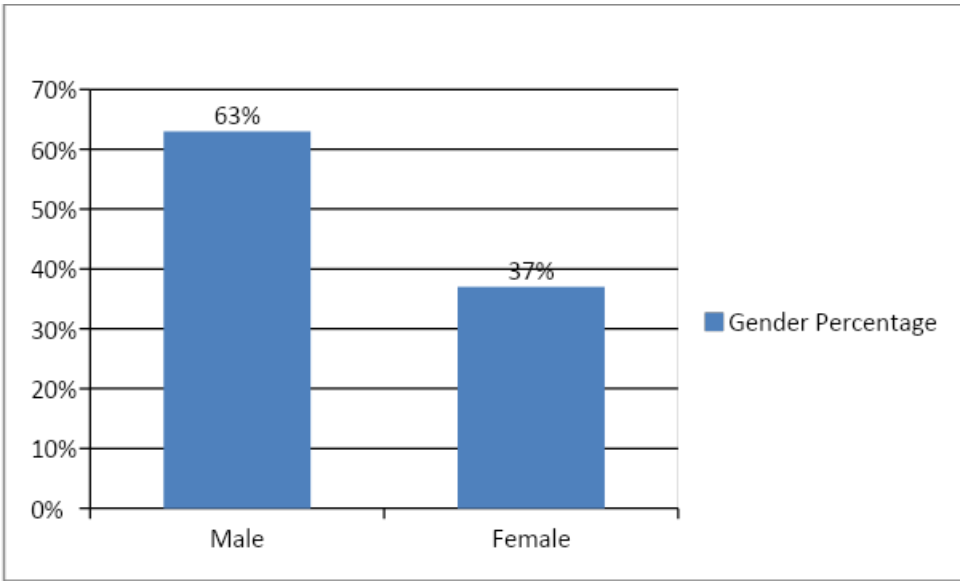
Table 1

Gender of Respondents

Gender	Frequency	%
Male	252	63%
Female	148	37%

Figure 1

Gender of Respondents



Source: Primary Source

It can be observed from table 1 that out of 400 respondents, there were 63% male and 37% female respondents.

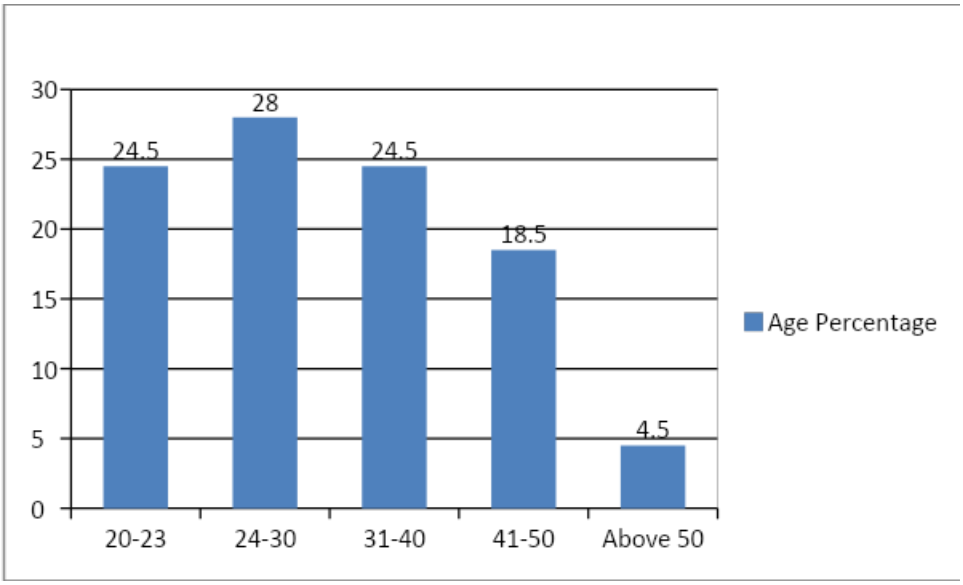
Table 2

Age of Respondents

Age	Frequency	%
20-23	98	24.5
24-30	112	28
31-40	98	24.5
41-50	74	18.5
Above 50	18	4.5

Figure: 2

Age of Respondents



Source: Primary Source

It can be observed from Table 2 that there were 49 respondents of age group 20-23 and 56 respondents were of age group 24-30 while 49 were in the age-group 31-40. 37 respondents belonged to the age-group 41-50 while 9 respondents had the age more than 50 years

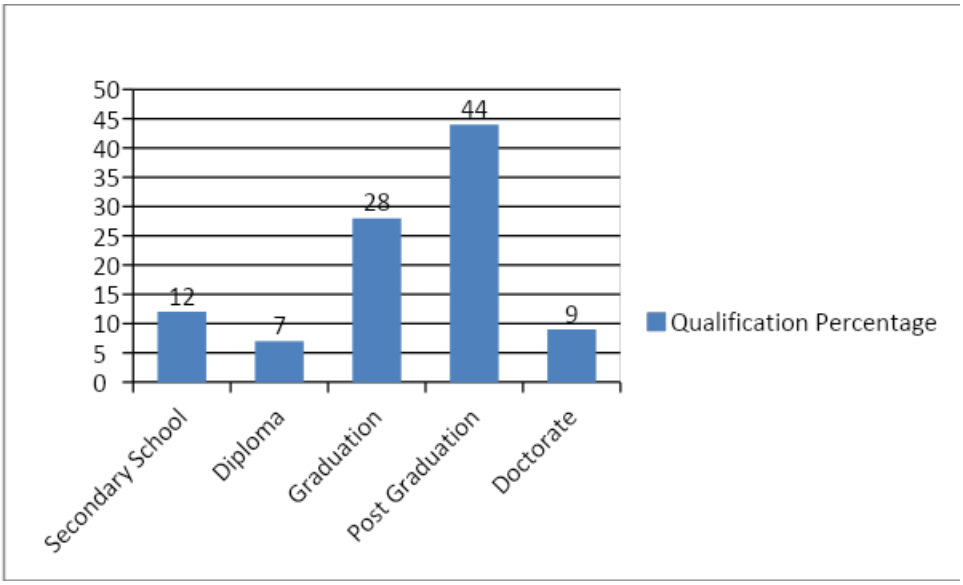
Table 3

Highest Qualification

S.No.	Highest Qualification	Frequency	%
01	Secondary School	48	12
02	Diploma	28	7
03	Graduation	112	28
04	Post Graduation	176	44
05	Doctorate	36	9

Figure 3

Highest Qualification



It can be observed from table 3 that majority of the respondents were post-graduated with the highest percentage of 44 while 28% respondents were graduated.

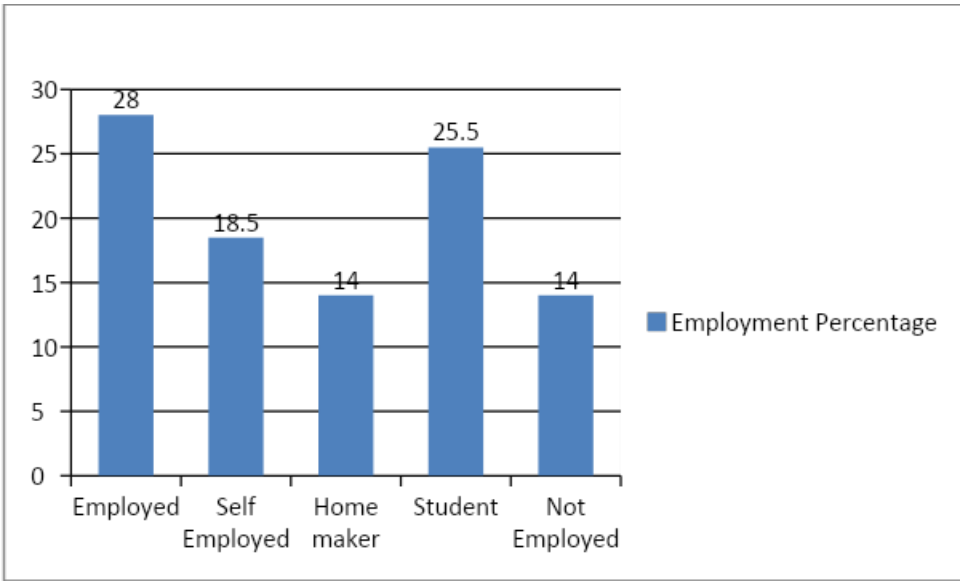
Table: 4

Current employment Status

S.No.	Current Employment Status	Frequency	%
01	Employed	112	28
02	Self Employed	74	18.5

03	Home maker	56	14
04	Student	102	25.5
05	Not Employed	56	14

Figure: 4 : Current employment Status



Source: Primary Source

It can be observed from Table 4 that majority of the respondents i.e. 28% were employed while 25.5% of the respondents were studying and 18.5% respondents were self-employed.

Table: 5

Regression Analysis

	Private Sector	Public Sector
R^2	0.393	0.396
F	33.405*	37.839*
Constant	0.289	0.301
Teacher Education	0.198*	0.008
Teacher skill	0.006	0.296*
Quality of teacher	0.290*	0.196***
Teacher Performance	0.296*	0.198***

Table 5 shows that the Teacher Education, Teacher skill, Quality of teacher and Teacher Performance variable explain 44.2% (Private Sector) and 43.1% (Public Sector) variance of TEP.

Research Outcomes

For teacher educators, this might involve learning about emerging technologies, such as artificial intelligence and virtual reality, and understanding how to integrate them into the classroom. Additionally, reskilling can include developing competencies in areas like data analysis, project management, and entrepreneurship, which are becoming increasingly valuable in various fields.

Upskilling, on the other hand, entails enhancing existing skills to a higher level. Teacher educators can upskill by deepening their understanding of pedagogical approaches, curriculum development, and assessment practices. They can also refine their communication, leadership, and problem-solving abilities, which are crucial for effective teaching and professional development.

Several factors contribute to the importance of reskilling and upskilling teacher educators. First, technological advancements are transforming the way students learn and teachers teach. Teacher educators must be able to guide preservice teachers in effectively using technology to enhance learning experiences and foster critical thinking. Second, globalization has increased the interconnectedness of the world, making it essential for teachers to be culturally responsive and to prepare students for a diverse and globalized society. Third, the future workforce is likely to be characterized by rapid changes and uncertainty, requiring teachers to equip students with the skills to adapt and thrive in a dynamic environment.

To facilitate reskilling and upskilling, teacher education programs can implement various strategies. One approach is to offer professional development opportunities, such as workshops, conferences, and online courses, that focus on emerging technologies, pedagogical innovations, and global perspectives. Additionally, teacher education programs can collaborate with industry partners to provide practical learning experiences and exposure to real-world challenges. Furthermore, mentoring and coaching programs can help teacher educators develop their skills and competencies under the guidance of experienced professionals.

Reskilling and upskilling are essential for teacher educators to prepare the next generation of teachers for a future workforce that is increasingly complex and demanding. By acquiring new skills and enhancing existing

ones, teacher educators can ensure that they are equipped to guide preservice teachers in developing the knowledge, skills, and dispositions needed to succeed in a rapidly changing world.

Reskilling and upskilling are particularly important for teacher educators preparing future teachers for the workforce. By staying up-to-date with the latest trends and innovations, they can equip their students with the skills they need to succeed in a rapidly changing world. Furthermore, by modeling lifelong learning, teacher educators can inspire their students to become lifelong learners themselves.

Teacher education programs should offer a variety of opportunities for professional development. These might include workshops, conferences, online courses, and mentorship programs. Additionally, institutions can collaborate with industry partners to provide practical learning experiences and exposure to real-world challenges.

Another strategy is to encourage teacher educators to engage in research and scholarship. By conducting research, teacher educators can contribute to the body of knowledge in their field and develop new insights into effective teaching and learning. Additionally, research can help teacher educators stay connected to the broader academic community and network with other professionals. By equipping teacher educators with the necessary skills and knowledge, institutions can ensure that their graduates are well-prepared to meet the challenges and opportunities of the 21st century classroom.

Conclusion

Reskilling and upskilling are essential for teacher educators to prepare future teachers for the workforce. By acquiring new skills and enhancing existing ones, teacher educators can ensure that their students are equipped with the knowledge and abilities necessary to succeed in a dynamic and complex world. By investing in the professional development of teacher educators, educational institutions can contribute to the overall quality and effectiveness of the teaching profession. Furthermore, it is essential to create a supportive environment that encourages teacher educators to embrace lifelong learning. This can involve providing access to resources, such as libraries, technology, and professional development opportunities. Additionally, institutions can foster a culture of innovation and experimentation by encouraging teacher educators to try new approaches and take risks.

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