



PROFESSIONAL DEVELOPMENT OF COLLEGE TEACHERS IN BERHAMPUR TOWN

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Abstract

The present study examined the professional development of college teachers in Berhampur town with reference to five dimensions: knowledge, competencies in teaching, commitment and accountability, leadership and personal effectiveness, and self-upgrading and extended reading. A descriptive survey with a causal-comparative component was used. The sample comprised 100 college teachers from three colleges in Berhampur town. Professional development was measured using the 68-item Teacher's Professional Development Scale developed and standardized by Bhutia (2014). Mean, standard deviation, percentage analysis and t-test were reported in the source study. The descriptive results indicate an overall mean professional development score of 184.20 (SD = 32.68), classified as High according to the source study's Z-score classification. Among the five dimensions, leadership and personal effectiveness had the highest reported mean (49.30), followed by commitment and accountability (36.70), knowledge (33.90), competencies in teaching (32.60), and self-upgrading and extended reading (31.70). During verification, several numerical inconsistencies were identified in the original tables. The maximum scores in the dimension-wise table were corrected according to the stated item counts and scoring ranges. The original frequency distribution table was not reproduced because its frequencies sum to 263 although the sample size is 100. The management-comparison inferential statistics were also not retained as final corrected statistics because the reported t-values do not agree with the displayed group means and standard deviations. These corrections are necessary before submission or interpretation of management-group significance.

Keywords: Professional Development; College Teachers; Higher Education; Teacher Competencies; Leadership; Berhampur; Odisha

1. Introduction

Higher education occupies an important position in the educational system because colleges and universities contribute to knowledge creation, human-resource development and social development. The professional role of teachers in higher education extends beyond classroom teaching and includes subject knowledge, pedagogical competence, professional responsibility, leadership and continuing learning.

Teacher professional development is commonly understood as an ongoing process through which teachers strengthen professional knowledge, skills, attitudes and practices. The source study reviewed literature describing professional development as a continuing process involving learning, reflection, collaboration and improvement of professional practice. Studies cited in the source document also emphasize the importance of sustained professional learning for improving teaching practices and institutional effectiveness (Avalos, 2011; Desimone, 2009; Johnson, 2007; Komba & Nkumbi, 2008).

The present study focuses on college teachers in Berhampur town, Odisha. The study sought to determine the level of professional development and to examine differences in professional development with respect to gender and type of college management. The source study used the Teacher's Professional Development Scale (TPDS) developed and standardized by Bhutia (2014).

2. Objectives of the Study

1. To study the level of professional development of college teachers in Berhampur town.
2. To compare professional development dimension-wise and in total with respect to gender and type of college management.



3. Research Design and Methods

3.1 Research Design

The source study employed a descriptive survey and causal-comparative framework. The present manuscript retains this design description because it is explicitly stated in the source document.

3.2 Sample of the Study

The sample comprised 100 college teachers from three colleges in Berhampur town: S.B.R.G. Women's College, Mahamayee Women's College and Binayaka Acharya College. The source document reports 60 female and 40 male teachers and identifies teachers from Arts, Science and Commerce streams. The study states that teachers with five or more years of +3-level teaching experience were included.

3.3 Tools used

Professional development was assessed with the Teacher's Professional Development Scale (TPDS) developed and standardized by Bhutia (2014). The scale contains 68 items distributed across five dimensions: Knowledge (13 items), Competencies in Teaching (13 items), Commitment and Accountability (14 items), Leadership and Personal Effectiveness (16 items), and Self-upgrading and Extended Reading (12 items). The stated scoring ranges are 0–52, 0–52, 0–56, 0–64 and 0–48, respectively, giving a total possible score of 272.

3.4 Data Analysis

The source study reported the use of mean and standard deviation to describe professional development, percentage analysis to determine levels of professional development, and t-tests for comparisons by gender and management type. In this revised manuscript, only numerical results that can be reconciled from the source tables are presented as final results. Where the source values cannot be reconciled without the raw dataset, the result is explicitly withheld rather than reconstructed by assumption.

4. Results

4.1 Overall Level of Professional Development

The descriptive results reported in the source study are presented below after correcting the dimension-wise maximum scores according to the stated number of items and the four-point scoring range. The corrected maximum scores are 52, 52, 56, 64 and 48, respectively; the total maximum remains 272.

Table 1. Mean and standard deviation of professional development of college teachers (N = 100)

Sl. No.	Dimension	Maximum Score	Minimum Score	M	SD	Z-score	Grade Level /
1	Knowledge	52	0	33.90	5.94	+0.80	C / Above Average
2	Competencies in Teaching	52	0	32.60	6.34	+1.26	B / High
3	Commitment and Accountability	56	0	36.70	6.41	+1.26	B / High
4	Leadership and Personal Effectiveness	64	0	49.30	7.65	+2.20	A / Extremely High
5	Self-upgrading and Extended Reading	48	0	31.70	6.34	+1.26	B / High
6	Total	272	0	184.20	32.68	+1.35	B / High



The overall mean was 184.20 with a standard deviation of 32.68. According to the Z-score classification used in the source study, the overall score falls in the High category. Leadership and Personal Effectiveness had the highest mean (49.30), while Self-upgrading and Extended Reading had the lowest mean (31.70). The dimension means add to 184.20, which is internally consistent with the reported total mean.

4.2 Verification of the Original Level-Frequency Table

The original level-frequency table was not reproduced as a corrected numerical table because its reported frequencies are internally inconsistent with the stated sample size. The reported frequencies are 143, 9, 104 and 7 for the non-zero categories, which sum to 263 rather than 100. The corresponding percentages also sum to 100.68%. The source narrative gives a different set of percentages from the table. Therefore, the exact category frequencies cannot be reconstructed reliably from the available document alone. The raw score sheet or original statistical output is required before this distribution can be reported in a journal article.

4.3 Management-wise Descriptive Values Reported in the Source

The original management-comparison table contains further inconsistencies. For transparency, the descriptive values themselves are shown below, but the original t-values are not treated as verified inferential statistics. The dimension means for each group imply total means of 179.39 for government teachers and 142.14 for aided teachers, whereas the original table reports 181.92 and 152.10. Because the discrepancy is too large to be explained by rounding, the inferential comparison should be recalculated from the raw data.

Table 2. Management-wise descriptive statistics reported in the source document

Group	N	Knowledge M	Competencies M	Commitment M	Leadership M	Self-upgrading M	Implied Total M*
Government	60	34.20	31.13	34.15	47.20	32.71	179.39
Aided	40	25.70	19.40	24.72	39.54	32.78	142.14

**Implied total mean = sum of the five displayed dimension means; this is a mathematical consistency check, not a substitute for raw-data analysis.*

5. Discussion

The descriptive findings indicate a relatively high level of professional development among the sampled college teachers. The overall mean falls in the High category under the classification scheme reported in the source study. Leadership and Personal Effectiveness recorded the highest dimension mean, suggesting that this component contributed strongly to the overall descriptive profile of the sample.

The corrected scoring ranges are important for interpretation. The source document states that the TPDS contains 13, 13, 14, 16 and 12 items across the five dimensions, with a four-point scoring range. These item counts yield maximum scores of 52, 52, 56, 64 and 48. The original table listed 53, 53, 54, 63 and 49; those entries were therefore corrected in Table 1.

The management comparison requires particular caution. The source text states that leadership and personal effectiveness differed significantly between government and aided teachers and attributes the difference to aided teachers. However, the displayed descriptive means show a higher leadership mean for government teachers (47.20) than aided teachers (39.54). Moreover, the reported t-values do not agree with the displayed means and standard deviations when independently recalculated. Consequently, no direction of significance or p-value is asserted in this revised article. The appropriate procedure is to rerun the independent-samples t-test using the original individual scores and then revise the Results and Discussion accordingly.



The same caution applies to the original level-frequency distribution. Because the reported frequencies exceed the sample size, the distribution cannot be used as evidence until the underlying raw scores or statistical output are checked. This approach avoids introducing fabricated numbers into a journal submission.

6. Limitations

- The study is geographically confined to Berhampur town and includes 100 teachers from three colleges; therefore, generalization beyond the sampled context should be cautious.
- The professional development measure is based on a standardized self-report scale, so responses may be influenced by self-report limitations.
- The source document contains unresolved numerical inconsistencies in the level-frequency table and management-comparison inferential statistics. These require verification against the original dataset before the statistical comparison can be considered final.

7. Conclusion

The study provides evidence of a generally high descriptive level of professional development among the sampled college teachers in Berhampur town. The five dimensions covered knowledge, teaching competencies, commitment and accountability, leadership and personal effectiveness, and self-upgrading and extended reading. The corrected descriptive table is internally consistent with the stated scoring structure and total score. However, the original frequency distribution and management-comparison inferential results contain numerical inconsistencies that cannot be resolved responsibly without the raw dataset. Recalculation of the affected statistics should therefore precede final submission of the article.

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