



Professional development of nation-builder: A study of govt high school teachers of Hyderabad city

Dr. Siddiqui Mohd Mahmood¹, Dr. Viqar Unnisa¹, Dr. Rahela Khatoon²

¹ Professor, Department of Education, MANUU Gachibowli, Hyderabad, Telangana, India

² Assistant Professor, Department of Education, Princess Durru Shehvar College of Education for Women, Hyderabad, Telangana, India

Abstract

Teachers play a key role in the education system. Their participation in various professional development activities is significant in bringing quality to education. So in this research investigator intended to study the Professional development of government high School Teachers in Hyderabad City. The descriptive survey method was used for this study. Data was collected through a questionnaire by selecting 30 teachers through random sampling and data has been analyzed by using frequency and percentage. The finding indicated most of the teacher educators participated in professional development opportunities and they mentioned a Moderate impact on their professional day-to-day life. Also, it was found that most of the teacher educators indicated that they visited some online learning platforms and this impacted moderate in their professional development. Also, revealed that they are not aware of some online learning platforms. Moreover, it was discovered that they have a high-level need for development in some specific areas, and most of the teachers agreed with the challenges faced by them in their professional development.

Keywords: Professional development, nation-builder, Govt high school teachers

Introduction

As Nelson Mandela says "Education is the most powerful weapon which you can use to change the world". Each and every element of life is greatly influenced by education. It gives people confidence and skills for overcoming obstacles. It brings equality and equity and eliminates gender bias. Additionally, it reduces poverty and promotes economic growth. Because of the significance of education, there is a need to improve and fill the educational system with quality. In this context, teacher education plays a crucial role in ensuring high proficiency and quality of education. Teachers play a very important role in the lives of learners. If teachers acquire professional competencies and commitment it will be impacted very positively on the entire education system. Research has shown that professional development is most effective for student learning outcomes. "Thus the teachers continuing professional development has become a major focus within the systematic educational reform and school improvement literature. Because of the belief that student learning and success are due to the effectiveness of teachers in large part".(OECD,2009, Brendeson,2000). Srinivasacharlu, A (2019) defined professional development as "One involves ongoing divergent activities (formal, non-formal and informal) that aim at developing the teacher educator's intellectual abilities (cognitive domain), self-confidence, attitude, values, and interest (affective domain) and skills and competencies (psychomotor domain) for improving personality and to carry out the responsibilities of the teaching profession properly under the changing times and needs of the prospective teachers and society". "In the age of explosion of knowledge at an unprecedented speed, even those who had the advantage of acquiring the most sophisticated education will become outdated in a very short time. " If they have to remain up to date and relevant and

face the challenge of other modes of acquiring knowledge, the need for their re-education, relearning and de-learning is essential" Savita Kaushal (n.d).

Objectives of the study

1. To study the participation of nation builders (Teachers) in professional development opportunities and their impact on their development.
2. To study the professional development of nation-builders (Teachers) concerning the Perceived need for professional development.
3. To study the professional development of nation-builders (Teachers) regarding challenges faced by them in their professional development.

Need and significance of the study

American Commission on Teacher Education says that "The quality of a nation depends upon the quality of its citizens; the quality of its citizens depends not exclusively, but in a critical measure 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" (Chauhan & Sharma 2015). So the importance of teachers in the educational system necessitates a commitment to their continuous professional development and growth. "This title was chosen to find out the participation of teachers in various online and offline professional development activities during Covid-19 and its impact on their educational day-to-day life. Also find out the challenges which are faced by teachers in participating professional development activities and to examine the areas in which they want to develop. After being aware of these facts, wherever gaps come into view, a suggestions will be made to the policy maker and they will try to fill these gaps. In addition, after identifying the problems and recognizing the

required areas for development, the policy makers will be given recommendations. They will adopt different strategies to reduce the problems they face and will also develop a strategy/plan for development in the required areas. They will also make a strategy for development in the needed areas. In this way, teachers will be able to get better benifite of the professional development program. They will have quality and their quality will have an effect on education, if the education will have quality that will impact on student quality. In this way we can say that this research will be helpful in nation building.

Research method

The descriptive research survey method has been used in the current study to gather data.

Target Population

Government High School teachers in Hyderabad have been chosen as the population for the study.

Sample and sampling techniques

In the present study, 30 teachers of the Government High School of Hyderabad City have been selected as a sample through a simple random sampling technique.

Tool for the study

A self-developed tool (questionnaire) has been used for the current research.

Data collection method

Data has been collected online.

Statistical technique used for the study

Collected data has been analyzed by frequency and percentage.

Result of the study

Objective 1: To study the participation of teachers in professional development opportunities and their impact on their development as a teacher.

Table 1: Participation in different activities and their Impact

Activities	Participation		Not at all	Perceived Impact			
	Yes	No		Slight	Moderate	High	Very High
Seminar/Webinar	19	11		7	5	5	2
	63%	36%		36%	26%	26	10.52%
						%	
Workshop	18	12		2	7	8	1
	60%	40%		11.1	38%	44	5.55%
				1%		%	
Discussions with peer	28	2		3	5	15	5
Teachers to improve	93%	6.66		10%	17.85%	53	17.85
Teaching and learning		%				%	
Research activities	18	12		0	3	10	5
	60%	40%		0%	16.66%	55	27.77%
						%	
Expert lecture	23	7		2	7	13	1
	76%	23%		8.69	70%	56	3.33%
				%		%	

Participation in the professional development program is very important for teachers since they have to make progress in their profession. When the teachers were asked about their participation in different professional development activities and their impact on their development as teachers. The table above shows that 63% of teachers participated in the seminar/webinar, while 36% of teachers did not make much effort at all. Out of those who have made such efforts regarding its impacts on their professional life, approximately 26% of teachers responded with moderate impact, 36.52% with high impact on their educational day-to-day life. The rest 36% of teachers responded with slight impacts. The table depicts that 60% of teachers participated in the workshop while 40% are not making any such efforts, regarding its impact on their professional life. Out of those who are making such efforts, regarding its impact on their professional life, approximately 38% of the participating teachers opined moderate impact, and 49.55% indicated a high impact on their professional day-to-day life. The rest 11.11% teachers responded with a slight impact. Also, the table depicts that 93% of teachers discussed with peer teachers to improve

teaching and learning those who have discussed its impact on their professional life, approximately 17.85% of the participating teachers opined moderate impact and 70.85% had a high impact on their professional day to day life. The rest 10% of teachers responded with a slight impact. Moreover, the table shows that 60% of teachers Participated in research activities and 40% did not participate in research activities. Regarding its impact on their professional life, approximately 82.77 teachers opined high impact, and 16.66% opined Moderate impact. Also table present that 76% of teachers participated in expert lectures while 23% out of all participants did not participate, regarding its impact on their professional life, approximately 59.33% opined high impact and 70% moderate impact, and the rest 8.69% opined slight impact. It can be concluded that most of the teachers have participated in the mentioned activities and most of the teachers opined high impact. It can be said that "The significance of these professional development activities cannot be overstated, as they are essential for achieving career goals and realizing professional potential."

Table 2: Participation in online learning platforms and their impact

Activities	Participation		Perceived Impact				
	Yes	No	Not at all	Slight	Moderate	High	Very High
MOOCs	24	6	0	4	13	4	3
	80%	20%	0%	16.66%	54.16%	16.66%	12.5%
				%			%
Coursera	0	30	0	0	0	0	0
	0%	100%	0%	0%	0%	0%	0%
Khan Academy	24	6	0	0	12	9	3
	80%	20%	0%	0%	50%	37.5%	12.5%
							%
NISHTHA	30	0	0	0	26	4	0
	100%	0%	0%	0%	86.66%	13.33%	0%
DIKSHA	30	0	0	0	26	4	0
	100%	0%	0%	0%	86.66%	13.33%	0%

Regarding Participation in Online Learning Platforms and their Impact, it was observed from the table that out of the total teachers who participated in the survey approximately 80% visited MOOCs for professional improvement and the rest 20% have not made the effort. It was further observed that out of those who have made such efforts, regarding its impact on their professional life approximately 16.66% of the visited teachers opined Slight impact, 54.16% Moderate impact, and 29.6 reported high impacts on their professional day-to-day life. Regarding the online platform Coursera, the table shows that no one visited this platform. “Khan Academy, an online learning platform, was utilized by 80% of individuals, while 20% did not visit the platform. Among

those who used Khan Academy, the impact on their professional life was significant, with: 50% reporting a moderate impact on their daily professional life. 50% reporting a high impact on their daily professional life”. “All teachers (100%) participated in the NISHTHA and DIKSHA online courses, and the feedback was overwhelmingly positive: 86.66% reported a moderate impact on their professional life. 13.33% reported a high impact on their professional life” “The overwhelming majority of teachers utilized online learning platforms and reported a significant impact on their professional lives, underscoring the vital role these platforms play in their development.”

Table 3: Most needed areas for professional development

S No.	Please Indicate your level of need for professional growth in each of the listed areas	Very High Level	High	Moderate Level	Low Level	No Need
1	Classroom management skills	21 (70%)	4 (13.33%)	4 (13.33%)	0	1 (3.33%)
2	Maintaining student discipline	19 (63.33%)	8 (26.66%)	3 (10%)	0	0
3	Online Teaching Skills	14 (46.66%)	9 (30%)	7 (23.33%)	0	0
4	Leadership Skills	7 (23.33%)	11 (36.66%)	9 (30%)	3 (10%)	0
5	Skills for using Web 2.0 Tools/Internet Tools	18 (60%)	9 (30%)	3 (10%)	0	0

Teachers were asked how much they felt needed for their development in a given areas. “The data reveals that 83.33% of respondents require high-level training in classroom management skills, 13.33% need moderate training, and 3.33% do not require training.” Regarding Maintaining student discipline the table depicts that 89.99% out of the 100% of respondents that they have a high-level need and 10% teachers replayed Moderate level training in maintaining students discipline. “The teachers were asked about the level of their needs regarding Online Teaching The survey found that 76.66% of teachers have a high need

for online teaching training, while 23.33% have a moderate need.” Regarding Leadership Skills, it was observed that 59.99% of teachers perceived high-level needs, 30% Moderate level needs, and 10% indicated low-level needs. The survey found that 90% of teachers have a high need for training in Web 2.0 Tools/Internet Tools to enhance their skills.

“The findings suggest that the majority of teachers require significant training in the specified areas, indicating a lack of existing development opportunities.”

Table 4: Challenges faced by teachers in their professional development

S No.	.	SA	A	UD	D	SD
1	Lack of time	21 (70%)	4 (13.33%)	4 (13.33%)	0	1 (3.33%)
2	Lack of the need-based program	19 (63.33%)	8 (26.66%)	3 (10%)	0	0
3	Lack of ICT skills	14 (46.66%)	9 (30%)	7 (23.33%)	0	0
4	Lack of organizational support	7 (23.33%)	11 (36.66%)	9 (30%)	3 (10%)	0
5	Lack of interest	18 (60%)	9 (30%)	3 (10%)	0	0

“The findings indicate that 83.33% of teachers face professional development hurdles due to insufficient time, 13.33% are undecided, and 3.33% strongly dispute this

claim.” “The survey results indicate that 89.99% of teachers think that need-based programs are inadequate, with 10% undecided.” Also, the table shows that 76.66% of teachers

strongly agreed concerning Lack of the ICT Skills, while 23.33% were undecided. The table depicts that 59.99% agreed that teachers face challenges because of a Lack of organizational support. Also table shows that "The majority of teachers (90%) see lack of interest as a challenge, with 10% uncertain."

"The findings indicate that teachers are in agreement about the difficulties they encounter in their professional development journey."

Findings and discussion

Past studies have shown that participation in professional development activities is very helpful to solve any academic problem and it gives teachers the confidence to perform their job better. The study revealed that the majority of teachers engaged in various professional development activities, such as seminars, webinars, and workshops, which had a profound impact on their careers." "The findings of Hall, L., Duygusonmex, M.A., and Gsjadheera, S.R.'s research align with the current study's results, highlighting the importance of opportunities for professional development." Additionally, it was found that the majority of teachers accessed online learning platforms like MOOCs and Khan Academy which had a strong influence on their professional career. - "The findings also revealed that most teachers expressed a desire for specialized training in their respective fields. "Teachers are demanding programs that are designed to meet their specific needs and interests." "The current study's findings align with previous research by Govinda *et al.* (2017) and Elisabeth Amhag *et al.* (2019), which also highlighted the challenges teachers face in their professional development."

Conclusion and suggestions

"Professional development opportunities, whether online or offline, play a vital role in supporting teachers' ongoing growth and development." So By offering a variety of development opportunities, training program organizers and coordinators can create a more engaging and effective learning experience for teachers." Teachers are seeking training programs that cater to their specific needs and support their professional growth. "Therefore, policymakers and organizers should develop and implement need-based programs to support teachers' professional growth, addressing the challenges they face."

References

1. Ahuja Ram. Research Methods. Jaipur: Rawat Publications, 2015.
2. Ebrahim NA. Introduction to the Research Tools, 2016.
3. Balwaria R, Gupta P. Historical perspective of teacher education in India. International Educational E-Journal,2014;3(1):54-65.
4. Basavayya D, Venkataiah N. Essence of Educational Research Methodology, 2016. Hyderabad: Neelkamal.
5. Best JW, Kahn JV. Research in education. Pearson Education India, 2016.
6. Chauhan S. Research Methodology in Education. New Delhi: Pearson, 2012.
7. Dhar TN. Professional Status of Teachers. Delhi: NCTE, 1996.

8. Drossel K, Eickelmann B. Teachers' participation in professional development concerning the implementation of new technologies in class: a latent class analysis of teachers and the relationship with the use of computers, ICT self-efficacy and emphasis on teaching ICT skills. Large-scale Assessments in Education,2017;5(1):1-13.
<https://www.ahaworldcampus.com/b/what-is-professional-development>
9. Omar CMZC. The need for in-service training for teachers and its effectiveness in school. International Journal for Innovation Education and Research,2014;2(11):1-9.
10. Passi BK, Khandai H, Mathur A. Professional development and ICT in Education. Computer in Education. A. PH Publishing Corporation: New Delhi, 2011, 26-27.
11. Pattanshetti JS. A Study of In-Service Teacher Education among the Secondary School Teachers of Karnataka, 2013.
12. WILSON KG, ABOOKI N. Challenges and Strategies of Improving Academic Staff Development in Higher Education Institutions in Uganda: The Case of Kyambogo University. International Journal of Multidisciplinary Comparative Studies,2014;1(1):36-48.
13. Sulaiman Al Shabibi A, Silvennoinen H. Challenges in education system affecting teacher professional development in Oman. Athens Journal of Education,2018;5(3):261–282.
<https://doi.org/10.30958/aje.5-3-3>
14. Kosgei KK. Challenges facing staff development and training: A survey of secondary schools in Kericho County. International Journal of Humanities and Social Science Invention,2015;4(2):34-47.