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## Study on the Importance of Teachers' Professional Development

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### Abstract

*“Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers’ learning communities”.*

In many countries, the function and goals of schools, along with the expectations placed on educators, are evolving. Teachers are expected to adjust to teaching in increasingly diverse classrooms, prioritise including students with special needs, use information and communication technologies (ICTs) more skillfully, plan more within accountability and assessment frameworks, and reach out to parents more frequently. No matter how good pre-service teacher training is, it is impossible to expect it to fully prepare teachers for every situation they may encounter throughout the course of their employment. This paper discuss about professional development of teachers for the sustainable development. This article also discusses about the importance of professional development of a teacher. The abilities and characteristics of a teacher’s personal growth as they relate to education for sustainable development (ESD) are discussed in the article. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

**Keywords:** Professional development, education system, high quality teacher, sustainable development

### Introduction

The purpose and operation of schools, as well as what is expected of teachers, are changing in many nations. The development of teachers beyond their initial training can serve a number of objectives (OECD, 1998), including:

- To update individuals’ knowledge of a subject in light of recent advances in the area;
- To update individuals’ skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- To enable individuals to apply changes made to curricula or other aspects of teaching practice;
- To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
- To exchange information and expertise among teachers and others, e.g. academics, industrialists; and
- To help weaker teachers become more effective.

To examine these issues, TALIS adopts a broad definition of professional development among teachers: “Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.”

The term acknowledges that development may be offered in a variety of settings, from formal to informal. It can be made accessible through collaboration between schools or instructors across schools (for example, observational trips to other schools or teacher networks) or inside the schools where teachers work. External expertise may take the shape of courses, seminars, or formal qualification programmes. In the last scenario, coaching/mentoring, group planning and teaching, and the exchange of best practices can all be used to promote growth. This article may be concluded by noting that creating an educational system for sustainable development based on the idea of life-long learning is a key goal of the strategy aimed at improving teachers’ professional abilities in education for sustainable development. The promotion of sustainable lives and the significance of education as a tool for social and economic development are the strategy’s central themes.

**Purpose of the Study:** The importance of teachers’ professional development can’t ever imagine. Teacher doesn’t make students career but life. Therefore, in this paper we intend to explore the various essential aspects of importance of teachers’ professional development and provide a comprehensive overview to be considered when thinking about this term.

## Methodology

### Research Design

This study was conducted through systematic review of 20 refereed journal articles on flipped classroom and blended learning published from years 2015 to 2021. The rationale for reviewing in this study is that this method is able to evaluate publishing piles, process of analysis, and interpretation of articles including developing category, calculating frequencies and interpretation stages were carefully completed (Falkingham & Reeves, 1998).

In this study, authors examined the most frequently indicated keywords, chosen research areas, emphasized theoretical and conceptual backgrounds, employed research designs, used data collection instruments and data analysis techniques, focused variables, targeted population or participant groups, cited references, and cited authors.

**Sample:** The present study investigated 20 peer-reviewed scholarly articles published from 2015-2021.

## Result and Discussion

**Types of Professional Development:** Teachers were first asked to indicate whether or not they had participated in each of the following activities:

- Courses/workshops;
- Education conferences or seminars;
- Qualification programme;
- Observation visits to other schools;
- Participation in a network of teachers formed specifically for the professional development of Teachers;
- Individual or collaborative research on a topic of professional interest; and
- Mentoring and/or peer observation and coaching.

### Participation Vary by Teacher and School Characteristics: How

The analysis of the disparity in the take-up of professional development within countries can be more closely focused by examining participation with respect to the characteristics of teachers and the schools in which they work.

- Gender differences
- Age differences
- Qualification level differences
- Differences between government and private schools
- Different locations of schools

### Support Received by Teachers for Professional Development:

The level and intensity of participation in professional development activities are in part a function of the types of support that teachers receive to undertake them. Support can take many forms. The following sections examine the different types of support and the relations between the support received and the level and intensity of participation reported.

- Compulsory professional development
- Salary Supplements
- Financial support
- Scheduled time
- Mentoring and Induction

### Reasons for not Taking More Professional Development

- Too expensive
- No suitable development
- No opportunities
- Polluted environment

- No support (either in school/college or in house, society)
- Conflict with work schedule
- Personal barriers
- Many other barriers

### Teachers' Beliefs, Practices and Attitudes

For bettering and comprehending educational processes, it is vital to understand the attitudes, practices, and beliefs of teachers. They influence the learning environment of students and have an impact on their motivation and accomplishment. They are intimately related to teachers' coping mechanisms for difficulties in their everyday professional lives as well as to their overall well-being. Additionally, they may be counted on to mitigate the impacts of work-related regulations on students' learning, such as modifications to curriculum for teachers' initial education or professional development. Teachers are more likely to view students as active participants in the process of learning than to view the teacher's primary responsibility as the dissemination of knowledge and the display of "correct solutions".

- Teachers in all nations place a higher priority on ensuring that instruction is well-structured than on student-centered activities that allow them more autonomy. Compared to increased learning activities like project work, both of these teaching strategies are highlighted more. All nations exhibit this trend.
- Teachers in all nations collaborate more often by exchanging and coordinating ideas.
- Over 80% of instructors' class time is dedicated to teaching and learning in the majority of nations. However, due to interruptions and administrative activities, one out of every four instructors in most nations loses at least 30% of their lecture time and others lose more than half. This is directly related to the disciplinary atmosphere in the classroom. In this regard, teacher diversity within schools is more significant than variations between countries and schools.
- Nearly all Norwegian instructors claim that their interactions with their pupils are above average. The interactions between teachers and students differ greatly in various nations. This variance is only partially explained by variations across schools.
- Although teacher-student relationships are frequently considered a characteristic of schools as a whole, individual instructors within schools have varying perspectives on them.
- The average levels of job satisfaction and of teachers' belief in their own Effectiveness are fairly similar across countries, although Norwegian teachers again stand out as well above average in both respects. Most differences in these Job-related attitudes entail differences among teachers within countries and within schools.
- Female teachers are less likely than male teachers to see teaching as the direct Transmission of knowledge and are more likely to adopt structuring and student oriented practices as well as to co-operate more with colleagues.
- Teachers who undertake professional development undertake a wider array of teaching practices and are more likely to co-operate with other teachers.
- Many studies have described aspects of teaching practice which are related to effective classroom learning and student outcomes (Brophy and Good, 1986; Wang, Haertel and Walberg, 1993). Instructional practices, in turn, depend on what teachers bring to the classroom. Professional competence is believed to be a crucial factor

in classroom and school practices (Shulman, 1987, Campbell *et al.*, 2004; Baumert And Kunter, 2006). To study this, a number of authors have used, for example, measures of the effects of constructivist compared with “reception/direct transmission” beliefs on teaching and learning, developed by Peterson *et al.* (1989).

### Professional Development Important for Teachers

The importance of professional development of teacher is mandatory for the upliftment of students and the society as well. It is important because of many reasons. These are as follows-

- **It can Enhance Students’ Learning:** As teachers enhance their skills and knowledge, they are better equipped to engage students effectively, leading to improved learning outcomes. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs.
- **Find New Teaching Strategies:** When educators discover new teaching strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and curricula to better suit the needs of their students. However, these changes are hard to evaluate because they are typically implemented gradually. Professional development for teachers makes them more efficient in their presentations and course evaluations by exposing educators to new delivery methods, evaluation styles and record-keeping strategies.
- **Learn New Skills:** Through professional development, you may hone both hard and soft skills in your work. Hard skills pertain to job-specific knowledge you can obtain through formal training or education. Soft skills are personal competencies, such as effective communication or the skills that contribute to emotional intelligence.
- **Improve Student Outcomes:** Educational technology, school district guidelines and curriculum standards are constantly changing, making it challenging for teachers to keep up with trends and best practices in the field. Professional development transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for today’s students. Research by the U.S. Department of Education’s Institute of Education Sciences concluded that student achievement can improve by as much as 21 percentile points as a result of teachers’ participation in well-designed professional development programs.
- **Improves Teacher Organization and Planning Skills:** In addition to the hours spent presenting in the classroom, much of teachers’ time is spent on student evaluations, curriculum development and other paperwork. Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork.
- **Teachers Gain Knowledge and Industry Insight:** Students expect teachers to be subject matter experts for the topics they teach. This means teachers should be able to answer any question a student throws their way. Professional development programs can enable teachers to expand their knowledge base in different subject areas. The more professional development a teacher undergoes, the more knowledge and industry insight he or she gains.

- **It Encourages a Growth Mindset:** Being a teacher in the modern educational world is an exceptionally challenging task. Beyond the daily teaching and grading routine, educators also work to manage student behaviors, family issues, teaching pressure, and many other difficult issues. Therefore, it is the duty of every school administrator to support and motivate their teaching staff as motivated teachers create an engaging and collaborative environment for students to learn.
- **Advancement in the Career:** Professional development is important because it has the potential to open opportunities for career advancement, such as promotions. It can assist you in honing existing skills and in learning new ones. A well-qualified employee attracts employer attention. Employees who are invested in professional development display commitment to their work and an interest in continuing to improve. Professional development can also boost your earning potential by increasing your value through obtaining credentials, certifications, and designations.
- **Develop Leadership Skills:** A confident employee is also likely an enthusiastic employee. If you take the step to grow and develop your skills, the incentive to seek out additional opportunities can continue to expand along with it.
- **Boost Confidence and Credibility:** Adding additional skills or certification from a professional development program to your resume is one way to boost your confidence in your skills and show your credibility to employers.

**Professional Advancement in Education for Sustainable Development:** The issues with teaching sustainable development and environmental awareness can potentially be solved by principals taking part in seminars based on school materials, but a culture shift is required. There is a need for professional development of teachers and leaders in the context of sustainable development because instructors who feel intimidated are susceptible, especially in contexts where leaders do not often educate.

School programmes are a reaction to the framework, financed by the government, which outlines chances for teachers, school leaders, and teacher leaders to grow sustainably as part of a larger plan to protect development opportunities. In terms of the growth of teachers, principals, and teacher leadership in the education sector, it offers potential to lessen the issues facing the educational system. The educational materials and vocational development courses provide groups, educators, and young people with the knowledge and skills they need to comprehend the connections required for sustainability and to come up with integrated solutions to environmental problems. The overarching goal is to increase the quantity and caliber of educators as well as their knowledge and abilities. By enhancing and promoting educational linkages between communities, this goal will be accomplished.

### Discussion

According to research, teacher cooperation is a key driver of change and quality improvement in schools. The less prevalent kind of cooperation, however, is the more in-depth and introspective professional collaboration that best promotes modernization and professionalism. Despite the fact that they might be time-consuming, this makes a strong justification for extending such activities. In order to motivate instructors to participate in them, it could be beneficial to

provide them some planned time or a pay rise. It could also be worthwhile to concentrate these incentives on males and young professionals who engage in co-operative teaching the least. One strategy to increase teachers' usage of student-centered practices and improved activities is through professional development. This is especially true for teacher networking and mentorship programmes and other professional development initiatives requiring long-term relationships with other educators.

It considers how age disparities affect how an expert in higher education develops their professional and communication cultures. Additionally, it outlines the requirements for the professional formation of a teacher's communicative and professional culture in the development and promotion of her or him as a professional with the ability to increase environmental awareness in students and support their development as sustainable citizens. Additionally, it analyses the function of teacher preparation in education for sustainable development and emphasizes the need of reformulating teacher preparation to incorporate sustainability into the context of educational policy and the implementation of Sustainable Development Goals (SDGs).

### Conclusion

The report expanded on previous research on the effects of environmental education on teacher preparation for sustainability education and offered insight into what works for teachers in the context of environmental education. Higher education has concentrated on education when it comes to incorporating sustainable development into the curriculum because it aims to develop specialized knowledge and competence for things like the climate crisis and renewable energy as well as develop skills for independent, responsible, and reflective citizens. However, the objective must be to create high-level, international skills for sustainable development in order to get closer to what some scientists refer to as "local citizenship," which really refers to education that is locally integrated and internationally engaged. We must comprehend what is required to attain it and how we will train and train in order to reach Sustainable Development Goal 4.7. It is obvious that in order to become ethical, responsible, and open citizens of their nations and the globe as a whole, instructors and students must model global citizenship. It is crucial that education provide young people a reason to have hope in the face of the ongoing catastrophe of climate change and its effects on the world economy, and that they imagine and carry out a more sustainable future by acquiring the values, knowledge, and skills to do so. Education is a never-ending process. It doesn't stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. In the field of K-12 education administration, it is particularly important for school administrators to encourage teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work.

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