



Need And Importance Of Professional Development Of Teachers

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ABSTRACT

Teachers' access to ongoing professional development opportunities has a direct bearing on student learning outcomes, which in turn are a direct result of the quality of teachers and the teacher education system. Bringing about a significant qualitative shift in the efficiency of the teacher education system is an enormous and difficult endeavor in and of itself. The innovations and shifts of the past two decades call for a new perspective on educator preparation. "Teachers are created, not born," an alternative to the common belief that "teachers are born, not made," is the foundation around which professional development for educators is built. As education is both an art and a science, educators need to learn both content and "tricks of the trade" to be successful in the classroom. Getting forward in one's career might provide doors to more specialized forms of formalized education. Reviewing established procedures also aids in making the workplace more efficient and productive. The purpose of this study is to investigate this question of whether or not teachers at higher education institutions require professional development.

Keywords: Education, Skills, Knowledge, Practices, Learning.

I. INTRODUCTION

The field of education plays a crucial part in developing the country's human resources. Improving a country's human resources must now be a top focus if it is to progress. The only way to advance it is to raise educational standards. Input, procedure, environmental support, and infrastructure are only a few of the numerous aspects that impact education quality. Students' interests, abilities, potentials, motivations, and attitudes serve as input, and the process of creating a learning atmosphere relies heavily on the imagination of teachers. The environment provides conditions favorable to the learning process, such as the home, the community, and the outdoors, while the infrastructure consists of buildings and equipment used in instruction.

A teacher's role is integral to the success of any educational process. There are some qualifications that must be met in order for an individual to be considered a professional educator. Education is a powerful tool for shaping society, and teachers are its devoted servants. Teachers acquire this skill through a combination of pre-service and ongoing training. A subpar teacher education programme will not do. Project-based learning, the cultivation of critical thinking skills, and discovery-based pedagogies are just some of the innovative approaches being tried out in today's classrooms, in contrast to the traditional model in which the teacher is responsible for transferring the curriculum's contents to a passive audience of students.

The underlying notion that professional development for teachers is about teachers learning, learning how to learn, and changing knowledge on behalf of student knowledge is consistent across all approaches to teacher professional development. The government has made significant investments in teacher professional development through initiatives including the Teacher Certification Program, Teacher Welfare Development, and the Improvement of Education Qualifications.

Keeping up with the shifting demands for skilled workers and future leaders is a key focus in the field of education. As a result, educating and training teachers to improve their expertise has risen to the forefront of educational reform agendas. Teachers need to be well-versed in 21st century skills themselves and equipped to teach them to their pupils if they are to be effective in fostering students' development of these abilities. A cursory examination of the current literature reveals no support for in-service educators seeking professional development targeted at teaching 21st-century skills. This is a major problem because educators who spent their careers studying from the outdated model of education have neither the knowledge nor the tools necessary to provide their pupils with an effective learning environment in the twenty-first century. Not enough focus has been placed in the literature on pinpointing their specific areas of weakness. The purpose of this chapter is to help educator's better support teachers already in the classroom as they adopt and develop new skills for teaching in the twenty-first century by drawing attention to the knowledge and abilities teachers may be missing and then providing resources to aid in their development.

Professional Development Of 21st Century Teachers

The following are important areas for 21st Century educators to focus on as they continue their own professional development:

- Regular readings of professional journals and periodicals.
- Attending the workshop, conferences, lectures and seminars.
- Regular readings of latest books of their subject areas.
- Use of video tape in effective teaching, learning style and witting.

- Regular use of internet
- Frequent formal and informal communication amongst faculty members to share knowledge and experiences.
- Visit to other university and colleges observe other teachers.
- Quarterly self-evaluation of teaching effectiveness.
- Habit to maintain a good personal library in their houses.
- Habit to maintain to organize academic programs.
- Habit to carry out administrative works.

II. IMPORTANCE OF PROFESSIONAL DEVELOPMENT

A person's education never ends. Once you've graduated and begun your professional life, it doesn't stop. Those who are serious about their careers may always get better at what they do by furthering their education. The learning results for students improve. The pace of change in areas like as educational technology, district policies, and curriculum standards makes it difficult for educators to stay abreast of the latest developments and best practices in their industry. Teachers who invest in their own professional growth become more effective educators who can better meet the needs of their pupils. One way for educators to improve their practice and stay current with student learning requirements is to get National Board certification.

Teachers Learn Better Ways to Teach

Teachers who participate in ongoing professional development are more equipped to adapt their lecture methods and student-centered pedagogy to the unique requirements of their pupils. These adjustments are often applied gradually, making evaluation difficult. As a result of being exposed to new presenting approaches, evaluation styles, and record-keeping procedures, teachers who participate in professional development improve the effectiveness of their lectures and course evaluations.

Teachers Develop Better Organization and Planning Skills

Teachers have to spend a lot of time on paperwork like grading students and creating lesson plans in addition to the hours they spend actually teaching. Teachers can improve their time management and organizational skills through professional development programs. As a result, educators will be able to spend more time with children and less time filling out paperwork.

Teachers Gain Knowledge and Industry Insight

Teachers are held to a high standard of expertise by their students in the areas in which they instruct. This implies that educators should have the knowledge to tackle any query their students may have. Teachers can benefit from having a deeper understanding of a variety of topics thanks to professional development programs. A teacher's expertise and understanding of their field will grow in tandem with the amount of professional development they get.

Teachers want to Continue Their Education

Being a teacher is a demanding profession, and it's easy to feel overwhelmed by the day-to-day demands. They get to switch roles for a while and experience what it's like to be a student instead of a teacher thanks to professional development. Educators remain invested because they believe they are receiving useful, professional feedback and guidance. Teachers who want to be school principals or superintendents need to attend leadership courses and observe successful educators to build their own leadership skills. Teacher improvement and preparation for administrative roles are two of the most significant outcomes of professional education development initiatives.

III. METHODOLOGY

Data collection through We employed a descriptive research strategy; surveys have a lot of generalizable power when it comes to being representative of a big population. The large number of people who often respond to surveys allows for a more accurate representation of the population as a whole to be gleaned from the results. Data collected through surveys are more representative of the general population than those collected through any other means. A sample is a representative subset of a larger population that is taken for scientific study. One might draw conclusions about the population the sample was selected from based on the sample's characteristics. Here, 600 educators served as a representative sample. The professional development scale is utilized for this data collection. The four factors that make up this measure are "practices," "beliefs," "attitudes," and "professional development." The information is broken down into %.

IV. DATA ANALYSIS AND INTERPRETATION

Professional Development Need

Table 1: Professional Development Need

S. No.	Particulars	Percentage
1	High Need	24
2	Moderate Need	38
3	Low Need	25

4	No Need	13
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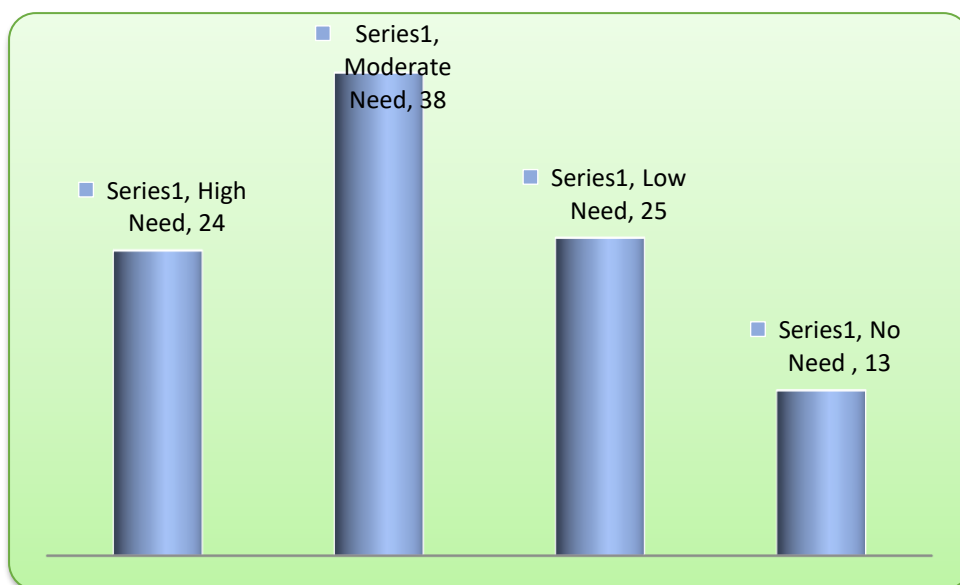


Figure 1: Professional Development Need

The accompanying Table illustrates the importance of continuing education for faculty in higher education. Of the teachers who participated in this research, 87% agreed that at least some level of professional development is required, while just 13% disagreed. So, teachers have an absolute requirement for professional development. In the next Table and graph, we'll talk about the places where you can use some professional development.

Area of Need for Professional Development

Table 2: Area of Need for Professional Development

S. No.	Particulars	Percentage
1	Content and performance	14
2	students assessment practices	9
3	classroom management	13
4	ICT skills for teaching	22
5	Special learning need	21
6	Students behavior	10

7	Teaching in multicultural	11
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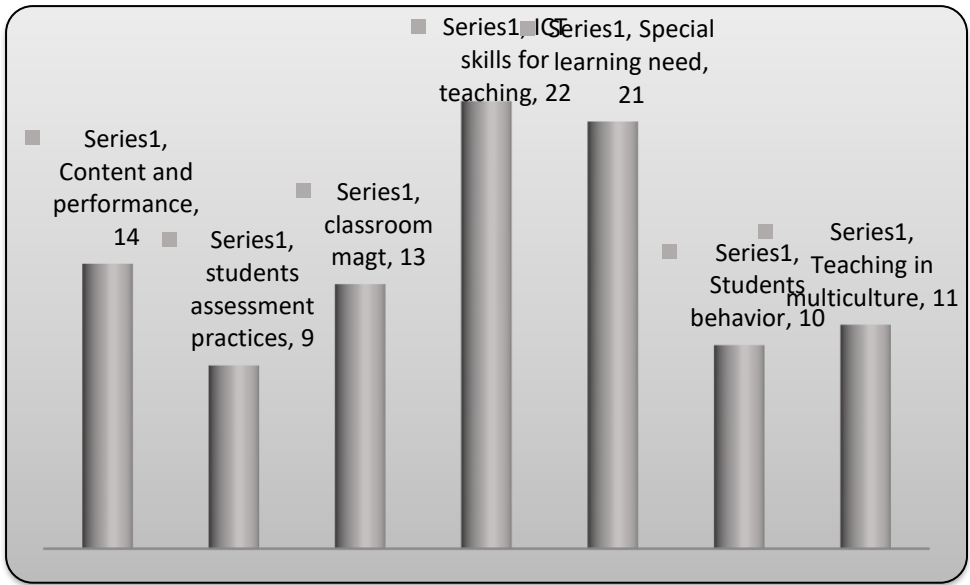


Figure 2: Area of Need for Professional Development

Teacher replies from universities and colleges reveal a need for professional development, which has prompted further enquiry into specific areas where educators have expressed interest in gaining additional skills. It is clear from this chart that educators value all of the essential domains for professional development, but that ICT skills for teaching (22%) and Special learning need (21%) are particularly in demand. This research shows that there is a definite need in the 21st century to provide training for teachers who are interested in leveraging technology and special learning to improve the teaching and learning process.

V. CONCLUSION

Changes in higher education have been dramatic in the twenty-first century. Educators have a responsibility to thrive in all areas of their field, and that includes classroom teaching. Faculty in higher education now often serves many functions, including those of instructor, course designer, and researcher. A teacher's duties extend far beyond the classroom and include acting as a counselor, administrator, policymaker, and so on. Nonetheless, the many sorts of assumed obligations need significant professional development, including professional attitude, aptitude, etc. Teacher demand for professional development has been evaluated, and it has been found to vary widely across different types of activities. Many students view their teachers as obstacles to participating in extracurricular activities because they just cannot. So, to be an excellent higher education teacher, one must cultivate professional competency using the most effective and efficient tools now at their disposal.

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