

# Issues and Challenges Towards Teacher's Professional Development: A Study of Jammu District

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## ABSTRACT

*It is a well known fact that education brings change in behaviour and it must also provide situation at age level to stimulate creativeness of mind. Education is a triangular process. It involves the interplay of the teacher to educate and the second milieu.*

*It is the teacher who can play a key role in the education. In recent times the school or college where the teacher carried out his educational or teaching activities has to discharge, not only its educational function but also to provide what home and community provided in the past. Role of teacher has become all the important now. The dawn of independence has ushered in a new era of national reconstruction which takes place on the time of culture, defence, industry and agriculture. Education plays a vital role to perform all these fronts. It is the teacher who can play a key role in the education. In recent times the school or college where the teacher carried out his educational or teaching activities has to discharge, not only its educational function but also to provide what home and community provided in the past. Role of teacher has become all the important now. The dawn of independence has ushered in a new era of national reconstruction which*

*takes place on the time of culture, defence, industry and agriculture. Education plays a vital role to perform all these fronts. Prof. S.N. Mukerji remarks that, "The present day teacher has no status no stability at service and consequently no peace of mind".*

*The present paper is a research based paper which is based on the attitude of 200 teachers of government schools of Jammu district towards their professional challenges and also highlights the various issues pertaining to the changes required in our system of school education and also suggests some educational implications on the basis of the present findings.*

## Key Words:

Issues; Challenges; Professional; development

## (1) INTRODUCTION

Teachers are an extremely important facet of any society for a multitude of reasons. Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. Teachers are the people who are teaching children and imparting knowledge upon them in their most impressionable years,

what these kids learn from their teachers at a young age will most likely stay with them in some facet for the rest of their lives. So, teachers certainly have a significant mark on the development of young children and even older children alike, as they are teaching them and helping them to develop their knowledge, so that they can go on in life and be responsible and productive members of society.

The role of a teacher in the educational process is always challenging and dynamic. The teacher's work is not only transmission of knowledge but it is something more. Teachers' great task is inspiring and guiding the students towards cherished goals. The teacher in a naturalistic set up is only a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement not only for our education system but also in achieving the goal of education for all.

## **(2) NEED OF THE STUDY**

The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher, the people of a country are the enlarged replica of their teacher. They are the real nation builders.

The teacher is a dynamic force of the school. A school without teacher is just like a body without the soul, a skeleton without flesh

and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities.

Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study, that they were more distressed about their teaching situation than were teachers who were enthusiastic (Litt. & Turk 1985). Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavorable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behavior of her/his students. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. This can be possible only when their professional challenges would be located and addressed effectively. Hence, there is a great need to study the attitude of teacher's towards their professional challenges.

## **(3) OBJECTIVES OF THE STUDY**

1. To study the attitude of teachers towards their professional challenges.

2. To study the attitude of teachers towards the present methods of teaching in schools.
3. To study the attitude of teachers towards Inclusive School.
4. To study the attitude of teachers towards non availability of teachers as a factor for children being away from school.
5. To study the attitude of teachers towards promotion policy for the failures in schools.
6. To study the attitude of teachers towards their involvement in other official duties.
7. To study the attitude of teachers towards mid day meal programme.
8. To study the attitude of teachers towards ban on physical punishment as a factor in improving the quality of education in schools.
9. To study the attitude of teachers towards curriculum preparation.
10. To study the attitude of teachers towards over emphasis on preparing the students for examination as a factor making the teaching job mechanical.
11. To study the attitude of teachers towards their maximum freedom as a factor to take decisions in schools
12. To study the attitude of teachers towards school offering to the students.
13. To study the attitude of teachers towards inclusive classrooms as a factor for being better education to specially abled children.
14. To study the attitude of teachers towards their workload.
15. To study the attitude of teachers towards inclusive schools.
16. To suggest some educational implications on the basis of results and findings.

#### **(4) SAMPLING**

In the present study, a sample of 200 teachers of Govt. Middle School of Jammu District was purposively selected.

#### **(5) SELECTION OF TOOLS**

The data was gathered through self structured Attitude scale (3- point).

#### **(6) METHODOLOGY OF THE STUDY**

This study used descriptive research design. The descriptive research designs are procedures in quantitative research in which questionnaires are administered to a small group of people (sample) to identify trends in attitude, opinions, behaviors, or characteristics of a large group of people called population. The study was conducted on teachers teaching in government affiliated schools located in rural areas of Jammu district.

To ensure reliability of the questionnaires, a pre test and post test was conducted before the actual study. The preliminary study was conducted in order to find the reliability of the scale. The questionnaire for the teachers had a reliability coefficient of 0.64.

#### **(7) STATISTICAL TECHNIQUE APPLIED**

Percentage was applied for analysis and interpretation.

#### **(8) DELIMITATION OF THE STUDY**

The study is delimited to the following aspects:

1. The study was confined to Jammu district only.
2. The study was restricted to teachers who are teaching in Middle schools.

3. The study was limited to a sample of 200 teachers only.
4. The result of the study is based on teacher's responses.
5. The study was limited to teachers who are teaching in Government middle School affiliated to Jammu and Kashmir Board of School Education (JKBOSE).

### (9) FINDINGS OF THE STUDY

**Table 1** Showing the attitude of teachers towards the old methods of teaching.

	Agree	Neutral	Disagree	Total
Male	56	18	26	100
Female	52	12	36	100

**For Males:** As per the above table, out of 100 male teachers, 56% agree that the old methods of teaching are monotonous for the children while 26% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 52% agree that the old methods of teaching are monotonous for the children while 36% disagree for this.

**Table 2** Showing the attitude of teachers towards Inclusive school.

	Agree	Neutral	Disagree	Total
Male	68	30	2	100
Female	74	18	8	100

**For Males:** As per the above table, out of 100 male teachers, 68% agree that Inclusive school is a challenge to the teachers while 2% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 74% agree that Inclusive school is a challenge to the teachers while 8% disagree for this.

**Table 3** Showing the attitude of teachers towards their Work-load.

	Agree	Neutral	Disagree	Total
Male	58	24	18	100
Female	76	20	4	100

**For Males:** As per the above table, out of 100 male teachers, 58% agree that they are over burdened with school duties while 18% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 76% agree that they are over burdened with school duties while 4% disagree for this.

**Table 4** Showing the attitude of teachers towards non availability of teachers as a factor for children being away from school

	Agree	Neutral	Disagree	Total
Male	60	38	2	100
Female	84	16	0	100

**For Males:** As per the above table, out of 100 male teachers, 60% agree that non availability of teachers is a cause for keeping the children away from the school while 2% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 84% agree that non availability of teachers is a cause for keeping the children away from the school while 0% disagree for this.

**Table 5** Showing the attitude of teachers towards promotion policy for the failures

	Agree	Neutral	Disagree	Total
Male	44	40	16	100
Female	68	24	8	100

**For Males:** As per the above table, out of 100 male teachers, 44% agree that the promotion policy for the failures may be reviewed while 16% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 68% agree that the promotion policy for the failures may be reviewed while 8% disagree for this.

**Table 6** Showing the attitude of teachers towards teachers’ involvement in other official duties as a factor that hampers the job of teaching.

	Agree	Neutral	Disagree	Total
Male	88	8	4	100
Female	90	6	4	100

**For Males:** As per the above table, out of 100 male teachers, 88% agree that the teachers’ involvement in other official duties hampers the job of teaching while 4% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 90% agree that the teachers’ involvement in other official duties hampers the job of teaching while 4% disagree for this.

**Table 7** Showing the attitude of teachers towards mid day meal programme as a factor effecting the job of teaching.

	Agree	Neutral	Disagree	Total
Male	82	12	6	100
Female	46	16	38	100

**For Males:** As per the above table, out of 100 male teachers, 82% agree that responsibility of handling the mid day meal programme by the teachers is affecting the job of teaching while 6% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 46% agree that responsibility of handling the mid day meal programme by the teachers is affecting the job of teaching while 38% disagree for this.

**Table 8** Showing the attitude of teachers towards ban on physical punishment as a factor in improving the quality of education in schools.

	Agree	Neutral	Disagree	Total
Male	50	30	20	100
Female	62	26	12	100

**For Males:** As per the above table, out of 100 male teachers, 50% agree that ban on physical punishment in schools is improving the quality of education while 20% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 62% agree that ban on physical punishment in schools is improving the quality of education while 12% disagree for this.

**Table 9** Showing the attitude of teachers towards responsibility in preparing curriculum.

	Agree	Neutral	Disagree	Total
Male	58	30	12	100
Female	68	26	6	100

**For Males:** As per the above table, out of 100 male teachers, 58% agree that the responsibility in preparing curriculum should rest with the teachers than the official bodies while 12% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 68% agree that the responsibility in preparing curriculum should rest with the teachers than the official bodies while 6% disagree for this.

**Table 10** Showing the attitude of teachers towards over emphasis on preparing the students for examination as a factor making the teaching job mechanical.

	Agree	Neutral	Disagree	Total
Male	60	36	4	100
Female	56	28	16	100

**For Males:** As per the above table, out of 100 male teachers, 60% agree that the over emphasis on preparing the students for examination is making the teaching job mechanical while 4% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 56% agree that the over emphasis on preparing the students for examination is making the teaching job mechanical while 16% disagree for this.

**Table 11** Showing the attitude of teachers towards their maximum freedom as a factor to take decisions in schools.

	Agree	Neutral	Disagree	Total
Male	52	28	20	100
Female	52	20	28	100

**For Males:** As per the above table, out of 100 male teachers, 52% agree that the teachers enjoy maximum freedom in schools to take decisions while 20% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 52% agree that the teachers enjoy maximum freedom in schools to take decisions while 28% disagree for this.

**Table 12** Showing the attitude of teachers towards what school offers to the students

	Agree	Neutral	Disagree	Total
Male	52	20	28	100
Female	38	26	36	100

**For Males:** As per the above table, out of 100 male teachers, 52% agree that what school offers to students is not relevant to the needs of the society while 28% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 38% agree that what school offers to students is not relevant to the needs of the society while 36% disagree for this.

**Table 13** Showing the attitude of teachers towards inclusive education

	Agree	Neutral	Disagree	Total
Male	84	14	2	100
Female	76	20	4	100

**For Males:** As per the above table, out of 100 male teachers, 84% agree that the specially abled children can be academically better in inclusive classrooms while 2% disagree for this.

**For Females:** As per the above table, out of 100 female teachers, 76% agree that the specially abled children can be academically better in inclusive classrooms while 4% disagree for this.

**(10) CONCLUSIONS:**

1 Majority of the teachers agreed that they are overburdened with school duties other than teaching as there are no clerks in the school who do the job of completing school records, ledgers, accounts, preparation of

salaries of the staff. So, this problem of the teachers may be an attributing factor that they are overloaded.

2 Majority of the teachers and headmasters agree that old methods of teaching are monotonous. So, there is a need to take shift from traditional methods of teaching to IT

enabled methods of teaching which attracts students and teachers can also make their classroom live.

- 3 Majority of the teachers agreed that there is a lack of teachers in the govt. schools. So, the non availability of the teachers may be an attributing factor that they are overloaded.
- 4 Majority of the teachers are not happy with the promotion policy for failures as this may be a factor that there is a need that policy makers and administrators need to revise/modify the promotion policy.
- 5 Majority of the teachers agreed that curriculum is a major factor in dropping of the children which needs further research.
- 6 Majority of the teachers agree that teaching of the foreign language is a retarder in child's education.
- 7 Majority of the teachers are in favour of striking off long absentees students. So this attitude of the teacher required to be looked.
- 8 Students place is always supreme in the classroom, so teachers always give priority to students' doubts and discussion and always make their classroom atmosphere congenial. The teachers need to be democratic in their behaviour so, the students would not hesitate in sharing their personal as well as academic problem with the teacher.
- 9 Regarding the ban on physical punishment there is a mixed response, as some are against it and some are in favour of it. So, this attitude of teachers towards punishment in schools needs a further research.
- 10 Majority of the teachers are in favour of the involvement of theirs in curriculum construction, so, involvement of teacher in construction curriculum would be helpful for their profession.

- 11 Majority of the teachers agreed that over emphasis on preparing the students for examination is making the teaching job mechanical. So, it can be analysed that there is a need to change the present system of examinations and making it less tedious, not only for students but also for the teachers.

#### **(11) RECOMMENDATIONS:**

Following are the recommendations regarding the present investigations:

1. There is a need to shift from old methods of teaching to new methods of teaching.
2. Policy makers and administrators should reframe the promotion policy for the failures.
3. School administrators and higher educational authorities should arrange in-service training for teachers to refresh their knowledge of content and teaching method.
4. Seminars, workshops and conferences should be organized in which teachers should be invited to refresh their knowledge and discuss their problems which they face in their work environment.
5. Special trained teachers are to be recruited in schools to teach specially abled children effectively.
6. Recruitment of staff for handling the other official duties of staff.
7. Involvement of teachers in curriculum preparation.
8. As far as curriculum is concerned there is a need to update curriculum that will have utility for everyone, i.e., students, teachers and society.
9. There is utmost urgency to provide child-centered education to the students.
10. Reframing the objectives of school education.



11. Recruitment of qualified trained teachers in the rural areas.
12. Filling up the vacant posts in School Education Department.
13. Establishment of well equipped Classrooms in Schools.
14. Limited employment of teachers in central surveys and other official duties.
15. Application of multimedia approach in education.

### **(11) SUGGESTIONS FOR FURHTER STUDY**

There is a great need in the present scenario to conduct research studies on dropouts because it is a growing problem in the education system especially in India.

1. Similar study can be undertaken in other districts of India also, since it is confined to Jammu district only.
2. Similar study can be undertaken on primary school, high school, higher secondary school, college and university teachers
3. Similar study can be undertaken on other professions.
4. Similar study can also be conducted on teachers who are teaching in Central Board of Secondary Education Schools (CBSE) affiliated schools.
5. A comparative study can be undertaken between school and college teachers.

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