

# Professional Development of Teachers vis-a-vis Demographic and Professional Variables – An Analytical Study

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## **Abstract:**

This paper basically deals with finding out the relationship of professional development with that of demographic and professional variables. The sample of the study comprised of 80 teachers ( Male : 40, Female : 40 )of the secondary schools of kokrajhar district of Assam. The findings clearly indicate a low level of professional development and a wide variation of professional development in accordance with age ,sex, qualification and professional training. Meaning and concept of professional development, analysis and interpretation, major findings and suggestions form the major part of this paper.

## **Introduction:**

The term professional development can be conceptualized as the process through which teachers attain higher professional competence and expand their understanding of self, role, context and career. Professional development is an integral part of qualitative advancement of education. It is a potent means to bring innovations into the actual teaching learning process. It ensures moulding better teachers by updating their knowledge, experience and skills. Professional development goes beyond the limit of bookish knowledge and by virtue of experiences gained in the process. It reaches the

stage where the individual is made capable of doctoring a subject in relation to life and work situation.

## 2

As teaching is a very complex and challenging activity, it requires such a means which can make the task of teaching easy, interesting, and effective. Professional development is the only answer which can enable the teacher to be conversed with newer avenues of teaching strategies together with exercises in different skills not yet known and taken into consideration seriously by them in course of their day-to-day teaching assignments.

Great teachers, educationists, social reformers and all humanists have been in one tone emphasizing professional development of teachers in varying degrees in one way or the other in every country. But unfortunately in our educational system, it has not given due weightage so far.

### **About the study:**

The present study was conducted by taking into account age, sex, qualification and professional training. For the convenience of the study, only 20 secondary schools of Kokrajhar district have been considered. Of which, 10 schools are located in the urban areas while another 10 in the rural areas. The study is confined to a sample strength of 80 teachers ( male : 40 and female : 40 ). Pertinent data and information have been gathered by distributing questionnaire and taking interview.

### **Analysis and interpretation :**

As per the table 1 (given below), the majority of the teachers ( 61% ) are above 45 years of age, while only 39 % are below 45. This statistics clearly reveals the abundance of middle-aged and old teachers in the secondary schools of Kokrajhar. The table also shows that 55% of the teachers are male and 45% are female. It indicates that the whole teaching fraternity of the study area is more dominated by the male teachers than their female counterparts.

Table 1 :Data pertaining to demographic and professional variables

Sl. No	Contents	Numbers (Absolute)	Percentage (%)
1	Age of teachers (45 & above)	49	61
	Age below 45	31	39
2	Male teachers	44	55
	Female teachers	36	45
3	Graduate teachers	69	86
	Post graduate teachers	11	14
4	Trained teachers	27	34
	Untrained teachers	53	66

Table 2 : Data concerning educational qualification

Content	Nos	%	Male	%	Female	%	Age 45 & above	%	Age below 45	%
Graduate	69	86	37	54	32	46	55	80	14	20
Post Graduate	11	14	7	64	4	36	3	27	8	73
Total	80		44		36		58		22	

Table 3 : Data concerning professional training of teachers

Content	Nos	%	Male	%	Female	%	Age 45 & above	%	Age below 45	%
Trained teachers	27	34	21	78	6	22	9	33	18	67
Untrained teachers	53	66	23	43	30	57	34	64	19	36
Total	80		44		36		43		37	

Another interesting data revealed by table 1, is that 86% of the teachers are graduate and only 14% are post-graduate. This implies that the majority of the teachers possess only minimum requisite qualification required for their job. Out of the graduate teachers, 54% are male and 46% are female, while 80% fall in the age group of 45 & above (as revealed by table 2). The table 2 also reveals that out of the 14% of the teachers possessing P.G. degree, 64% male and 36% are female. Again, 73% fall in the age group of below 45.

Out of the total trained teachers, 78% are male and the rest 22% female. Again, most of the trained teachers (67%) fall in the age group of below 45 (as revealed by Table 3). This indicates the more availability of male trained teachers than their female counterparts. Moreover, most of the trained teachers are below 45 years of age. Again, out of the untrained teachers, most of them (59%) are female. The majority of the untrained teachers (64%) fall in the age group of above 45.

## Major Findings:

From the study, the following major findings have been obtained-

- (i) There is more availability of middle aged and old teachers (61%) in the teaching profession in Kokrajhar district.
- (ii) The numbers of male teachers are more (55%) than their female counterpart.
- (iii) The most of the teachers (86%) are mere graduate.
- (iv) The majority of the graduate teachers (54%) are male.
- (v) The majority of the graduate teachers (80%) are older and falls in the age group of above 45 years.
- (vi) Higher qualification among the teachers is very less (i.e., only 14%).
- (vii) The most of the male teachers (64%) possess post graduate degree.
- (viii) The most of the Post Graduate degree holders (73%) fall in the age group of below 45.
- (ix) The majority of the trained teachers (78%), are male and most of them (67%) fall in the age group of below 45.
- (x) The most of the female teachers (57%) are untrained and the majority of the untrained teachers (64%) fall in the age group of above 45.

## Conclusion & Suggestions:

The study has revealed many aspects of professional development of the teachers in relation with demographic and professional variables. As per the study, professional development and awareness tend to vary with the variation of age, sex, educational qualification, professional training, etc. The statistics reveals that professional development of the teachers in Kokrajhar is far from satisfactory, as most of the teachers (66%) are still untrained. Professional awareness is more lacking in case of the female

teachers. Most the female teachers do not have a strong desire to pursue higher education and take up professional training of teaching . Age is another factor affecting professional awareness among the teaching fraternity, for most of the teachers (61%) are above 45 years of age. They just want to treat the teaching profession as like other ordinary professions. Lack of alleviating environment in the school, lack of strictness & encouragement on the part of the authority concerned, socio-political instability, lack of quality students, etc. are the factors that deteriorate the condition as a whole. But those younger teachers belonging to the age group of below 45 (both male & female) are doing commendable jobs as far as professional development is concerned , as most of them are P.G. Degree holder and well-trained.

However, on the basis of the above findings, the following suggestions have been recommended for raising professional status of the teachers and ensuring speedy professional development:

- (i) Deputation to training (pre-service & in-service) should be made mandatory irrespective of age & sex.
- (ii) Study leave should be introduced in the schools for those aspiring higher studies.
- (iii) Infrastructural facilities in the schools should be improved and some modern facilities (e.g., ICT equipments , A-V Aids, etc.) should be introduced.
- (iv) Regular inspection and supervision should be ensured by the authority concerned.
- (v) The grievances of the teachers should be redressed at right earnest.

## References:

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