



A STUDY OF PROFESSIONAL DEVELOPMENT OF PRIMARY SCHOOL WOMEN TEACHERS OF NORTH KARNATAKA

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ABSTRACT:

The present research is about understanding professional development of women teachers working in north Karnataka. The north Karnataka area primary school teachers constitute the population of the study. To study the nature of Professional development of women teachers working in Primary schools of north Karnataka and to study the difference of Professional development among between Rural and Urban Primary schools of north Karnataka were the main objectives of the present research. for the research study Primary schools teachers working in north Karnataka was considered as population of the study. A sample of 560 primary school women teachers of North Karnataka, representing urban and rural areas from government and private management schools.

The professional development assessment Scale was developed by the researchers. It was standardized by using suitable standardization procedure. The data was collected physical by providing paper pencil test to the teachers. The same was scored and statistically analysed using SPSS. It is found that, urban and rural women teachers have difference in professional development scores. Urban primary school women teachers have high professional development when compared to rural teachers.

Keywords: Professional Development, Primary School, North Karnataka, Women Teachers.

1. INTRODUCTION:

The teaching profession is very sacred and highly respected and should be considered as a service. Only teachers can correct the vicissitudes of the society and shape the future of the country. The future of the country will be bright if the teachers make the children to learn and educated through the lessons in the

classroom. The teaching profession is a great service. This is an objective to bring about social change. Those who are lucky enough to get this service are hardworking and persistent people who make their living. Teaching profession is highly respected in the society. By practicing children become aware of the textual content as well as the common themes should be made.

Tolerance and patience is an important quality that a teacher should have, even if a teacher makes a small mistake there is a high possibility that the nation will go astray. The self-satisfaction and respect found in the teaching profession cannot be found in any other profession. The role of guru is important in any person to reach the highest position. The one who teacher with discipline ability of patience is a true teacher the teacher's profession will never die out.

PROFESSIONAL DEVELOPMENT AMONG TEACHERS:

Professional development is an continuous process. It is not static. A teacher must work hard to get success in the profession. The ways and means of professional development is to attend programmes at academic levels, writing research articles, attending training programmes will help a teacher to reach academic maturity. The women school teachers need continuous efforts for attending professional standards. The teachers efforts in new ideas, collaborations, projects, research projects, camps will encourage teachers to reach academic achievement and professional development for teachers.

ACADEMIC DEVELOPMENT:

Academic development Academic development of primary teacher may be seen as very important area. The modern education system expects lot of new skills from teacher's. language skills, teaching skills, competencies. As it seen in my review of related literature that, there are very less studies conducted in the field of women teachers of north Karnataka. Keeping this in mind present research is undertaken.

Review of Related Literature

Understanding the relationship between family environment and academic achievement has long intrigued scholars in the field of education and psychology. In India, where familial bonds and traditional values shape the everyday experiences of students, several researchers have explored how different aspects of home life influence academic outcomes. One of the foundational Indian studies in this domain was carried out by Bhargava (2003), who examined the effect of parental education, home discipline, and emotional climate on the academic performance of Class IX students in Uttar Pradesh. His findings showed a statistically significant positive correlation between the level of parental education and student academic performance, particularly in language and mathematics subjects. Children who lived in stable and emotionally supportive homes consistently showed higher academic achievement than those from neglected or conflict-ridden families.

Another pivotal study by Sharma and Gupta (2010) focused on family structure—specifically nuclear versus joint families and its impact on student behavior and scholastic engagement. Conducted in urban areas of Madhya Pradesh, their research revealed that students from joint families with shared responsibilities and regular academic interaction with elders displayed better self-regulation, time management, and homework

completion rates than their counterparts from nuclear families, particularly when both parents were working full time.

Further, a study by Menon and Raghunathan (2014) examined the academic resilience of students from economically disadvantaged families. It found that where parents, despite limited formal education, consistently monitored study hours, discussed school matters, and encouraged academic pursuits, their children managed to outperform their peers from better-off families with disengaged parenting. These findings underscore the fact that emotional and motivational support within the family often outweighs material resources in determining academic success.

Despite the richness of literature, certain critical gaps remain. First, much of the Indian research in this domain is either region-specific or limited to narrow variables such as parental education or income, without a holistic evaluation of the emotional and communicative aspects of the family environment. Second, there is insufficient exploration of the intersectionality of gender, socio-cultural identity (such as caste), and family background, especially in semi-urban and rural areas. Third, while the studies emphasize correlation, few explore the causative mechanisms by which family behaviors directly or indirectly influence cognitive and emotional readiness for learning. Moreover, most Indian research has not sufficiently incorporated theoretical frameworks such as Bandura's social learning theory or Vygotsky's socio-cultural model in analyzing family impact on learning. Lastly, studies in recent years have not adequately accounted for the digital shift in education and how this interacts with the family's role in monitoring or supporting academic tasks at home.

3. Significance of the present study:

In the present study primary school teachers in their professional involvement life one of their experience is social with children and companionship and with parents, classmate relationship and their professional life is helpful for them to survive financially A respectable position has been the society. Modern day information and communication technology aided lessons are well suited for children to become self motivated in play – lessons and integrate in to lessons it is important to know whether the teachers have been given information and communication technology training or not In-Service training programmers will be provided for career development it is helpful for professional development among the teachers to know the issues that come and go in their career.

Bezzina and Camilleri (2001) discussed the development of in-service teachers development. The study identified that education system is not clear about quality in-service training programmes. The study feels the need of constructive ideas for bteachwers academic welfare. Needs of schools, teachers and pupils, and school quality were to be more considered in designing in-service training programmes. The present study directs the field life experiences for in-service teachers as necessary component of academic growth. The women teachers working in primary schools need support from service providers.

Objectives:

To the difference of Professional development among between Rural and Urban Primary schools of north Karnataka.

Population, Sample and Tools for collection of Data:

for the research study Primary schools teachers working in north Karnataka was considered as population of the study. A sample of 560 primary school women teachers of North Karnataka, representing urban and rural areas from government and private management schools.

The professional development assessment Scale was developed by the researchers. It was standardized by using suitable standardization procedure. The data was collected physical by providing paper pencil test to the teachers. The same was scored and statistically analysed using SPSS.

Statistical Techniques Used:

To accomplish objective a two sample independent t-test and one way ANOVA test was conducted to examine differences in demographic characteristics with respect to professional development, job involvement and awareness of ICT among primary school women teachers of North Karnataka.

Analyses and findings:

To test the above H_0 , the two sample unpaired students t test was performed and the outcome the test is presented in the following table.

Results of t test between urban and rural primary school women teachers of North Karnataka with respect to professional development scores.

Location	n	Mean	Std.Dev.	Mean Diff.	t-value	p-value, Signi.
Urban	280	141.54	20.28	8.22	5.3108	0.0001, S
Rural	280	133.32	16.11			

Table1: Results of t test between urban and rural primary school women teachers

From the results of the above table, it is seen that, the calculated value of t is 5.3108 with p value=0.0001. The critical value of t at 5% level of significance with 558 degrees of freedom is 1.9600. It clearly shows that, the calculated value of t is greater than the critical value i.e. $5.3108 > 1.9600$. It means that, a significant difference was observed between urban and rural primary school women teachers of North Karnataka with respect to professional development scores. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean \pm SD of professional development is significantly higher in urban primary school women teachers (141.54 ± 20.28) as compared to rural primary school women teachers (133.32 ± 16.11). The mean and SD scores are presented in the following figure.

Comparison between urban and rural primary school women teachers of North Karnataka with respect to professional development scores.

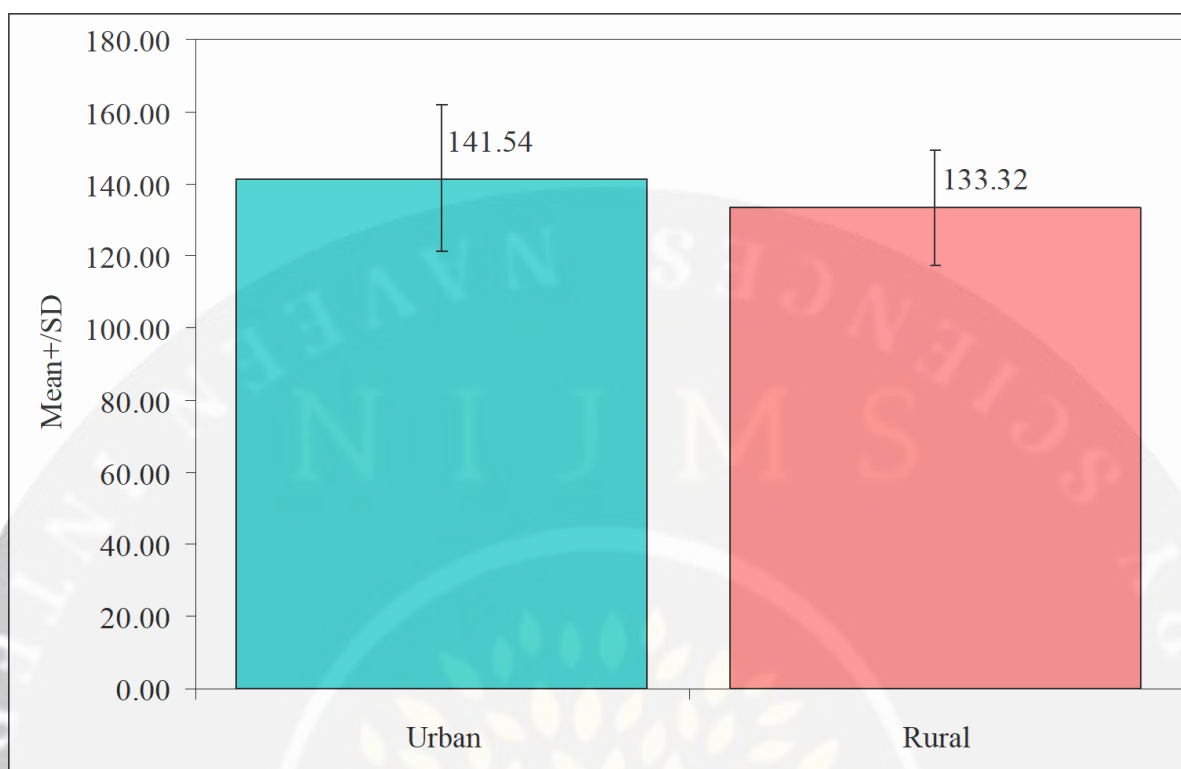


Figure1

Findings and Educational Implications:

The study of the impact of learning style, social competencies, and school environment on academic achievement among secondary school students reveals several important educational implications:

- **Personalized Learning Approaches:** Recognizing diverse learning styles (visual, auditory, kinesthetic, etc.) allows educators to adopt varied teaching methods. This ensures that students engage with content in ways that best suit their individual learning preferences, thereby enhancing comprehension and academic performance.
- **Development of Social Competencies:** Schools should integrate programs that promote communication, collaboration, emotional intelligence, and conflict resolution. Strengthening these social skills helps students build positive relationships, manage stress effectively, and stay motivated in their academic pursuits.
- **Positive School Environment:** A safe, inclusive, and supportive school climate significantly boosts students' academic engagement. Educators and administrators must focus on creating an environment that fosters mutual respect, encourages participation, and addresses students' psychological and emotional needs.
- **Teacher Training:** Professional development should include training on identifying and adapting to students' learning styles, fostering social-emotional learning (SEL), and contributing to a healthy school

environment. Teachers play a key role in implementing strategies that link these factors to academic success.

- **Policy and Curriculum Design:** Educational policies should support differentiated instruction and provide resources for SEL programs. Curriculums must be designed to be flexible and responsive to students' individual and social development needs.

Conclusion:

From the above discussion it is evident that primary school women teachers have difference in professional development. Rural women teachers face many academic problems. The work load and participation in other activities they cannot concentration on professional development process. It is duty of Education department to facilitate women teachers to enhance their professional development by providing assistance. Urban women teachers naturally benefited by the supportive climate.

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