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RESEARCH PAPER

Impact of Professionalism on Professional Development of Secondary School Teachers

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ABSTRACT

The main objective of the research is to analyze the impact of professionalism on the professional development of secondary schools' teachers. The development of professionalism for public trust is contingent upon the role that professional knowledge, skills, and professional identity. This study was descriptive, and the survey technique was used for gathering the data. 150 teachers, 75 of them male and 75 of them female were included in the sample. The data was gathered through the use of a questionnaire. The research instruments were classified using a five-point Likert scale. It was concluded that Teacher actively seeks opportunities for professional development and teachers were highly effective and dedicated for creating a positive and inclusive learning environment. The study suggests that professional ethics be taught to pre-service teachers as a separate subject and that several authorities, including the Ministry of Education and school administration, give formal codes of behavior to teachers.

| **KEYWORDS** | Professionalism, Professional Development, Secondary |

Introduction

Hugh Sockett (1993) provides, in his book The Moral Basis for Teacher Professionalism, a thorough examination of the moral foundations of the field. According to the author, professionalism is the way employees behave in the workplace, how they combine their knowledge and skills with their responsibilities in a team environment, and how they interact morally and legally with clients. He identifies five key components of teacher professionalism using detailed descriptions of idealized instructors in three classrooms. These components, in his opinion, include jobs that involve accountability for change and ongoing improvement, interactions with coworkers outside of the classroom, and traditional It is absurd how committed academics are to respecting social perspectives. Concentrate on the material's primary attributes. According to this theory, some traditional employment like those that must abide by moral and legal restrictions, for example are associated with money and high prestige, but other traditional jobs aim to achieve these advantages through professionalization (Webb et al., 2021).

Professionalism is described as an ideology and set of occupational values (Evetts, 2014). The enhancement of professionalism for public trust is contingent upon the role that professional knowledge and skills, professional identity, and vocation play (Avis & Orr, 2014). Collegial authority, which is governed by a professional code of ethics overseen by a professional body, is the foundation of professionalism. Professional community development, autonomy, integrity, commitment, teamwork, and motivation are among the qualities that provide a framework for thinking and acting while making decisions in difficult situations, changing quickly, and ethical dilemmas in the workplace. In other words, the concept and application of teacher professionalism are always being challenged by demands from both the inside and the outside (Sachs, 2016).

The concepts of professionalism in education and professional development are closely related. According to Guskey (2002), "Nearly every modern proposal for improving education is centrally located and revolves around high-quality professional development." More and more policymakers are realizing that the administrators and teachers who work in schools determine their quality. A significant portion of the study agenda has been devoted to examining the professionalism, professional growth, and formation-influencing aspects of teachers. As previously said, there is, however, a dearth of information regarding the opinions of educators on these matters. Examining teachers' perspectives on professionalism and professional development was the main goal of this study. We specifically aimed to investigate their hopes, views, and concerns about professionalism and professional development, as well as to identify the elements that are regarded to support or undermine these beliefs (Ifanti & Fotopoulopou, 2011).

A wide range of stakeholders, including administrators, educators, students, and legislators, think that professional development for working teachers is crucial to both their career success and the education of their pupils (Hargreaves & Fullan, 2013). Professional development (PD) is defined in the literature on teacher development as activities intended to improve a professional teacher's knowledge, skills, and other characteristics (Timperley 2013). Teachers who take part in professional development programs can improve their instruction and gain new material knowledge. Put another way, well-executed professional development can help instructors become more professionally equipped. Coherence, active learning, and a focus on content knowledge are three essential elements of professional growth. The type of activities, how long they last, and how much they stress the group participation of teachers from the same department, school, or grade level are structural aspects of professional development (Garet et al., 2001).

Literature Review

A lot of discussion centers on the definition of "development" and the benefits it offers educators. The dispute has given rise to a variety of conceptualizations of CPD, with people understanding it as, among other things, self-directed learning, school-based learning, a government effort, or a professional endeavor outside of the classroom. In light of this dispute, we will employ Guskey's (2002) wide definition of professional development, which is the process and activities intended to improve educators' professional knowledge, abilities, and attitudes to increase students' learning.

The majority of official professional development opportunities originate from educational establishments and are commonly referred to as in-service training. Their goal is to enhance a particular practice area to benefit the institution as a whole (Adekola, 2007).

Typically, these sessions are given as conferences, seminars, workshops, or presentations. For instance, the training could concentrate on introducing or investigating innovative teaching approaches, practical classroom management strategies, educational technology, or research conducted in the classroom. Better understanding and connections between administrators and instructors are two benefits of in-service teacher development. Another is that it helps teachers acquire the competencies that their particular institution values (Farrell, 2004).

Regular instruction-focused programs are offered by many schools. According to Griffith, Ruan, Stepp, and Kimmel (2014), this type of learning is referred to as "job-embedded professional development." Wood and Killian (2021) define job-embedded professional development as learning by doing, thinking back on the experience, and then creating and sharing new information with others. Compared to workshops or seminars, this approach lasts longer since it gives teachers feedback as they ponder and incorporate new information into their lessons. While maintaining relevance to the needs, interests, and

unique meanings and motivations of individual instructors, it takes an institutional perspective (Atay, 2008; Crandall & Christison, 2016).

A complex idea, professionalism in education is essential to the development of teachers' identities and efficacy. The word "professionalism" refers to a variety of qualities, activities, and moral principles that direct teachers in their dealings with pupils, coworkers, and the larger educational community. According to Ingersoll and Strong (2011), professionalism in education entails upholding ethical standards, participating in ongoing learning, and reflecting on practice in addition to having the requisite knowledge and abilities. This comprehensive view of professionalism highlights the dynamic character of the teaching profession and the significance of continuous professional development for teachers.

Professionalism has an impact that goes far beyond following rules at work; it is essential to the success of organizations, personal growth, and the general effectiveness of a particular field. Professionalism affects how people behave in their particular areas and has a big impact on how clients, coworkers, and the community as a whole see them. This study examines the many facets of professionalism's impact, highlighting its function in building ethical behavior, and trust and maintaining the general integrity of professional practices. According to Chivers and Shoolbred (2007), professionalism is characterized by several traits that extend beyond technical proficiency, such as accountability, honesty, and a dedication to excellence. These qualities help peers and clients build trust in one another, which is the cornerstone of fruitful professional partnerships. In fields like healthcare, law, and education, where dependability and ethical considerations are crucial, the impact of professionalism is most noticeable. Career progress is catalyzed by professionalism. People who exhibit a high degree of professionalism regularly are more likely to be given additional responsibility, leadership positions, and chances to advance their careers. Professionalism's beneficial impact on career paths emphasizes how important it is to attain long-term success in any given industry. Furthermore, professionalism shapes the credibility and reputation of entire professions in addition to individual behaviors. A group's dedication to high moral standards and professional behavior improves the public's impression of a particular area by fostering trust in the skill and dependability of its practitioners (Lynch, Surdyk, & Eiser, 2004).

Teaching methods and student outcomes are just two of the many ways that professionalism affects secondary school teachers' professional growth. Effective professional development (PD) is based on collaborative settings and customized to meet the requirements of instructors, according to research, and it promotes a continual improvement culture.

Material and Methods

Research Design

The current study was designed to highlight the impact of professionalism in the professional development of secondary school teachers in southern Punjab. This study was descriptive, and the survey technique proved to be the most effective means of gathering data. When it comes to gathering information about anything from attitudes and ideas to physical counts and frequencies, surveys are frequently used (Mohajan, & Mohajan, 2022).

Population

According to Fraenkel et al. (2019), a population is defined as a group from which the results of the research can be generalized and it comprises participants with particular characteristics. Both male and female teachers of Bahawalpur district were included in the population.

Sample and Sampling Technique

The number of items that must be chosen from the universal to create a sample is referred to as the sample size (Kothari, 2004). 150 teachers, 75 of them male and 75 of them female made up the study's handy sample.

Development of Research Tool

Since this was a descriptive study, information was gathered through the use of a questionnaire. The research instruments were classified using a five-point Likert scale. The questionnaire was created following discussion with the instructions from the supervisor. There were two parts to the questionnaire. Teachers' basic demographic information (such as their gender and age) is included in Section 1. In Section 2, we present findings from a research project examining the variables that influence online education at the tertiary level. There were no open-ended questions on the survey.

Data Collection

Data was collected by the researchers through a questionnaire. All teachers were personally approached by researchers. They were requested to fill in the questionnaire. One hundred and forty-three (143) students returned the questionnaires after filling them. The return rate was 95.3%.

Data Analysis

In this study, the Statistical Package for Social Science (SPSS 25) was used for the data analyses. Hence, by using the SPSS 25, the final data were analyzed, after data editing and cleaning was done by the researcher. Descriptive statistics were used in this study for the finding and understanding of the demographic profile of the respondents. The frequency, percentage, mean score, and standard deviation were used to identify the average value of the distribution of the figures.

Results and Discussion

Table 1
The teacher actively seeks opportunities for professional development

Options	Frequency	Percentage	Mean	Std. Deviation
SA	34	23.8		
A	65	45.5		
UD	18	12.6	3.73	1.063
DA	23	16.1		
SDA	3	2.1		
Total	143	100.0		

Table 1 explores the opinions of teachers about the statement, Teacher actively seeks opportunities for professional development. The result shows that 45.5% of teachers agreed with the statement that teacher actively seeks opportunities for professional development, whereas 23.8% of teachers strongly agreed, 16.1% disagreed, 2.1% strongly disagreed, and 12.6% of teachers were undecided with the statement. The majority of 69.3% of teachers agreed and 18.2% disagreed, the mean score is 3.73, and the standard deviation of 1.063 shows a positive response to the statement that teacher actively seeks opportunities for professional development.

Table 2
Teacher engages in ongoing learning to stay updated on educational trends.

Options	Frequency	Percentage	Mean	Std. Deviation
SA	33	23.1		
A	72	50.3		
UD	19	13.3	3.81	.985
DA	16	11.2		
SDA	3	2.1		
Total	143	100.0		

Table 2 shows the opinions of teachers about the statement, Teacher engages in ongoing learning to stay updated on educational trends. The result shows that 50.3% of teachers agreed with the statement that teacher engages in ongoing learning to stay updated on educational trends, whereas 23.1% of teachers strongly agreed, 11.2% disagreed, 2.1% strongly disagreed, and 13.3% of teachers undecided to the statement. The majority of 73.4% of teachers agreed and 13.3% disagreed, the mean score is 3.81, and the standard deviation of .985 shows a positive response to the statement that teacher engages in ongoing learning to stay updated on educational trends.

Table 3
Teacher participates in workshops to enhance teaching skills.

Options	Frequency	Percentage	Mean	Std. Deviation
SA	24	16.8		
A	83	58.0		
UD	23	16.1	3.77	.962
DA	5	3.5		
SDA	8	5.6		
Total	143	100.0		

Table 3 identifies the opinions of teachers about the statement, Teacher participates in workshops to enhance teaching skills. The result shows that 58% of teachers agreed with the statement that teacher participates in workshops to enhance teaching skills, whereas 16.8% of teachers strongly agreed, 3.5% disagreed, 5.6% strongly disagreed, and 16.1% of teachers were undecided about the statement. The majority of 74.8% of teachers agreed and 9.5% disagreed, the mean score is 3.77, and the standard deviation of .962 shows a positive response to the statement that teacher participates in workshops to enhance teaching skills.

Table 4
The teacher collaborates with colleagues to share best practices.

Options	Frequency	Percentage	Mean	Std. Deviation
SA	22	15.4		
A	89	62.2		
UD	15	10.5	3.78	.930
DA	12	8.4		
SDA	5	3.5		
Total	143	100.0		

Table 4 explores the opinions of teachers about the statement, Teacher collaborates with colleagues to share best practices. The result shows that 62.2% of teachers agreed with the statement that teacher collaborates with colleagues to share best practices, whereas 15.4% of teachers strongly agreed 8.4% disagreed, 3.5% strongly disagreed, and 10.5% of teachers 'were undecided to the statement. The majority of 77.6% of teachers agreed and 11.9% disagreed, the mean score is 3.78, and the standard deviation of .930 shows a positive response to the statement that teacher collaborates with colleagues to share best practices.

Table 5
Teacher collaborates with other teachers for the benefit of teachers.

Options	Frequency	Percentage	Mean	Std. Deviation
SA	73	51.0		
A	47	32.9		
UD	3	2.1	4.13	1.212

DA	9	6.3
SDA	11	7.7
Total	143	100.0

Table 5 describes the opinions of teachers about the statement, Teacher collaborates with other teachers for the benefit of teachers. The result shows that 32.9% of teachers agreed with the statement that teacher collaborates with other teachers for the benefit of teachers, whereas 51% of teachers strongly agreed, 6.3% disagreed, 7.7% strongly disagreed, and 2.1% of teachers were undecided in the statement. The majority of 83.9% of teachers agreed and 12% disagreed, the mean score is 4.13, and the standard deviation of 1.212 shows a positive response to the statement that the teacher collaborates with other teachers for the benefit of teachers.

Conclusion

It is concluded that the teacher is highly effective and dedicated to creating a positive and inclusive learning environment. They demonstrate strong classroom management skills, fostering discipline while encouraging student engagement. The teacher promotes equality among students and exhibits a deep understanding of the subject matter, employing varied teaching methods to accommodate diverse learning styles. The teacher integrates technology appropriately, communicates effectively with students and parents, and remains approachable to student concerns. They provide constructive feedback, uphold ethical standards in assessment, and effectively manage time during lessons, avoiding burnout. The teacher establishes positive relationships with colleagues, collaborates for the benefit of teachers, and communicates professionally with school administrators. The teacher actively engages in ongoing professional development, participating in workshops and collaborating with colleagues to stay updated on educational trends and enhance teaching skills. They demonstrate honesty, maintain confidentiality, and treat all students fairly without bias. The teacher encourages critical thinking, empowers students to take ownership of their learning, and adapts teaching strategies based on student feedback. The teacher engages in regular reflection on teaching practices, seeks feedback from students, and sets personal goals for professional growth. They adapt teaching methods based on reflections and feedback, showcasing a commitment to continuous improvement. The school's role is to support the teacher's professional development, provide sufficient resources, and foster a culture of continuous improvement. The school values and encourages teachers' efforts in professional growth, contributing to a positive and supportive atmosphere for both educators and students alike.

Recommendations

Here are some recommendations to address the

- Teachers ought to foster a dedication to lifelong learning. Make a conscious effort to look for professional development opportunities, go to conferences and workshops, and continue your studies to stay current with the newest approaches to teaching and learning.
- The study suggests that professional ethics be taught to pre-service teachers as a separate subject and that several authorities, including the Ministry of Education and school administration, give formal codes of behavior to teachers.
- Lesson plans are necessary for teachers to provide instruction effectively. To ensure that instructors create lesson plans on time, this should be closely supervised by the head teachers.
- According to this research, to achieve their goals, educators should adopt a professional demeanor and adhere to the norms and guidelines of professional conduct. Since teachers are change agents in the educational system, it makes more sense to base their professional growth on qualitative rather than quantitative criteria. It is important

for educators to consciously work towards changing their thinking on three levels: conceptual, pedagogical, and attitude. If the conceptual and attitudinal levels have not changed, then changing the pedagogical level alone will not be enough.

- Secondary school educators must impart practical life skills and Islamic principles. Only real-world examples given by their teachers—such as those demonstrating peace, harmony, tolerance, and a disciplined demeanor—can have an impact on the kids.
- Forbidden activities avoiding deceptive and unfair tactics, etc. For this reason, educators in secondary schools ought to actively encourage Islamic principles in their pupils.

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