

**Research Report  
on  
Professionalism and Professional Development  
Practices of Secondary Teachers**

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Research Report  
on  
**Professionalism and Professional Development Practices of  
Secondary Teachers**

**Submitted to**

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We, hereby, authenticate that the research study “**Professionalism and Professional Development Practices of Secondary Teachers**” submitted for the fulfillment of the assigned research work of NAEM, is the research of our own effort, except to whom we acknowledged. We took rational care to ensure that the work is original and to the best of our knowledge, does not breach copyright law and has not been taken from other sources except where such work has been cited and acknowledged with the text.

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## **Dedication**

To our beloved parents who always inspire and support us.

## **Abstract**

A teacher with high professionalism is the architect of shaping students' lives and their future. When any institution fails to show students' success rate at the exam, it may be assumed that teachers' professionalism is not up to the expected level. This study aims to evaluate teacher professionalism through teachers' and students perspective, to estimate professional teachers' effort for personal and professional development, to identify the difficulties they face and to find out the relationship between teacher's professionalism and students achievement level in public exam. Mixed-method approach with different instruments i.e. interview schedule and survey questionnaire for teachers, Focus Group Discussions (FGD) for students were used to collect primary data. A purposive and representative sample selection method was used. Simple statistics for survey questionnaire and thematic analysis for interview and FGD were used in this study. Some teachers are found highly professional because they feel themselves committed to the students, are connected with the families of their colleagues, use digital contents in class. Again some have brought some problems in broad day light like no promotion, biasness in selecting teachers for professional development training, huge work pressure to attain the satisfaction of the stakeholders etc. Teachers' unequal treatment to the students, not using written lesson plan and multimedia in class, bringing guide books to class, students' less interest in math and some other problems were found in this study. So it can be opined that there are some other factors that frustrate teachers to be professional and doing professional practice and development.

**Key words:** professionalism and professional development practice

## **List of Abbreviation**

BA – Bachelor of Arts

B Ed- Bachelor of Education

BBA- Bachelor of Business Administration

BIAM- Bangladesh Institute of Administrative Management

BSc- Bachelor of Science

CEC- Communicative English Course

CLT- Communicative Language Teaching

CPD - Continuous Professional Development

EIA- English in Action

ELTIP- English Language Teaching Improvement Project

FGD - Focus Group Discussions

FSSAP- Female Secondary Stipend Assistant Project

GPA - Grade Point Average

ICT- Information and Communication Technology

SEQAP- Secondary Education Quality Access Project

MA- Master of Arts

M Ed- Master of Education

MSc- Master of Science

MBS- Master of Business

MSS- Master of Social Science

MBA – Master of Business Administration

NAEM- National Academy for Educational Management

SSC - Secondary School Certificate

TCG- Teachers' Curriculum Guide

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## CHAPTER ONE: INTRODUCTION

## 1. 0 Introduction

A teacher with high professionalism is the architect of shaping students' lives and their future. Teachers, who demonstrate professionalism innovate new things and implicate students in learning. Now the 21st century world is experiencing new inventions and changes in technological and scientific fields that emerged in our lives. 'Teachers are expected to constantly update themselves and keep in touch with what is new in the field (khan, 2008)'. A professional teacher is always apprehensive about his own performance and professional development.

There are many issues are allied with quality education, and teacher's professionalism is one of them. Professional teachers are the assets for their institutions that is evidenced with the performance of the students and teachers as well. They use effective strategies and play an important role in enhancing students' motivation (Urhahne, 2015). They have competencies and positive attitudes towards their profession. They are always concerned about their personal development and interact and support colleagues. Thus increase the success level of the institutions. In the year 2020, 100% SSC candidates passed from 3,023 educational institutes across the country whereas 0% pass rate was observed in 104 institutes ([www.thedailystar.net/country/ssc-result-2020-83.75](http://www.thedailystar.net/country/ssc-result-2020-83.75)). This scenario is not expected since Bangladesh government is concerned about quality education. Students' performance mostly depends on their teachers while quality teacher can ensure quality education. Professional teachers ensure quality teaching and learning. Demirkasimog̃lu (2010) stated that 'teacher professionalism' focuses on teachers' professional qualifications such as 'being good at his/her job', 'fulfilling the highest standards', and 'achieving excellence'... teacher professionalism means meeting certain standards in education and related to proficiency.

Professionalism and professional development programs for teachers are surely essential to cope with the changes of the new era. After the foundation of Bangladesh, the

government has fostered different Continuous Professional Development (CPD) programs for teachers to strengthen their quality. Professional development supports teachers to archetype their lifelong learning to achieve better accomplishment (Yuwono & Harbon, 2010). It is expected that CPD helps teachers to make up the gaps being professional. Therefore, this study is to investigate secondary teachers' professionalism and professional development practices and the challenges they face at their institutions.

### **1.1 Statement of the problem**

Teachers' professionalism prerequisite having some certain competencies to maintain their profession in a professional manner (Ekinici & Ekinici, 2017). Students pass rate in public exams is generally influenced by their performance in English and mathematics. This statement becomes evident when the SSC (Secondary School Certificate) results are compared between the two years. Students' showed better performance in English and mathematics in 2020 that consequence the overall pass rate and the number of GPA (Grade Point Average)-5 achievers in nine general education boards. This year the pass rate in SSC exam is 83.75% while the pass rate was 82.80% in 2019. Dhaka board secretary Tapan Kumar Sarkar revealed that the performance of students in English and maths always play a significant role in the overall pass rate of public exams (<https://www.thedailystar.net/frontpage/news/ssc-equivalent-exams>). Teachers' professionalism is positively related to students' achievement level or students' affective educational outcomes at the school level (Cheng, 1996).

Professional development is required for teachers to understand students and to learn different instructional strategies for teaching. When any institution does not produce quality students or cannot show students' success rate at the exam then it may be assumed that teachers' professionalism is not at the expected level or there may be some other factors that impede them in professional practice and professional development. **That is why the problem of the study should be read as Professionalism and Professional Development Practices of Secondary Teachers.**

## **1.2 Rationale and significance of the study**

Teachers shoulder the responsibility to bring up students as skilled and qualified human resource for the future who can adapt and accommodate themselves with the changes of the modern world, innovate and create new knowledge for the human being. Teachers with high professionalism ponder themselves responsible for guiding young people for golden future reading their heart and knack. It is also noticeable that ‘the teachers who work in schools with poor academic achievement have lower levels of professional and personal development than their colleagues who work in schools with higher achievement levels’, (Özdemir, T.Y., Demirkol. M, Polat, H., 2019).

Teacher’s professionalism has an influence on the job and professional development practices as well as students’ learning outcomes. Findings from this study ought to be of interest to a number of researchers focusing on teachers’ professionalism and different aspects of research issues dealt with in this study. Also, the stakeholder and policymaker would appraise the needs and the interests of teachers for their professional practices. Furthermore, the findings can contribute studies on professionalism from other branches of human development i.e. education, psychology, philosophy etc.

## **1.3 Objectives of the study**

The major objectives of this research are as follows:

- a. To evaluate teacher professionalism through teachers’ and students perspective.
- b. To estimate professional teachers’ effort for personal and professional development.
- c. To identify the difficulties, they face and the effect of individual characteristics on their professional development.
- d. To find out the relationship between teacher’s professionalism and students achievement level.

## **1.4 Scope and limitation of the study**

The findings and the recommendations of the present study will support other areas related to professionalism and professional development practices. Collecting data was delayed due to pandemic situation of Covid 19 and also the equal numbers of male and female teachers were not found out.

### **1.5 Outline of the report**

The report is presented in five chapters, the first being an introduction to the situation analysis. The second chapter presents a review of literature related to teacher's professionalism and professional development practices. The third chapter presents methodology while the fourth chapter presents the analysis of data with discussion and findings and the fifth chapter presents recommendations and conclusions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

Literature review section presents information about the literature related to this specific study. The researchers have reviewed a number of books, articles from different journals, reports and other publications related to secondary teacher's professionalism and professional development practices. The review has been done on the basis of the research objectives of the study.

### **2.1 Concept of Professionalism**

Hargreaves and Goodson (1996) attempted to explain the concept of professionalism as "something which defines and articulates the quality and character of people's actions within that group" (p. 4). Similarly, Day (1999) delineated professionalism as a "consensus of the norms, which may apply to being and behaving as a professional within personal, organizational and broader political conditions" (p. 13). When teaching is targeted from a professional perspective, the expectancies from teachers vary and boom. Evans (2011) examines teacher professionalism in three dimensions: behaviour, mind-set, and intellectuality. On the other hand Boyt, Luschand Naylor (2001, p. 322) stress attitude and behaviour, as they mention "Professionalism consists of the attitudes and behaviour one possesses toward one's profession."

Yuwono, & Harbon (2010) tried to discover the perception of professionalism. They have used qualitative look at and interviewed forty-six (46) Indonesian English teachers. The findings revealed that teacher's motivation is the element for getting into the career. This motivation includes authentic ardour for teaching, religious duties, financial hardship, the adoration for English language, perceived roles of women, or failure to go into different professions. Such reasons have implications on teachers' professionalism and their professional growth. They additionally determined out that the teaching career and their professionalism are not but nicely rewarded in Indonesia i.e. low income and economic

incentives. As a result, this reward affected their professionalism and their further professional development.

### **2.3 Concept of Professional Development**

According to Evans (2008), “Professional development is a key process within the wider agenda of raising standards and increasing societal growth capacity by improving policy and practice in all areas of public service provision, not least education.” The view of teacher professionalism is simultaneously related to professional development (Evans, 2008; Hargreaves, 2001). In this regard, Guskey (2002) talked about that professional development is a vital aspect in almost each contemporary-day concept for enhancing schooling. He also added, “Policy makers increasingly recognize that schools can be no better than the teachers and administrators who work within them” (p. 381). Teachers’ professional development is the way of gaining knowledge of, how they discover ways to research and the way they practice their understanding in exercise to assist student gaining knowledge of (Avalos, 2011).

Teachers’ learning happens through joining a series of CPD courses, in school when they reflect on their personal teaching and observing others classes. Also they learn from colleague while talking in a deliberate and unintended way or in instructional meeting. Therefore, gaining knowledge and skill can take place in unique methods each officially and informally. Modern perspectives of professional development exemplify professional learning no longer as a short-time period intervention, but as a long-term procedure extending from teacher education at the tertiary level to in-service training in the workplace (Putnam & Borko, 2000). So an effective professional development need to be a non-stop and well-prepared process (Little & Paul, 2009).

### **2.4 Review Studies on Professionalism and Professional Development Practices**

Tanang and Abu (2014) investigate teachers’ professionalism and professional development practices of South Sulawesi, Indonesia. This investigation centres on teachers’ behaviour-attitude, pedagogic skills, and range of learning activities through genuine professional development as pledge to do continuous improvement. The constraints of being professional teacher are also identified. The layout of this research

employs exploratory combined technique layout with triangulation technique. Simple random sampling is applied in deciding on three hundred and thirty- one (331) samples out of two thousand, three hundred and sixty-seven (2367) populace to reply the questionnaires. The t-test and Anova analysis is carried out to find out the outcome. The findings of the study display that gender have an effect on considerably in behaviour-attitude practice, while education professional qualification also have an effect on both behaviour-attitude and teachers' learning activities.

The qualitative findings show the need to display model behaviour-attitude, strength teaching skill, knowledge and beliefs through diversity learning activities in effective professional development. Supports are needed for teachers' professional development from policy, moral, infrastructure, and economic that can enhance teacher to be professional.

A substantial quantity of researches presents a high-quality liaison between teacher quality and pupil accomplishment (Abbate-Vaughn & Paugh, 2009). Furthermore, Opfer & Pedder (2011) have proven in their research that pupil accomplishment relies mainly on teacher quality. Hoque, Alam, & Abdullah (2011) conducted a study on the teachers' professional development activities in Bangladesh to explore the connection between teachers' traditional professional development activities and school improvement. Data had been gathered from representative sample of Dhaka city secondary schools of Bangladesh via questionnaires from one hundred and twenty-seven (127) principals and six hundred and ninety-four (694) teachers. Hierarchical manifold regression evaluation was used in this research. This study found vital influence of a number of teachers' professional development activities on school improvement. They additionally determined that the most school improvement can be carried out if schools positioned extra emphasis on teachers' collaboration, in-service training and classroom observation and less emphasis on individual act query.

Özdemir, Demirkol, & Polat (2019) carried out a qualitative research in city of Turkey by using a case study approach with the purpose of evaluating teachers' professionalism within the framework of teachers' opinions. The data had been accumulated via interviewing 45 teachers employed in primary, secondary and high school in a city of Turkey. Purposive sampling technique was used for participant selection. The participants'

opinions about their and other teachers' professional and personal development levels mixt. The findings got here out that teachers' professional and personal development levels are not sufficient. Graduate education and in-service trainings are important for teachers to develop professionally and keep their knowledge up-to-date. The foremost limitations for professional development they face are school administration, mother, father and students. Teachers cautioned that those stumbling blocks need to be triumph over to boom teachers' inclination to enhance their professional and personal skills, and in turn, to boom schools' achievement levels.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.0 Introduction**

In this chapter the research design have been outlined the research employed in this study. Moreover, the research sample, research method, and research instruments are presented.

### **3.1 Research design**

The method is determined according to the nature of the research. As this research decides to measure and examine teacher professionalism and their professional development practices and to discover the key issues or challenges that teachers face in their professional lives and their efforts for professional development practices. So it uses the mixed-methods i.e. quantitative and qualitative methods for gathering and analysing data.

According to Creswell & Clark (2011, pp. 5-6) some advantages of using the mixed-methods research are as follows:

- collects and analyzes persuasively and rigorously both qualitative and quantitative data (based on research questions),
- mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), sequentially by having one build on the other, or embedding one within the other,
- gives priority to one or to both forms of data (in terms of what the research emphasizes),
- uses these procedures in a single study or in multiple phases of a program of study;
- frames these procedures within philosophical worldviews and theoretical lenses, and
- combines the procedures into specific research designs that direct the plan for conducting the study.

### **3.2 Sources of Data and Method of Data Collection**

Sources of data and procedure of collecting are vital part of any study. Efforts have been made for data collection tools and their operational applications are presented below.

### 3.2.1 First Phase: Document Analysis (Secondary sources of data)

For conducting the study the relevant documents were collected from libraries of National Academy for Educational Management (NAEM) and Teachers' Training College, Dhaka and online resources from different websites. After that they were carefully sorted-out, scrutinised and analysed. They are as follows:

- Textbook of Bachelor of Education-Teaching Learning Skills and Techniques, National University (2018)
- Research articles
- Published result of SSC level of last five years
- Newspaper reports

### 3.2.2 Second Phase: Field Survey (Primary source of data)

In relation to the literature and document review sample were selected for collecting data. Different techniques were used to collect data from field level such as Focus Group Discussions (FGDs). Opinions of the teachers were collected using interviews and questionnaire through sample survey.

**3.2.2.1 Sampling Method and Population:** The research is done in Dhaka, Khulna and Sylhet urban and rural area. A purposive sampling method was used for collection of data in this research. In sampling procedure the research team tried to ensure representative sample selection (See the Table 3.1).

**Table 3.1**  
*Distribution of Sample*

Sampling Method	Division	Districts	Secondary schools	Subject teacher	Students
purposive	Dhaka Khulna Sylhet	Dhaka Munshigonj Kushtia Jhenaidah Sunamganj	5X4  (Both High achieving and Low achieving Schools)	170  (100 English teachers and 70 Math teachers)	10X 6  (6 students in each FGD Total 20 FGD)
Total =	3	5	20	170	60

- Twenty (20) schools from five districts i.e. Dhaka, Munshiganj, kushtia, Jhenaidah and Sunamganj are selected from both urban and rural area as sample.
- A total of one hundred and seventy (170) participant teachers are selected as sample for questionnaire survey. Among them one hundred (100) are English teachers and seventy (70) are math teachers.
- A total of sixty (60) students of grades 6-10 and two (2) schools of each district are selected as sample for FGD. Each FGD consists of six (6) students considering sex.

### ***3.2.3 Tools of Data Collection***

Tools are selected according to the design of the study. This research has used mixed-method approach. Accordingly tools or instruments are prepared and administered for accomplishing the research To achieve the objectives of the study three (3) research tools have been implemented on the samples, namely, survey questionnaire and interview schedule for teacher, FGD guidelines for students.. The descriptions of tools and reasons for using data are discussed below.

**3.2.3. a, Structured Questionnaire:** To measure teachers' professionalism and professional development practices the questionnaire survey has been used. Shuttleworth (2008) highlights that questionnaire are useful tools to find out the opinions of large number of teachers working in different schools and different cities.

The questionnaire consists of 48 items with 8 dimensions prepared on the basis of teachers' competencies defined by the Ministry of Education in the course book of Bachelor of Education (Bashar, Md. A., Riad, S.S., Gomes, S.B., Haque, R. & Shamsuddin, M. A. S. (2018) and part of it adapted from the scale used by West, C., Baker, A, Ehrich, J & Woodcock, S. & Bokosmaty, S. & Howard, S.& Eady, M. J. (2020) The questionnaire is divided into two parts. The first part is about respondent's identification. The second part contains a table of forty-eight (48) items of rating scale

questions. The questionnaire has been administered to one hundred and seventy participant teachers of English and math.

**3.2.3. b Interview Schedule for Secondary Teachers:** Interview schedule is used for secondary English and math teachers to clarify their opinion got through survey and in-depth picture of concerning teachers' professionalism and professional development practices and the obstacles they face in teaching profession. Total ten (10) interviews are conducted on English and math teachers

**3.2.3. c Guidelines for Focused Group Discussion (FGD):** A set of questions are prepared to guide or conduct focused group discussion with the students of grade 6-10. Total ten (10) FGD has been conducted and in each FGD consists of 6 students.

### **3.3 Field Testing and Finalisation of Tools**

The tools have been tested prior finalising at field level by the study team and the respondents involved are not included as sample for final data collection. The tools have been criticised immediately after field test to find out the appropriateness of used language, approaches of enquiry, ethical issues, and the relevancy with the study. After getting feedback based on field test, the tools are finalised.

### **3.4 Validity of Tools**

For the validity issue, this questionnaire and interview schedule are distributed to some teacher educators for validity concern. After gaining expert opinion from specialists the necessary changes mainly in the wording of the questions is revised then has been piloted to some teachers who are not included in the study. Then questionnaire and interview schedule have been finalised in relation to the feedback given.

### **3.5 Procedure of Data Collection**

This study is conducted within the period of January-February, 2021. According to the research objectives secondary data are collected from document analysis. To collect primary data, the research team has personally visited the selected secondary schools with prior permission.

The data collection procedures have been carried out through several stages, namely: (a) assembling a list of questions in the google form for teachers, (b) distributing the list of questions via email and (c) reviewing and analysing the data according to the responses obtained.

Five English teachers and five math teachers are interviewed and total ten (10) interviews have been conducted. Four teachers have consented to give interview face to face and the rest six interviews have been conducted through online with Zoom and Google Meet.

All FGD have been organised by the help of subject teachers and conducted through Google meet solely with the students.

### **3.6 Method of Data Analysis and Presentation**

In quantitative analysis simple statistics i.e., frequency, mean and percentage have also been used around the report and presented through tabular form and graphic representation. The qualitative part has been analysed through coding process. The next chapter presented the analysis of data. Findings of the study also presented on the basis of research questions.

Qualitative data try to explore individuals' experience, their views and their actions (Moustakas, 1994). In analysing the data from interview coding process and thematic analysis are done. The interviews are digitally-recorded and transcribed manually. The transcript are examined and tabulated to continue the analysis.

Data are gathered from FGD according to the consensus of the participants (Krueger & Casey, 2000), minority opinions is also included that are relevant to research objectives.

For more accuracy or credibility and to ensure validity of the study triangulation is used to gather quality data collected through survey, interview and FGD. In line with Creswell (2012) defined triangulation as a method of verifying evidence from different kind of data. To understand method of data analysis it has been presented below in tabular form (Table 3.1).

**Table 3.1**

*Method of Data Analysis and Presentation*

Research objectives	Research Approach	Source of data (sample size)	Methods of data collection	Tools for data collection	Data analytical approach
a. To evaluate teachers' professionalism through teachers' and students' perspective.	Mixed Method	School teachers (170) School Teachers (10) Secondary students (60)	Survey Interview FGD	Questionnaire Interview schedule FGD Guideline	<input type="checkbox"/> Simple statistics i.e. percentage <input type="checkbox"/> Thematic analysis
b. To estimate professional teachers' effort for personal and professional development	Mixed Method	School Teachers (170) School Teachers (10 )	Survey Interview	Questionnaire Interview schedule	<input type="checkbox"/> Simple statistics i.e. percentage <input type="checkbox"/> Thematic analysis
c. To identify the difficulties, they face, the effect of individual characteristics on their professional development.	Mixed Method	School teachers (170)  School Teachers (10)	Survey  Interview	Questionnaire  Interview schedule	<input type="checkbox"/> Simple statistics i.e. percentage <input type="checkbox"/> Thematic analysis
d. To find out the relationship between teacher's professionalism and students' achievement level.	Mixed Method	School teachers (170) School Teachers (10) 60 students	Survey Interview FGD	Questionnaire  Interview schedule FGD Guideline	<input type="checkbox"/> Simple statistics i.e. percentage <input type="checkbox"/> Thematic analysis

## CHAPTER FOUR: DISCUSSION AND FINDINGS

### 4.0: Introduction

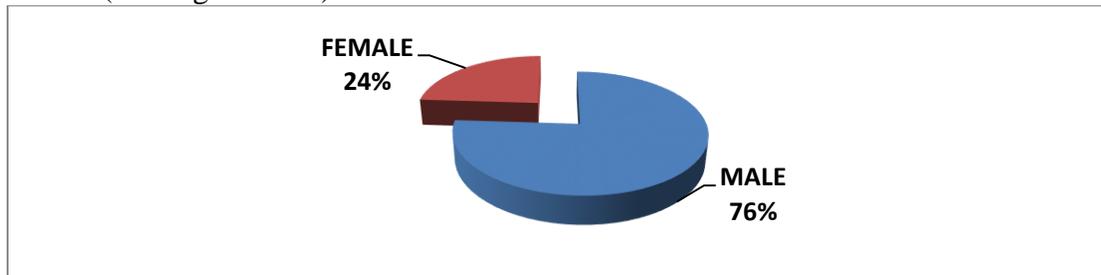
This chapter presents the findings of the study according to the tools and methods specified earlier in this report. More emphasis has been given based on the research objectives of the study. Findings have been made on the basis of document analysis and data interpretation. First the demographic information about respondents has been presented and discussed. As noted earlier that both quantitative and qualitative data have been presented simultaneously. In quantitative analysis simple statistics i.e., frequency, mean and percentage have also been used around the report. Coding process thematic analysis has been used in analysing FGD and Interview. For clarification in some cases respondents' opinions have also been quoted. Later data gathered from different sources have been triangulated for its validation.

### 4.1 Demographic Information about the Participant Teachers

The survey questionnaire consisted of two parts whereas the purpose of the first part was to gather general information about the participant teachers. In this part participants were asked to put tick mark regarding the statement or word that match with them.

#### 4.1.1 Participant Teachers in Terms of Sex

Among the total participant teachers 76% teachers were male and 24% teachers were female (See Figure 4.1.1)



*The Figure 4.1.1. Participant teachers by sex*

#### 4.1.2 Teaching Experience of Participant Teachers

Total 170 teachers were selected as samples. The sample had varying teaching experience ranging from 1 to 29 years and more which have been considered in 7 categories.

Among the total participant 22% teachers had been marooned in the first category and they got the experience of teaching for 2 - 5 years; in the second category 22% of participants had the experience of teaching for 6 - 9 years. Also among the entire participants 18% of teachers belonged to the third category of 10-13 years while 13% of the teachers belonged to the fourth category of 14 -27 years. On the other hand in the fifth category among the whole participants 8% teachers had the experience of teaching for 18-21 years; and in the sixth category 10% of the teachers had the experience of teaching of 22-25 years and 7% of the participants had the experience of teaching for 26 - 29 years.

This signifies that all teachers including the novice and very experienced and aged teachers took part in the study (See the Figure. 4.1.2).

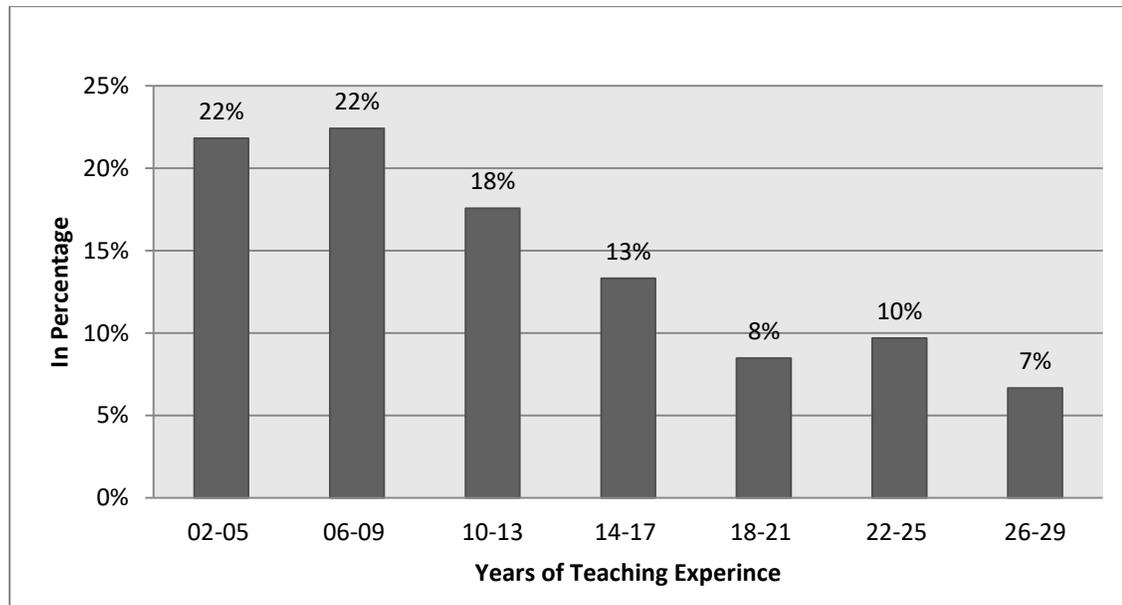


Figure 4.1.2 Participant teachers' teaching experience

#### ***4.1.3: Educational Qualification of the Participant Teachers***

Out of the sampled participant teachers, almost all were qualified with degrees. A total 37% of the teachers hold MA Degree and 16% and 3% of the sampled participant teachers were only simple graduate i. e BA and BSc degree holders. While 5% of them holds M Ed degree, However a total 19.% of participant teachers are MSc degree holders and 16% of them possessed MBS degree and among 2% got MSS degree. On the other hand a total 1% of them hold BBA and 1% of the teachers possess MBA degree respectively. This scenario represents that most of the teachers are Master degree holder though 19% (3%+16%) of them are simple graduate (See Figure 4.1.3).

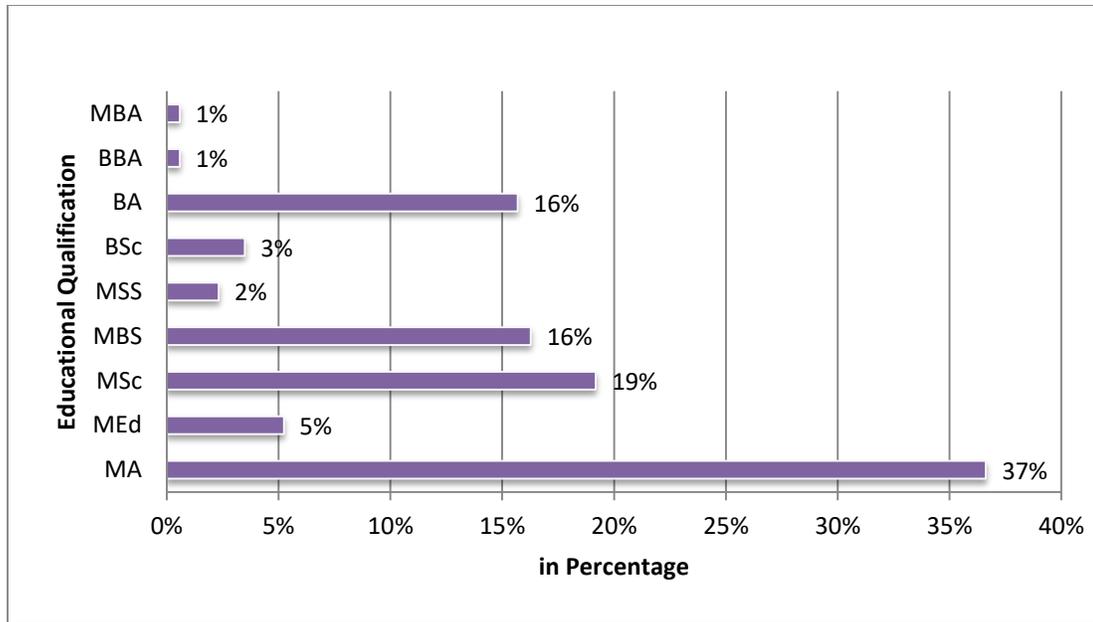


Figure 4.1.3 Academic qualification of the participant teachers

#### 4.1.4 Professional Qualification of the Participant Teachers

Professional degree and attending professional development courses are essential for teachers. Teacher professionalism is simultaneously related to professional development (Evans, 2008; Hargreaves, 2001). In this regard, Guskey (2002) talked about that professional development is a vital aspect in almost each contemporary-day concept for enhancing schooling. Avalos (2011) also spoke that teachers' professional development is the way of gaining knowledge of, how they discover ways to research and the way they practice their understanding in exercise to assist student gaining knowledge of. Teachers' learning happens through joining a series of CPD courses. Modern perspectives of professional development exemplify professional learning no longer as a short-time period intervention, but as a long-term procedure extending from teacher education at the tertiary level to in-service training in the workplace (Putnam & Borko, 2000). So an effective professional development need to be a non-stop and well-prepared process (Little & Paul, 2009).

A total 16% of the entire participant teachers hold B Ed degree. On the other hand 11% of the participant teachers attended CPD course and 1% teachers attended FSSAP course while 17% of the total sampled teachers hold CLT course. Also among the whole participants 2% teachers attended CEC course, 9% attended ELTIP, 15% SEQAEP, 1% BIAM, 5% EIA and 24% have other trainings (See Figure 4.1.4).

It has been revealed the fact though all teachers should have B Ed degree or pre-service training but most of the teachers' are found without that very necessary professional degree. Moreover some teachers seldom have attended professional development courses or in-service training courses. Graduate education and in-service trainings are equally important for teachers to develop professionally and keep their knowledge up-to-date.

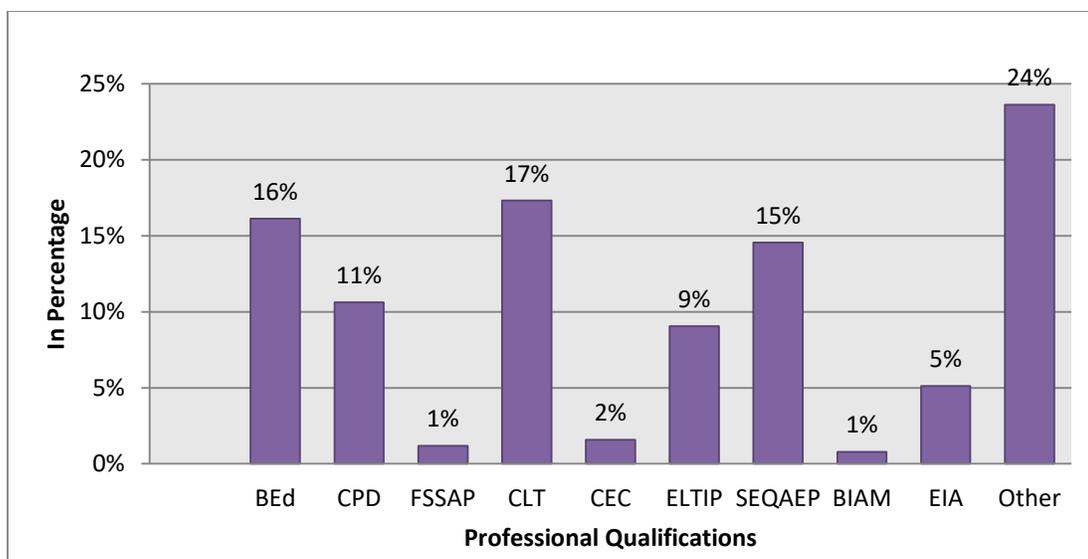


Figure 4.1.4 Participant teachers' professional qualification

#### 4.2: Teachers' Professionalism and Professional Development Practices

The second part of the questionnaire consisted of 48 items under 8 dimensions with 5 point rating scale prepared on the basis of teachers' competencies defined by the Ministry of Education in the course book of Bachelor of Education (Bashar, Md. A., Riad, S.S., Gomes, S.B., Haque, R. & Shamsuddin, M. A. S. (2018) and part of it adapted from the scale used by West, C., Baker, A, Ehrich, J & Woodcock, S. & Bokosmaty, S. & Howard, S. & Eady, M. J. (2020). All the sampled teachers were asked to rate on statements related to issues of teachers' profession and professional development practices. The values for rating scale were set as *Almost never true* = 1, *Seldom true* = 2, *Sometimes true* = 3, *Often true* = 4, *Almost always true* = 5.

##### 4.2.1 Teachers' Understanding about Curriculum & Lesson

The statements no 1-4 in the questionnaire have been set to estimate teachers' understanding about English and math curriculum & lessons. Every subject teacher is supposed to understand the curriculum of the respective subject, use Teachers' Curriculum Guide (TCG), conscious about learning outcomes of the lessons.

The sum total of the participant teachers' agreed average points of *Often true* and *Almost always true* of the four statements (Items 1- 4) is 59.77% (27.25% and 32.52%) . On the other hand the sum total of *Almost never true* and *Seldom true* is 21.12 (6.52% and 14.60%). This statistics show that nearly less than 40% teachers need to improve their understanding in English and math curriculum and lessons. In this regard three of the interviewees cited that they do not have TCG that is why they cannot follow it for teaching lessons. The findings show that every teacher should have good understanding about curriculum and lesson that would be functional in their profession but some teachers hardly have that competency (See Table: 4.2.1).

**Table: 4.2.1***Teachers' Understanding about Curriculum and Lesson*

Sl. No	Competencies	<i>Almost never true</i> <b>1</b>	<i>Seldom true</i> <b>2</b>	<i>Someti mes true</i> <b>3</b>	<i>Often true</i> <b>4</b>	<i>Almost always true</i> <b>5</b>
1	Curriculum (English/ Math) is well defined.	11.18%	11.76%	16.47%	28.82%	31.77%
2	Use Teachers' Curriculum Guide (TCG)	3.53%	11.76%	24.71%	26.47%	33.53%
3	Learning outcomes are well defined in lessons	1.18%	24.71%	12.35%	37.06%	24.70%
4	Curriculum emphasises mastery of basic skills (English/ Math)	10.18%	10.18%	22.94%	16.64%	40.06%

**4.2.2 Teachers' Collaboration**

Collaboration is one of the characteristics of a professional teacher. A professional teacher is always concerned about changes in curriculum and pedagogical issues. S/he disseminates newly learnt techniques to his or her colleagues through peer training/in house training; accept suggestions from their senior teacher/colleagues/head teacher etc. Item no 5-8 in the questionnaire have been included to find out teachers' involvement in collaborative work.

The summation of the agreed average points of *Often true* and *Almost always true* is 55.89% (24%+31.56%) while the sum total of *Almost never true* and *Seldom true* is 16.18 (3.68+12.50%). This findings show that more than 50% teachers' collaboration rate is satisfactory as it is higher than the options *Almost never true* and *Seldom true*.

In interview almost all the interviewees voiced the similar opinion i.e. one of the interviewees mentioned, "In the beginning of my career I did not know how to make students understand easy way of solving math problem. One of my colleagues showed me the easy techniques of presenting math problem." Another interviewee mentioned, "We discuss several issues among our colleagues that help us how to plan and how to make our lessons easy and mange students etc." With their opinions the other interviewee added: "We conduct several inhouse trainings whenever we get opportunity. Our head teacher has special eyes in this matter. We respect and consider our colleagues as family members. For students we conduct motivational classes and social activities together".

The findings shows that all the teachers are not collaborative, on the otherhhand the teachers who are collaborative get support from colleagues and gain much opportunity to develop professionally (See Table: 4.2.2). According to Shulman (1988), collaboration is a powerful tool for divulging and evolving the knowledge of teaching in particular. Collaboration and support from colleagues enhance teacher’s professionalism. With their support they can solve any issues regarding teaching learning and become more competent.

**Table: 4.2.2**  
*Teachers’ Collaboration*

<b>Sl. No</b>	<b>Competencies</b>	<i>Almost never true</i> <b>1</b>	<i>Seldom true</i> <b>2</b>	<i>Sometimes true</i> <b>3</b>	<i>Often true</i> <b>4</b>	<i>Almost always true</i> <b>5</b>
5	Discuss frequently with your colleagues on changes in curriculum and pedagogy.	1.76%	11.76%	34.12%	25.30%	27.06%
6	Participate in formal and informal discussion with your colleagues about newly learnt techniques.	2.94%	6.47%	30.59%	29.06%	30.94%
7	Do peer training/in house training.	3.53%	14.12%	25.88%	23.53%	32.94%
8	Get mentoring from your senior teacher/colleagues/ head teacher	6.47%	17.65%	21.18%	19.41%	35.29%

**4.2.3 Impact on Teachers after Attending In-Service Training/ Professional Development Courses**

In the questionnaire items 9-10 have been comprised to learn about impact on teachers after attending In-service training/ professional development courses. The participants' responses to the item no 9: "gained deeper understanding of the subject taught after attending in-service training" and 10: "learned more about the pedagogy by teaching it to my students" reflect teachers' positive attitude towards CPD and the outcomes of participating the courses. The participant teachers' agreed average point of *Almost always true and Often true* is 77.53% (82.94%+64.13%) On the contrary the sum total of and *Seldom true and Almost never true* is 20.59% (14.12+6.47 (See the Figure 4.2.1).

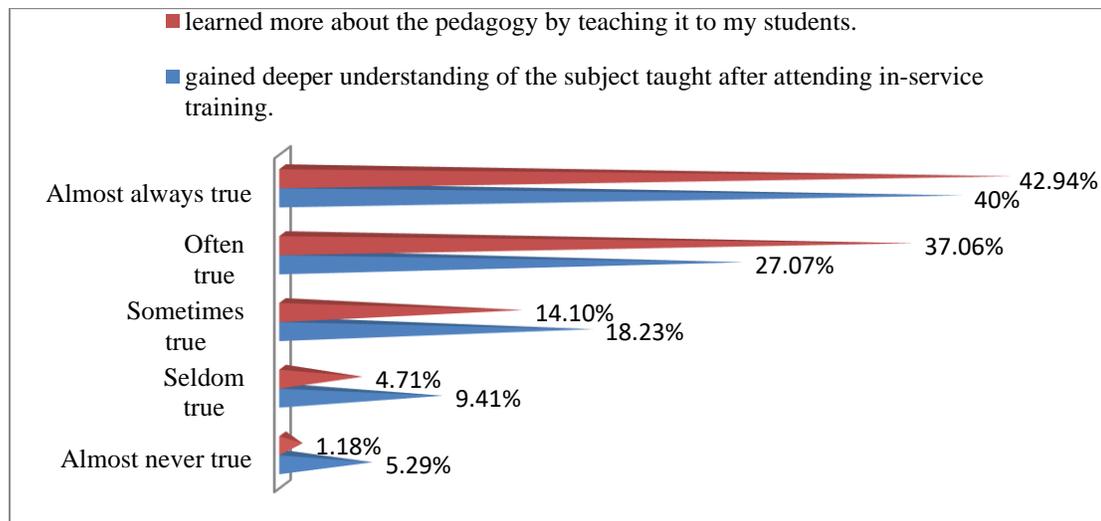


Figure 4.2.1 Impact on teachers after attending in-service training/ professional development courses

It shows that most of the teachers (77.53%) gained required professional skills and attitudes after attending in-service training course or professional development course and they possess positive attitude towards professional development course.

In line with this all the interviewees voiced in the same tone and admitted that their teaching skills have been improved after attending in-service training. As one of them reported, "I can teach listening by reading text and without the help of audio material but before that I thought without audio materials teaching listening practice would not be possible." Another interviewee mentioned, "Before training, I taught reading loudly and translated English lessons into Bangla but now I practice silent reading with my students following the proper method." The other interviewee conveyed: "Now I can browse internet and can prepare digital content to make math problem easy and interesting for my students."

The finding is in covenant with the findings of the Farooq's (2016) investigation where most of the participants acknowledged that the CPD conveyed changes in their knowledge, skills, attitude, and beliefs.

#### 4.2.4 Pedagogical Practices and Students Achievement

Professionalism mostly reflects of teachers' pedagogical practices. Pedagogical practices cannot be measured in one single issue. It is comprised of several activities such as

preparation for the lesson, verbal and non-verbal communication, using innovative instructional techniques, perceiving students' individual needs, use of fun, suitable teaching materials and multimedia, treatment to every student, inspiring self-directed learning, checking students' works regularly etc. Students' performance depends on good teaching. Items 11-21 in the questionnaire have been added to perceive the scenario of the teachers' pedagogical practices.

The sum total of the participant teachers' agreed points of *Often true* and *Almost always true* is 78.71% (34.81%+43.90%) while the sum total of *Almost never true* and *Seldom true* is 7.13% (2.58+4.55%). This findings show that more than 75% teachers do pedagogical practices and have direct connection with students' exam result (See Table: 4.2.3).

In interview session one of them has cited that at the beginning of her job, she had found students (class six to ten) fear in English. So, she started teaching English in Bangla gradually she shifted into teaching in English. At the very outset, she instructed the students to speak in easy and simple sentences such as "Good Morning", "Stand up", "Sit down". She also used common topics for speaking practice, for example "speak about yourself", "Say some sentences today's weather", "Say something about your hobby". Teachers' professional practice like her is desirable who innovate and use diverse instructional strategies considering child's individual differences and needs. Diverse teaching styles have a great impact in pupils' learning process (Sheikh & Mahmood, 2014), and students' centred teaching is always popular.

Another interviewee mentioned the reason for not following the pedagogical practice. In his words: "We have pressure of completing syllabus. So we are to teach some topics very fast. In doing so, we cannot follow the governments' strategy of teaching by visualizing horizontally and vertically divided topics. Again, if we go slowly, the syllabus remains incomplete. Consequently, guardians send the students to private tutors. That is why problems are there in implementing the strategies."

**Table: 4.2.3**

*Pedagogical Practices*

Sl. No	Competencies	<i>Almos t never true</i> <b>1</b>	<i>Seldo m true</i> <b>2</b>	<i>Someti mes true</i> <b>3</b>	<i>Often true</i> <b>4</b>	<i>Almos t always true</i> <b>5</b>
11	Always come to the class with adequate preparation.	1.18%	1.18%	8.82%	45.29%	43.53%
12	Confident about your own strong verbal communication skills (speaking and listening)	1.18%	5.88%	17.06%	34.12%	41.76%

13	Innovate and use diverse instructional techniques considering child's individual differences and needs.	1.18%	2.94%	22.94%	33.53%	39.41%
14	Collect and use low cost teaching materials.	3.53%	6.47%	12.35%	29.42%	48.23%
15	Use games and fun in your lesson to make lesson attractive.	1.18%	8.82%	17.06%	28.24%	44.70%
16	Use multimedia and digital content in teaching.	2.94%	5.29%	28.23%	31.77%	31.77%
17	Engage all students to participate communications and collaborations	0%	2.36%	12.94%	39.41%	45.29%
18	Possess strong non-verbal communication skills (Body language).	1.18%	4.12%	35%	45.88%	28.23%
19	Treat everyone fairly and equally.	2.36%	3.53%	4.71%	27.64%	61.76%
20	Promote students' self-directed learning	1.18%	1.18%	7.06%	34.70%	55.88%
21	Check students' work regularly.	10.59%	8.23%	5.88%	32.94%	42.35%

In FGD majority of the students pointed out that they are rarely involved in the participatory activities in the lesson i.e. participating in games, fun, pair work and group works. They also revealed that they get opportunity to attend multimedia class with their ICT teacher only.

Use of sticks in controlling class is strictly prohibited but in FGD a few students revealed teacher's use of sticks to control the class which is strictly prohibited. Some of them also stated about teacher attitude towards students: "Our teacher says that students of science group are brilliant and you are good for nothing, you won't be able to do anything". A few of them also cited about teacher's mal practice: "Teachers stand beside teacher's kids in the exam hall to give needed help." They also added that their head teacher is gender biased and do not possess positive attitude towards girls'. In supporting the statement they quoted the head teacher: "You are female students and you will be busy in household

chores what will be the use of participating in sports?” In fact these sorts of behaviours are not expected from professional teachers.

The research team also selected a high achieving school and a low achieving school and collected data of students’ performance from 2016-2019 at the SSC level. To present comparative analysis of students’ performance pseudonyms are used i.e. ‘A’ is used for high achieving school and ‘B’ is used for low achieving school. The pass rate of school ‘A’ at the SSC exam in the year 2016 is 99.64% and in 2017 is 99.82% whereas in 2018 is 99.80% and in 2019 is 99.69% (See Figure 4.2.2).

On the other hand the pass rate of school ‘B’ at the SSC exam in the year 2016 is 81.49% and in 2017 is 80.54% whereas in 2018 and in 2019 the pass rate is 77.07% (See Figure 4.2.3). The analysis shows that students’ achievement of school ‘A’ at the SSC level is high and is almost 100%. On the other hand the pass rate of students’ achievement of school ‘B’ at the SSC level is not satisfactory. It shows that there is a relation between teachers’ pedagogical skills and students’ learning achievement. A substantial quantity of researches also presents a high-quality liaison between teacher quality and pupil accomplishment (Abbate-Vaughn & Paugh, 2009). Furthermore, Opfer & Pedder (2011) have proven in their research that pupil accomplishment relies mainly on teachers’ quality. This statement is supported by the words of the interviewees also. Teachers’ pedagogical skills influence students’ learning achievement.

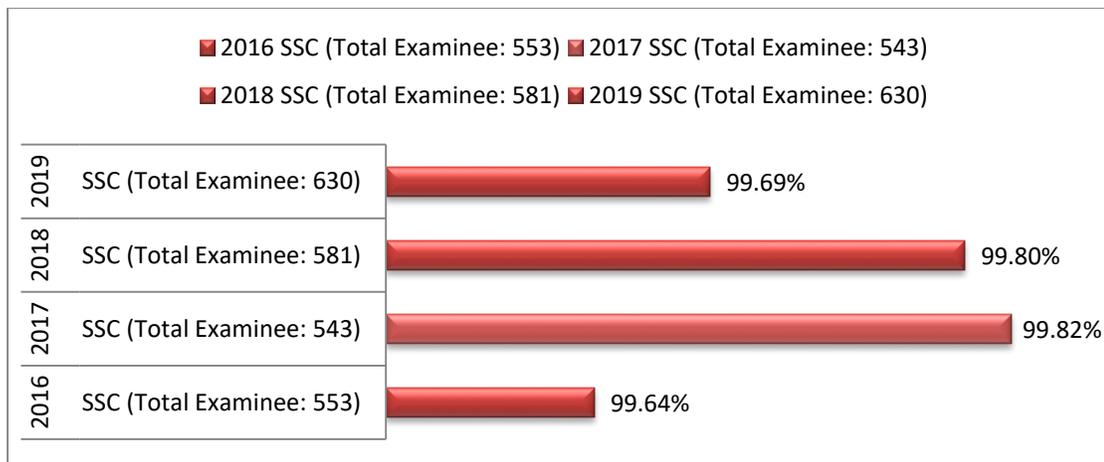


Figure 4.2.2 Students performance in the public exams in a high achieving school ‘A’

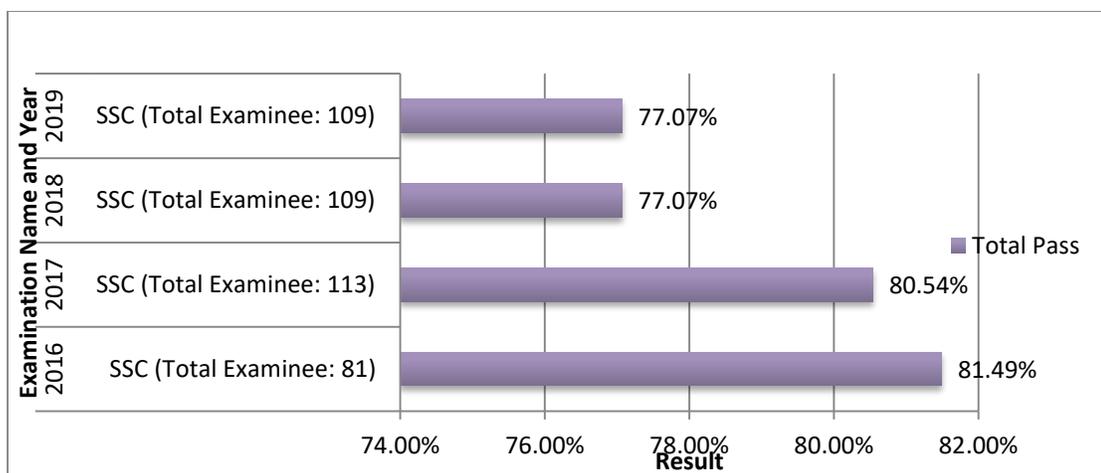


Figure 4.2.3 Students performance in the public exams in a low-achieving school 'B'

#### 4.2.5 Self-development Activities

A professional teacher is always concerned about self-development. Four items 22-25, have been set in the questionnaire to notice teachers' self-development activities. A professional teacher always reflects on his/her teaching, regularly watch video of good classroom instruction, visit online teacher's portal and having member of a professional learning community. The sum total of agreed points of participant teachers of *Often true* and *Almost always true* is 48.67 (21.76%+26.91%) while the aggregate of *Almost never true* and *Seldom true* is 18.82 (15.40%+13.79%). This findings show that less than 50% teachers are concerned about their personal and professional development (See Table 4.2.5). In reality concern for personal and professional development along with professional practices are expected from teachers.

A professional teacher always reflects on his/her teaching, regularly watch video of good classroom instruction, visit online teacher's portal and having member of a professional learning community. On the contrary one of the interviewees mentioned that she wants to develop herself but can not avail the opportunity. She needs more training to develop her ICT skills. Another interviewee echoed the same voice and said, "I hardly avail any training program. In our school some teachers are sent again and again."

**Table: 4.2.5**  
*Self-Development Activities*

Sl. No	Competencies	<i>Almos t never true</i> 1	<i>Seldo m true</i> 2	<i>Someti mes true</i> 3	<i>Often true</i> 4	<i>Almos t always true</i> 5

22	Reflect on teaching regularly and take steps to develop teaching strategies.	17.09 %	11.76 %	12.35 %	29.40%	29.40 %
23	Watch video of good classroom instruction.	13,78 %	14,11 %	29.40 %	20,35%	22.35 %
24	Regularly visit online teacher's portal ( <i>Batayon</i> )	12.65 %	16.67 %	31.17 %	15.29%	24.12 %
25	Member of a professional learning community	16.47 %	12.95 %	18.23 %	20.59%	31.76 %

#### ***4.2.6 Attitude and Behaviour towards Profession***

Teachers' passion for the profession, commitment to students, sustain professionalism inside and outside the school, displaying genuine empathy, warmth and compassion for the students etc. are the indicators of teachers' attitude towards profession. According to (Kramer, 2003) behaviour and attitude are twofold features of professional teachers to develop firm sense of professionalism. In the questionnaire items 26-33 are comprised to measure teachers' attitude towards their profession. The summative average point of the statements optioned for *Almost always true and Often true* is 72.73% (44.71%+28.02%) while 13.24 % of the participant teachers nominated the option *Sometimes true*. On the contrary the aggregate of *Seldom true (2)* and *Almost never true (1)* is 14.04% (6.10%+7.94%). It shows that more than 70% of the teachers possess the positive attitude towards the profession and demonstrate in their professional activities (See Table 4.2.6). In line with this Evans (2011) mentioned that teacher professionalism has three elements: behavior, attitude and intellectuality. Among them behavioral element denotes to the grade to which teachers can fulfil the requirements of the profession. It is the element in which teachers plan, apply, evaluate and develop techniques to ensure student learning.

Most of the teachers (88.22%) join the profession from passion for teaching. Three of the interviewees have expressed the same opinion. One of them commented, "A good and expert teacher is always followed by other teachers and as well as students". They consider teaching as noble profession and are the role model for the students. Teachers serve the society taking part building the future generation and teaching values. They feel they have commitment to the profession along with students' learning. In this connection Hursh & Reding (2000) remarked that attitude is everything whereas behaviour is very important to identify and to do their roles in their life (Wong and Wong, 1998). Also Watt & Richardson (2008) assumed that teacher's commitment and motivation are major factors of teacher's behaviour.

This profession unlike other has flexibility. It is noticeable both in the survey and interview that most of the female teachers but also a handful of male teachers have joined this profession because they want to spend more time with their family due to nature of this

job. Among the ten interviewees four of them added that they can earn after their school time.

Also in FGD most of the students talked about their favourite teachers whom they like most for their teaching and their empathy and support to their individual needs. At the same time they mentioned they would love if they would get every teacher like him or her. On the contrary they revealed that sometimes they face difficulties solving problems or understanding lesson but not get attended by every teacher except a few teachers.

**Table 4.2.6**

*Attitude and Behaviour towards Profession*

Sl. No	Competencies	<i>Almos t never true 1</i>	<i>Seldo m true 2</i>	<i>Someti mes true 3</i>	<i>Often true 4</i>	<i>Almos t always true 5</i>
26	Have chosen this profession from passion for teaching.	4.71%	4.12%	2.94%	16.47%	71.76%
27	Have commitment to students' learning.	2.35%	1.18%	4.71%	22.35%	69.41%
28	Demonstrate strong overall teacher professionalism at all times outside the school context.	10%	6.47%	18.82%	36.47%	28.24%
29	Demonstrate strong overall teacher professionalism inside the school context.	5.88%	6.47%	12.94%	30.59%	44.12%
30	Foresee the need of diverse students.	3.53%	5.88%	17.06%	36.47%	37.06%
31	Students learning is frequently evaluated using curriculum-referenced materials.	8.24%	7.06%	13.53%	38.24%	32.94%

32	Get opportunity to display genuine empathy, warmth and compassion for your students	9.41%	10.59%	15.29%	23.53%	41.18%
33	Chose this profession as more time can be given to family due to nature of this job.	9.41%	7.06%	20.59%	20%	32.94%

#### 4.2.7 School Environment

School environment is the sum of several concerns. Among them order and discipline, feedback given to students and parents, student's attendance rate, evaluation of staff and members, leadership of head teacher etc. are vital because students' results in the public exams depend on all these issues collectively. Head teacher as a good manager or administrator with colleagues and staff establish congenial environment for teaching and learning. School environment determines the success in learning process, and enhances the quality of education. Lile (2002) specified that it is actually hard for students if the classroom environment is troubling. Teachers' professional development activities are considered vital and have influence on school improvement (Hoque, Alam, & Abdullah, 2011) also. Items 34-40 in the questionnaire have been set to collect data about the school environment (See the table 4.2.7).

The summation of participant teachers' approved points of *Seldom true* and *Almost always true* is 74.96% (34.54% + 40.42%). This findings show that almost 75% schools have congenial atmosphere for teaching and learning (See the table 4.2.7).

**Table 4.2.7**

#### School Environment

Sl. No	Competencies	<i>Almos t never true</i> 1	<i>Seldo m true</i> 2	<i>Someti mes true</i> 3	<i>Often true</i> 4	<i>Almos t always true</i> 5
34	An environment of order and discipline has been established in your school.	2.35%	5.88%	8.24%	32.94%	50.59%
35	Students and parents receive regular feedback regarding the student's progress.	1.76%	7.65%	20%	38.24%	32.35%

36	Student's attendance rates are high.	2.35%	2.35 %	17.65 %	38.24 %	39.41 %
37	School has congenial physical facilities, libraries and multimedia.	4.71%	7.06 %	12.35 %	34.71 %	41.18 %
38	Staff members are evaluated regularly.	5.88%	6.47 %	24.12 %	27.06 %	36.47 %
39	The head teacher understands the instructional strategies and accepts the responsibility for being an instructional leader.	2.94%	4.12 %	12.94 %	23.53 %	56.47 %
40	School is satisfied with cent percent (100%) students' success at the public exams.	2.35%	4.71 %	19.41 %	47.06 %	26.47 %

In agreement with the findings of survey most of the interviewees viewed the same. One of the interviewees responded that her head teacher bears positive attitude always. He allows all the junior and senior teachers to take part in training. Another teacher added, "The more the school can create positive environment the more the students will get benefit and the overall output of the school will increase". That indicates school environment has effect on teachers and students. Another interviewee avowed that school environment is not always a hindrance of teachers' professionalism.

Negative impact of school environment, as a whole, affects the students and teacher. This statement is supported by one interviewee where she cited that her colleagues are busy with private tuition with the consent of head teacher. Besides, result of public exam of her school has been getting worse day by day but the head teacher does not take any visible necessary measure to improve it.

#### ***4.2.8 The Barriers of Practicing Professional Development Activities***

In the questionnaire items 41-48 have been fixed to get information about the barriers of teachers' practicing professional development activities. (See the Table 4.2.8).

**Table 4.2.8**

*The Barriers of Practicing Professional Development Activities*

Sl. No	Competencies	<i>Almos t never true</i>	<i>Seldo m true</i>	<i>Someti mes true</i>	<i>Often true</i>	<i>Almos t</i>

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<i>always true</i> <b>5</b>
41	School administrators	10.35 %	10.94 %	18.29 %	19.99 %	34.57 %
42	Colleagues non-cooperation in using new techniques	12.64 %	11.75 %	9.40%	28.22 %	32.93 %
43	Parents (their education level, inadequate attention toward their children,)	5.88%	10.35 %	20.10 %	31.75 %	31.87 %
44	Students ( Their lack of interest in studies, their negative attitudes and behaviours in the classroom)	15.87 %	21.16 %	27.63 %	23.52 %	11.76 %
45	School prefers students' use of guidebook.	49.98 %	14.70 %	12.34 %	13.52 %	9.40%
46	Schools' physical conditions and lack of resources	5.28%	9.99%	11.75 %	23.52 %	49.40 %
47	Teacher's self-motivation.	7.05%	11.76 %	17.05 %	32.92 %	31.16 %
48	Lack of financial incentives from the authority	12.93 %	10.11 %	17.75 %	18.81 %	36.34 %

In item 41 of the questionnaire more than 57.56% (*Seldom true* 19.99% and *Almost always true* 34.57%) of the participant teachers consider if school administrator is not cooperative then it is a barrier for practicing professional development activities whereas a few participant teachers (21.29%) do not consider school administrator as a hindrance of demonstrating professionalism and professional development activities.

In interview all the interviewees pronounced the same and believed that if school administrators are good then it is easier for teachers to practise professionalism and professional development activities. One of the interview cited that physical condition of his school is not appropriate for using multi-media and his head teacher is not helpful resolving this problem. Another point has come out from interview which is about sexual harassment by the member of Managing Committee. One of the female interviewees remarked, "When the members of Managing Committee get chance, female representative teachers have to face verbal sexual harassment." This sort of barriers should be reduced addressing properly.

In item no. 42, among the participant teachers 61.15% (*Often true* is 28.22% and *Almost always true* is 32.93%) think colleagues non-cooperation is impediment in using new techniques in teaching learning. In this regard one of the interviewees mentioned, "Some of my colleagues laughed at me while I first used pair work in my class". Another interview mentioned that he always share with colleagues the new things and also his colleagues do the same and added that colleagues' non-cooperation is a factor for practising professional development but teacher can overcome this by his/her passion for the profession.

In item no. 43, among the participant teachers 63.62% (*Often true* is 31.75% and *Almost always true* is 31.87%) consider uneducated parents are one of the barriers for practising new techniques in class room. As for example in interview one of the interviewees exposed, "One day in class six my students were practising speaking in pair work. Then one of the parents was walking through the corridor and noticed this. Later he complained the head teacher as, 'Your teacher doesn't teach in class room and students make noise'. This parent has lack of understanding that speaking practice in a foreign language cannot be done in the air without practising it with others.

Motivation or interest is important in learning. In item no. 44, among the participant teachers 35.28% (*Often true* is 23.52% and *Always true* is 11.76%) consider students lack of interest is one of the barriers for practising professional development activities in class room. On the contrary 37.03% (*Never true* is 15.87% and *Seldom true* is 21.16%) of the participant teachers think students' lack of interest is not a barrier for teachers' professional development practices. A professional teacher knows how to motivate students with different techniques. Ahmed et al. (2015) mentioned that no one can learn without interest and passion.

In item no. 45, against the statement, *School prefers students' use of guidebook*. 22.92% (*Often true* is and *Always true*) of the participant teachers optioned that their schools prefer students' use of guidebook. This percentage shows that some schools are in favour of students' use of guidebook but this number is alarming. According to Ahsan (2018), guidebooks and notebooks are some of the hindrances for quality education in Bangladesh. Dependency on guidebook instead of textbook may lead students lose their creativity.

To continue professional development practices and quality education physical condition of school and resources are essential. Khan and Iqbal (2012) showed in their research that physical facilities support both teachers and students in fruitful teaching and learning. Most of the participant teachers supposed schools' poor physical conditions and lack of resources is the barrier for professional development activities. Against the statement in item no 46 of the questionnaire 72.92% (*Often true* is 23.52 and *Always true* is 49.40) of the participant teachers consider Schools' physical conditions and lack of resources. On the other hand all the interviewees view the same.

Teachers' self-motivation is vital in applying new innovation and techniques otherwise attending professional development courses will be of no use. In item no. 47, among the participant teachers 64.08% (*Often true* is 32.92% and *Always true* is 31.16%) believe that teachers get spirit to practise professional development activities if s/he is self-motivated. In interview most of the interviewees spoke out the same. As one of the interviewees mentioned that before attending CPD course she thought about students' less interest in learning. To arouse their interest she organised different co-curricular activities.

In item no. 48, among the participant teachers 60.15% (*Often true* is 18.81% and *Always true* is 22.34%) consented that lack of financial incentives from the authority a barrier for practising new techniques in class room. In line with this most of the interviewees opined the same as one of them opened as, “Financial support or our salary structure is very poor and not up to the mark and also we don’t have provision for promotion. Sometimes that makes us frustrated.” This finding goes with the finding of Mehtab (2012) where she mentioned although teaching profession takes a lot of vigour and devotion but teachers get comparatively low salary in our country. For this reason they even do not show any interest to spend additional time for taking preparation about the classes. As a result, teachers become less interested in their professionalism and further professional development.

Apart from these issues there are some other barriers found in the interview. Quality education is ensured if subject teachers teach the concerned subject. One of the interviewees remarked as, “English teachers have to teach other subjects also due to shortage of teacher. As a result they cannot put their full energy to their own subject teaching”. In FGD some of the students reported that they do not get English teachers instead get Social Science teacher in their English class.

Teacher’s age is matter in applying new innovation or techniques. One of the interviewees pointed out that her aged colleagues are not interested in using new techniques.

Lack of untrained teachers is a barrier that is pointed by three of the interviewees. Another interviewee uttered, “If we think about professional development, we need training at a large scale which we are not getting now. Due to authorities’ biasness same teachers are sent to attend CPD courses”.

Teachers’ overload with classes and work are barrier denoted by four of the interviewees. One of them said: “I used to go to school 8.00 in the morning and return home 9.00 at night. I have to perform different types of works apart from teaching. I work under huge pressure. We are paid from the fees of the students. So, the target of the authority is to increase the earning source by giving them the best service but I don’t get enough time for quality teaching”.

The discussion reveals that school administrators, colleagues’ non-cooperation, parents’ educational level, inadequate attention toward their children, students’ lack of interest in studies, their negative attitude, use of guidebook, schools’ lack of resources, teacher’s self-motivation, lack of financial incentives from the authority etc. can be counted as the common barriers of teachers’ professionalism and professional development.

## **CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSION**

### **5.0 Introduction**

In this chapter summary of the findings, conclusions and implications of the present research are presented. There are many issues in ensuring quality education, and teacher's professionalism and practicing professional development activities are the vital issues.

### **5.1 Findings (Summed up)**

- ❖ Teachers' professionalism and professional development practices have direct connection with students' exam result as there is a high-quality liaison between teachers' quality and students' accomplishment.
- ❖ Less than 40% teachers rarely have proper understanding about English and math curriculum and lessons. Also they do not have TCG to follow.
- ❖ All teachers both trained and untrained teachers possess positive attitude towards professional development courses.
- ❖ In-service training course or professional development courses change teachers' attitude and skills that they demonstrate in their professional activities opined by the teachers who attended them.
- ❖ Less than 50% teachers do not have pre requisite degree or B Ed. degree in addition to their academic degree and have not attended in-service training or professional development courses.
- ❖ Due to biasness of the head teacher same teachers are sent again and again to different in-service training courses so some teachers do not get chance to develop professionally though they have strong desire for self-development.
- ❖ This profession is disparate than other profession and has flexibility. So most of the female teachers have joined this profession because they want to spend more time with their family due to nature of this job.

- ❖ The teachers who come to this profession from passion and have professional competencies teach students with great care using varied techniques and new innovations.
- ❖ School administrators play a vital role in ensuring teachers' professionalism and practicing teachers' professional development activities that reflect on students' achievement as well as public exams.
- ❖ Teachers are overloaded with classes and clerical job so they find less time to take preparation for the class.
- ❖ Most of the teachers do not use multimedia and participatory techniques to involve all the students in classroom activity or in the lesson. They do not even use any other materials or games and fun to teach.
- ❖ Some teachers prefer guidebooks and are found gender biased.
- ❖ In few schools atmosphere is adverse for female teacher i.e. representative female teachers have to face verbal sexual harassment from Managing Committee Members.

## **5.2 Recommendations**

- ✓ Teachers must be encouraged to use written lesson plan and the school administrators must monitor and check lesson plan before class.
- ✓ Teachers must use participatory techniques and engage all the students in classroom activity. This issue must be solved through in house training if there is no government training available immediately.
- ✓ Biasness in selecting teachers for training must be addressed carefully and because proper training should be imparted where necessary.
- ✓ Most of the female teachers join teaching profession thinking it female friendly. So, female friendly and secured atmosphere should be ensured by the school administrators.
- ✓ Sufficient number of teachers should be appointed to reduce pressure on the subject teachers.
- ✓ Infrastructure for using multimedia should be established and using resources and digital content in class should be encouraged and monitored by the school administrators. Best digital content may be awarded in each school.

- ✓ Tutoring is good for the weak and slow learners but it should not be done for harvesting profit and business purpose. Tutoring of teachers must be monitored by the school authority.

### **5.3 Conclusion**

Professional teachers are the assets for their institutions which have been proved by the performance of the students and teachers as well. Professional teachers ensure quality teaching and learning. In Bangladesh, teachers can be called professional in some issues like teachers collaboration, some of the issues of pedagogical practices and so on. On the other hand, there are still some shortcomings i.e. teachers' lack of understanding the curriculum, using resources, multimedia and digital content in class, insufficient training for teachers. Again, subject teachers have to take classes on other subjects, no promotion opportunity of teachers, less financial benefits etc. are the factors affecting teachers professional development practices and at the other end students achievement in the public exams. The situation needs to be improved without any delay in ensuring quality education for the twenty first century learners.

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## I) Questionnaire for teachers

This questionnaire has been developed for use in the research entitled as **PROFESSIONALISM AND PROFESSIONAL DEVELOPMENT PRACTICES OF SECONDARY TEACHERS** conducted through NAEM, Ministry of Education. The research team is giving you full assurance that your name and the information provided in this questionnaire are confidential, and will be used only for the purpose of the research with pseudo name. The main focus of this research is to measure teachers' [professionalism in relation to students' achievement level and](#) whether professional development activities support teachers to be professional.

Your co-operation is highly appreciated.

### **Instruction**

- a) Please read the questions thoroughly once and then try to answer them all.
- b) Please put a tick (✓) mark in the box that is the most relevant to you.

### **Section: A**

#### **Respondent's particulars**

Name of the school:-----Date: -----

Name and designation of the respondent -----

Sex: Male  Female

Educational Qualification: -----

Professional training:  CLT  CEC  FSSAP  ELTIP  CPD  BIAM  
 SEQAEP (English/Math)  EIA-----  Other----

Experience: -----Years -----Months

Age level: 25- 34

35- 44

45-54

55- Above

**Section B:** Please put tick (√) mark on the relevant boxes against the statement that best describes the frequency with which you carry out that behaviour in your teaching.

Sl. No	Competencies	Almost never true 1	Seldom true 2	Sometimes true 3	Often true 4	Almost always true 5
<b>1. Teacher's understanding about curriculum &amp; lesson</b>						
1	Curriculum (English/ Math) is well defined.					
2	Use Teachers' Curriculum Guide (TCG)					
3	Learning outcomes are well defined in lessons					
4	Curriculum emphasises mastery of basic skills (English/ Math)					
<b>2. Teachers' collaboration</b>						
5	Discuss frequently with your colleagues on changes in curriculum and pedagogy.					
6	Participate in formal and informal discussion with your colleagues about newly learnt techniques.					
7	Do peer training/in house training.					
8	Get mentoring from your senior teacher/colleagues/head teacher					
<b>3. Impact on teachers after attending in-service training/ professional development courses</b>						
9	Gained deeper understanding of the subject taught after attending in-service training.					
10	learned more about the pedagogy by teaching it to my students.					
<b>4. Pedagogical practices</b>						
11	Always come to the class with adequate preparation.					
12	Confident about your own strong verbal communication skills (speaking and listening)					
13	Innovate and use diverse instructional techniques considering child's individual differences and needs.					
14	Collect and use low cost teaching materials.					

15	Use games and fun in your lesson to make lesson attractive.					
16	Use multimedia and digital content in teaching.					
17	Engage all students to participate communications and collaborations					
18	Possess strong non-verbal communication skills (Body language).					
19	Treat everyone fairly and equally.					
20	Promote students' self-directed learning .					
21	Check students' work regularly.					
	<b>5. Self-development activities</b>					
22	Reflect on teaching regularly and take steps to develop teaching strategies.					
23	Watch video of good classroom instruction.					
24	Regularly visit online teacher's portal ( <i>Batayon</i> )					
25	Member of a professional learning community					
	<b>6. Attitude and behaviour towards profession</b>					
26	Have chosen this profession from passion for teaching.					
27	Have commitment to students' learning.					
28	Demonstrate strong overall teacher professionalism at all times outside the school context.					
29	Demonstrate strong overall teacher professionalism inside the school context.					
30	Foresee the need of diverse students.					
31	Students learning is frequently evaluated using curriculum-referenced materials.					
32	Get opportunity to display genuine empathy, warmth and compassion for your students					
33	Chose this profession as more time can be given to family due to nature of this job.					

	<b>7. School environment</b>					
34	An environment of order and discipline has been established in your school.					
35	Students and parents receive regular feedback regarding the student's progress.					
36	Student's attendance rates are high.					
37	The school has high expectations for each student.					
38	Staff members are evaluated regularly.					
39	The head teacher understands the instructional strategies and accepts the responsibility for being an instructional leader.					
40	School is satisfied with cent percent(100%) students' success at the public exams.					
	<b>8. The barriers of practicing professional development activities</b>					
41	School administrators					
42	Colleagues non-cooperation in using new techniques					
43	Parents (their education level, inadequate attention toward their children,)					
44	Students ( Their lack of interest in studies, their negative attitudes and behaviours in the classroom)					
45	School prefers students' use of guidebook.					
46	Schools' physical conditions and lack of resources					
47	Teacher's self-motivation.					
48	Lack of financial incentives from the authority					

## **ii) Interview schedule for teachers**

1. What does teaching profession mean to you?
2. Why have you chosen this profession?
3. What do you think about teachers' professional and personal development levels working in your school?
4. How far you can implement instructional strategies mentioned in the curriculum?
5. What challenges do you face to develop your professional and personal skills?
6. Do you think the professional and personal development levels of teachers vary according to age, gender, teaching experience, and school type? Why?
7. How does a teacher can make an impact on his/her colleagues and students?
8. How far you are satisfied with your students' achievement level at the public exam? Why or why not?

**ii) Focused Group Discussion questions/ Guidelines**

1. Which book do you feel comfortable to use in your English/math class (guidebook or textbook)?
2. Is it possible for you and your teacher to finish class within your class time?
3. Do you get your teacher regularly in time?
4. What activities does your teacher follow to conduct the lesson?
5. Does your teacher use digital content/ audio recording in your class? How many times?
6. Does s/he use pictures or other things in lessons? If yes, what are they?
7. Do you enjoy his/her lesson? Why? Why not?
8. What type of assignments you have to do for this class? If yes give examples.
9. How your mistakes are corrected in your class?
10. Do you get any support from your teacher outside the class? Please specify.

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