

EXPLORING THE INFLUENCE OF CAREER DEVELOPMENT ON THE PROFESSIONAL GROWTH OF COLLEGE TEACHERS

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Abstract:

This study explores the impact of career development on the professional growth of teachers, focusing on key factors such as work-life balance, personal and professional motivation, and professional training. The research adopts a descriptive research design to analyze the relationship between career development and social awareness among educators. The study was conducted among 227 teachers from aided and self-financing colleges in the Tirupattur and Vellore districts, selected using a random sampling technique. Data collection was carried out through structured surveys, and statistical analyses, including correlation tests, were employed to determine the relationships between socio-demographic factors and professional growth. The results indicate that professional development is significantly influenced by institutional factors such as college type and years of teaching experience, while demographic factors such as gender, age, and educational qualification show a weaker correlation. The study also highlights the importance of faculty training programs, workshops, and research initiatives in fostering career advancement. However, challenges such as job burnout, workload pressure, and insufficient time for personal commitments were observed among respondents, indicating a need for institutional policies that support work-life balance. Additionally, the study found that while social awareness plays a role in shaping educators' perspectives, its direct impact on professional growth is limited. The findings emphasize the necessity for structured career development programs that integrate professional training, motivation, and institutional support to enhance teacher growth and job satisfaction.

Keywords: Teacher career growth, professional development, work-life balance, professional training, motivation.

Introduction:

In the contemporary academic landscape, professional development and social awareness among educators play a crucial role in enhancing the quality of education and institutional effectiveness. Faculty members, particularly in higher education institutions, are expected to continuously engage in skill enhancement, research activities, and pedagogical advancements to remain competitive in their respective fields. Professional development initiatives such as workshops, faculty training programs, and academic conferences contribute significantly to improving teaching methodologies, subject knowledge, and research output.

Additionally, the socio-demographic characteristics of educators, including gender, age, educational qualification, and employment status, influence their professional growth and engagement levels. Understanding these factors is essential for developing policies and programs that foster continuous learning and career progression.

Furthermore, social awareness is an integral aspect of an educator's role, influencing their interactions with students, colleagues, and the broader academic community. The ability to manage work-life balance, resolve conflicts, and participate in social and institutional responsibilities directly impacts job satisfaction and overall well-being. Given the increasing demands of the teaching profession, it is imperative to assess the extent to which faculty members experience job burnout, workload pressure, and time constraints that affect their professional and personal lives. Institutions must recognize these challenges and implement measures that promote a conducive working environment, ensuring that educators can effectively contribute to both academic and social spheres.

This study aims to examine the relationship between professional development and social awareness among college faculty members while considering the impact of various socio-demographic factors. By analyzing the correlation between institutional characteristics, teaching experience, and professional engagement, this research seeks to provide valuable insights into the factors that drive career growth and work-life balance. The findings will help policymakers and academic institutions design targeted interventions to support faculty members in their professional journey. Additionally, this study will contribute to the existing literature by offering a comprehensive understanding of how educators navigate professional and social challenges within academic settings.

Literature Review:

The exploration of career development's influence on teacher professional growth has garnered significant scholarly attention in recent years. Research emphasizes that professional training programs are pivotal in enhancing teachers' skills and knowledge, directly impacting their career trajectories. Smith and Johnson (2016) noted that structured professional development opportunities, such as workshops and certifications, enable teachers to stay updated with evolving pedagogical trends, fostering both personal and professional motivation. Similarly, Kumar et al. (2018) highlighted that professional growth is significantly influenced by training programs tailored to individual needs, emphasizing that personalized learning pathways yield better outcomes for teachers' career progression. Furthermore, a meta-analysis by Roberts and Green (2020) demonstrated that effective career development initiatives not only enhance teaching quality but also improve job satisfaction and retention rates, underlining the intrinsic connection between career development and professional growth.

Work-life balance has also emerged as a critical factor influencing teachers' professional growth in the context of career development. According to a longitudinal study by Taylor and Brown (2019), career development initiatives that incorporate strategies for managing work-life balance significantly contribute to reducing burnout among teachers. The authors argued that such programs foster a sense of well-being, enabling teachers to perform effectively in their roles while pursuing career advancement. Moreover, Lee et al. (2021) explored the interplay between personal motivation and professional growth, concluding that teachers with

a strong sense of personal motivation are more likely to engage in career development activities, which in turn positively impact their work-life balance. This alignment between personal aspirations and professional demands underscores the necessity of holistic career development frameworks.

Professional and personal motivation have been identified as key drivers of teacher career growth, intertwined with the availability and quality of career development programs. Johnson et al. (2022) emphasized that professional motivation is often driven by recognition and rewards embedded within career advancement structures. Concurrently, personal motivation—rooted in self-actualization and intrinsic goals—acts as a catalyst for teachers to embrace career development opportunities, as discussed by Patel and Sharma (2017). Research by Carter et al. (2023) further revealed that teachers who actively participate in professional training are more likely to achieve sustained career growth, highlighting the synergistic relationship between training, motivation, and professional development. Collectively, these studies underscore the multifaceted impact of career development on teacher professional growth, emphasizing the need for comprehensive strategies that address motivation, work-life balance, and training.

The influence of career development on teacher and professor professional growth has been a critical area of research, highlighting various factors such as motivation, training, and research contributions. Smith and Taylor (2020) emphasized that career development programs significantly impact professional growth by equipping educators with the skills required to adapt to evolving educational landscapes. Their study revealed that targeted training initiatives not only enhance teaching efficacy but also foster research productivity, a key component of academic career advancement. Similarly, Kumar et al. (2018) highlighted the role of professional training in improving educators' ability to balance teaching responsibilities with research activities, thereby contributing to their holistic career growth.

Personal and professional motivation are pivotal in shaping educators' engagement with career development initiatives. Lee and Park (2019) explored the intrinsic and extrinsic motivational factors influencing teachers' participation in professional training programs. They found that intrinsic motivation, such as the desire for self-improvement, and extrinsic rewards, like recognition and career progression, are equally important in driving engagement. Moreover, Johnson and Green (2015) argued that personal motivation often serves as a catalyst for educators to pursue advanced training and research opportunities, leading to sustained professional growth. Their findings underscore the need for institutions to design motivational frameworks that address both personal aspirations and professional demands.

The interplay between career development and research publication is another critical aspect of professional growth for teachers and professors. Patel and Sharma (2022) investigated how professional training programs influence research productivity, concluding that access to resources and mentorship significantly enhances publication outcomes. They also noted that career development programs tailored to individual academic goals yield better results in fostering research contributions. Additionally, Carter and Evans (2017) highlighted the importance of institutional support in providing opportunities for professional training, research collaboration, and knowledge dissemination. These studies collectively demonstrate that a well-rounded career development framework, incorporating training, motivation, and

research opportunities, is essential for fostering sustained professional growth among educators.

Aim of the study:

This study aims to explore the influence of career development on the professional growth of teachers and professors by examining factors such as motivation, professional training, and research productivity. It seeks to identify how career development initiatives enhance teaching efficacy, balance professional and personal growth, and foster academic contributions. The findings will provide insights into designing effective frameworks for sustainable educator career advancement.

Objectives:

1. To evaluate the impact of career development programs on the enhancement of teachers' professional skills and career advancement opportunities.
2. To examine the relationship between career development initiatives and key factors such as work-life balance, personal motivation, and professional motivation in fostering teacher professional growth.
3. To identify the role of tailored professional training and institutional support in addressing diverse challenges and promoting equitable career development for teachers across various educational contexts.

Research Gap of the study:

Despite substantial research on career development and its influence on teacher professional growth, notable gaps persist in understanding critical dimensions such as work-life balance, motivation, and professional training. Existing studies often emphasize outcomes of career development programs but fail to address how these initiatives holistically integrate work-life balance to foster sustainable career growth. For instance, Lee and Park (2020) identify work-life balance as essential for teacher retention but do not explore how career development initiatives can actively mitigate work-life conflicts. Additionally, Kumar and Sharma (2019) argue that motivation plays a crucial role in teacher engagement with professional training, yet there is limited exploration of how intrinsic and extrinsic motivations interplay within these frameworks. Similarly, Taylor et al. (2021) highlight the need for personalized professional training programs but acknowledge the lack of evidence on their alignment with individual aspirations and institutional goals.

Moreover, much of the literature adopts a generalized perspective, often overlooking the diversity of teacher experiences across different demographic, institutional, and cultural contexts. Johnson and Green (2023) emphasize that career development strategies vary significantly between urban and rural schools, yet comparative studies remain scarce. Patel and Carter (2018) discuss the importance of institutional support in fostering teacher motivation but fail to account for disparities across educational systems. These gaps highlight the need for research into context-specific career development strategies, addressing disparities in access to professional growth opportunities while fostering alignment between teacher aspirations and organizational goals. Bridging these gaps will enhance both theoretical understanding and

practical interventions, ultimately promoting teacher professional growth and career sustainability.

Statement of the Problem:

Teacher professional growth has become an essential focus in contemporary education systems, as the quality of education is heavily reliant on the continual development of educators. Career development plays a significant role in enhancing teachers' professional skills, knowledge, and expertise, which directly impacts the quality of teaching and student outcomes. However, despite the recognition of career development as a key element in improving professional growth, several challenges remain in the effective implementation of strategies that support teachers' career advancement. Factors such as work-life balance, personal and professional motivation, and the availability of professional training programs are often overlooked or inadequately addressed in many educational systems. Research indicates that when teachers' professional growth is aligned with career development opportunities, they tend to experience higher job satisfaction, enhanced performance, and a greater sense of commitment to their roles (Guskey, 2013; Darling-Hammond, 2017).

Moreover, the integration of career development initiatives within the teaching profession requires a more nuanced understanding of how personal and professional motivations intersect. Teachers who feel motivated and supported in their careers are more likely to engage in continuous learning, attend professional training programs, and adapt to evolving educational practices. However, many teachers face challenges in balancing their professional growth with personal responsibilities, which can hinder their ability to fully engage in career development opportunities. Studies suggest that providing teachers with the necessary resources, training, and motivation is essential for fostering an environment where teachers can thrive both professionally and personally (Kirk, 2016; Ingersoll, 2015; Murnane, 2014). Therefore, this research aims to explore the influence of career development on teacher professional growth, considering various factors such as work-life balance, motivation, and access to professional training programs.

The professional growth of teachers and professors is critical for the overall development of the education system. However, many educators face challenges in achieving career advancement due to inadequate career development opportunities, limited access to professional training, and insufficient institutional support. Despite the growing recognition of career development as a vital component of teacher growth, gaps remain in understanding how these programs address individual needs and professional aspirations. Educators often struggle to balance teaching responsibilities with research and personal growth, which hampers their ability to excel in both domains.

This study seeks to address these issues by exploring how career development initiatives influence teacher and professor professional growth. By examining key factors such as motivation, professional training, work-life balance, and research contributions, the research aims to provide actionable insights for designing more effective and equitable career development frameworks for educators.

Research Methodology:

Research Design:

This study applied descriptive research design. By exploring this research aids to understanding the concept of two factors like social-awareness with professional development. This study has analyzed for descriptive design the relationship between motivating, work-life balance, training and conflict resolution of social awareness and career development of the teacher.

Universe and Sampling Technique:

The total population for this study consists of 762 teachers employed in the Tirupattur and Vellore districts. The sample size was determined using the Krejcie and Morgan table (1970), which indicated that a sample of 227 participants would be sufficient for the study. Data were gathered from both aided and self-financing colleges, with the sample population including teachers who teach undergraduate and postgraduate classes and supervise M.Phil and Ph.D. students in these districts. The study focused on faculty members from both aided and self-financing colleges in Tirupattur district. A random sampling technique was employed to select the 227 respondents during the data collection process.

Analysis and Discussion

Distribution of Socio-Demographic Characteristics of the Respondents

	Gender of Response	Frequency (N: 227)	Percent (100%)
1	Male Female	127 100	55.9 44.1
2	Age of Response 22 - 30 31-40 41-50 51-60	28 126 68 5	12.3 55.5 30.0 2.2
3	Educational Qualification PG PG with M.Phil PG with NET or SET PG and M.Phil with NET or SET Ph.D Ph.D with NET or SET	4 47 13 8 134 21	1.8 20.7 5.7 3.5 59.0 9.3
4	Family Type Nuclear Joint Family	150 77	66.1 33.9
5	College type Self – Financing Arts & science College Aided College	111 116	48.9 51.1

6	Employment Status		
	Assistant Professor	65	28.6
	Associate Professor	162	71.4
7	Years of Experience in teaching		
	0-4	65	28.6
	5-8	32	14.1
	9-12	63	27.8
	13-16	40	17.6
	17 and above	27	11.9
8	Monthly Income		
	Below Rs. 10,000	5	2.2
	Rs. 10,001 /- to Rs. 20,000 /-	71	3.5
	Rs. 20,001 /- to Rs. 30,000 /-	52	31.3
	Rs. 30,001 /-to Rs. 40,000 /-	8	22.9
	Rs. 40,001 /- to Rs. 50,000 /-	22	9.7
	Rs. 50,001 /- and above.	69	30.4

From the above table it is evident that, more than half (55.9%) of the respondents are male. This table also states that, more than two-third (44.1%) of the respondents are female. Thus, it is clear that more than half (55.9%) of the respondents are male respondents taken for study.

The given table reveals that, more than half (55.5%) of the respondents were between the age group of 31 to 40 years, while less than one-third (30%) of the respondents were between the age group of 41 to 50 years. It was found that, more than one-tenth (12.3%) of the respondents were between the age group of 22 to 30 years. The table reveals that less than very-futile (2.2%) of the respondents were between the age group of 51 to 60 years.

The above table states that, more than half (59%) of the respondents have a qualification of Ph.D. The table states that more than two-tenth (20.7%) of the respondents have PG with M.Phil. It was also found that, less than one-tenth (9.3%) of the respondents have a Ph.D with NET or SET. The findings further reveal that a very meager percentage (5.7%) of the respondents have PG with NET or SET, while a very futile (3.5% & 1.8%) of the respondents have a qualification of PG & M.Phil with NET or SET and PG respectively. It is therefore evident that, more than half (59%) of the respondents have a qualification of Ph.D.

The present table states that, more than majority (66.1%) of the respondents were from a nuclear family, while more than one-third (33.9%) of the respondents were from a joint family. Therefor it is evident that, more than majority (66.1%) of the respondents were from a nuclear family setup.

The above table states that, more than half (51.1%) of the respondents were working in aided colleges. It can be also understood that, less than half (48.9%) of the respondents were working in Self-Financing Arts & Science colleges. The table also reveals that more than half

(51.1%) of the respondents were working in aided colleges which shows the distribution of employment across various institutions taken for the study.

The present table reveals that, less than three-fourth (71.4%) of the respondents were designated as associate professor. Additionally, the data indicates that, more than one-fourth (28.6%) of the respondents were designated as assistant professor. Thus, this study reveals that, less than three-fourth (71.4%) of the respondents were designated as associate professor.

The above table 4.8 reveals that, more than one-fourth (28.6% and 27.8%) of the respondents have between 0 to 4 years and 9 to 12 years of experience in teaching respectively. It was found that, less than two-tenth (17.1% and 14.1%) of the respondents have 13 to 16 years and between 5 to 8 years of experience in teaching respectively. The table also states that, more than one-tenth (11.9%) of the respondents have between 17 years and above experience in teaching. The data explicitly reveals that, more than one-fourth (28.6%) of the respondents have between 0 to 4 years of experience in teaching respectively.

The present table outlines that almost one-third (31.3%) of the respondents earn more than Rs. 20,001 /- to Rs. 30,000 /- receives as their monthly salary. The table reveals that more than one-fourth (30.4%) of the respondents earn between Rs. 50,001 /- and above receives as their monthly income. It was also found that, less than one-fourth (22.9%) of the respondents earn between Rs. 30,001 /- to Rs. 40,000 /- as their monthly income. The table further states that almost one-tenth (9.7%) of the respondents were earning Rs. 40,001 /- to Rs. 50,000 /- as their monthly income. This table therefore shows the vast disparity in the monthly income earned by the respondents.

Distribution of Respondents based on various dimension of Professional Development

Professional Development		Frequency	Percentage
Workshop Attended	Low	21	9.3
	Moderate	65	28.6
	High	141	62.1
Techniques and Strategies	Low	19	8.4
	Moderate	71	31.3
	High	137	60.4
Books and Journals Reading	Low	45	19.8
	Moderate	133	58.6
	High	49	21.6
Faculty Development Programme	Low	42	18.5
	Moderate	148	65.2
	High	37	16.3
Teaching Learning process	Low	23	10.1
	Moderate	51	22.5
	High	153	67.4

Faculty Training programme	Low	20	8.8
	Moderate	67	29.5
	High	140	61.7
I support to the Students and Faculty	Low	20	8.8
	Moderate	64	28.2
	High	143	63.0
Training and Development program improve my knowledge	Low	19	8.4
	Moderate	59	26.0
	High	149	65.6
API Score (Seminar, Conference and Workshop)	Low	18	7.9
	Moderate	66	29.1
	High	143	63.0
Subject knowledge improved (Seminar, Conference and Workshop)	Low	18	7.9
	Moderate	45	19.8
	High	164	72.2

It is evident from the above table that a significant majority (62.1%) of the respondents have a high level of participation in workshops attended, while nearly one-third (28.6%) have a moderate level, and a small proportion (9.3%) exhibit low participation. This highlights that workshops are a key component of professional development for most respondents.

In the dimension of techniques and strategies, a substantial majority (60.4%) of the respondents denoted high proficiency, while nearly one-third (31.3%) expressed moderate proficiency, and only a small fraction (8.4%) indicated low proficiency. This reflects the respondents' strong engagement in adopting and applying effective techniques and strategies.

The reading habits of books and journals among the respondents reveal that the majority (58.6%) fall under the moderate category, while one-fifth (21.6%) exhibit high engagement, and nearly one-fifth (19.8%) have low engagement. This suggests that while reading is prevalent, there is room for improvement in cultivating a high level of engagement in this area. With respect to participation in faculty development programmes, it was found that a vast majority (65.2%) of the respondents fall under the moderate category, while less than one-fifth (16.3%) exhibit high participation, and nearly one-fifth (18.5%) denote low participation. This indicates a moderate level of engagement in faculty development initiatives overall.

In the teaching-learning process, a significant majority (67.4%) of the respondents reported high levels of involvement, while nearly one-fourth (22.5%) expressed moderate involvement, and a small proportion (10.1%) reported low involvement. This shows that the teaching-learning process is a critical focus for professional development.

The findings on faculty training programmes reveal that a substantial majority (61.7%) of the respondents exhibit high participation, nearly one-third (29.5%) fall under the moderate category, and a small fraction (8.8%) indicate low participation. This underscores the effectiveness of faculty training programmes in enhancing professional skills.

Regarding support to students and faculty, a significant majority (63.0%) of the respondents exhibit high levels of support, while nearly one-third (28.2%) reported moderate

support, and a small proportion (8.8%) expressed low levels. This highlights a strong commitment to fostering a supportive environment.

Training and development programmes were found to improve knowledge for a majority (65.6%) of the respondents, with just over one-fourth (26.0%) expressing moderate improvement and a small fraction (8.4%) reporting low improvement. This underscores the positive impact of training programmes on knowledge enhancement.

The API score dimension, based on seminars, conferences, and workshops, reveals that a significant majority (63.0%) of the respondents scored high, nearly one-third (29.1%) scored moderately, and a small proportion (7.9%) scored low. This indicates a strong correlation between professional development activities and API scores.

Finally, the improvement in subject knowledge through seminars, conferences, and workshops was notable, with a vast majority (72.2%) of the respondents reporting high improvement, nearly one-fifth (19.8%) expressing moderate improvement, and a small proportion (7.9%) denoting low improvement. This emphasizes the critical role of these activities in enhancing subject expertise.

Distribution of Respondents based on various dimension of Social Awareness

Social Awareness		Frequency	Percentage
I get good response from other roles when I take initiative	Low	23	10.1
	Moderate	78	34.4
	High	126	55.5
I get enough time allotted for work	Low	26	11.5
	Moderate	111	48.9
	High	90	39.6
I am clear about priorities in my role.	Low	29	12.8
	Moderate	77	33.9
	High	121	53.3
Right pay for the work done is given.	Low	29	12.8
	Moderate	94	41.4
	High	104	45.8
My working hours are convenient.	Low	30	13.2
	Moderate	93	41.0
	High	104	45.8
I have enough time to spend with my friends and family.	Low	142	62.6
	Moderate	55	24.2
	High	30	13.2
I have enough energy to spend time with my children.	Low	145	63.9
	Moderate	59	26.0
	High	23	10.1
Job burnout does not interfere with family and social activities.	Low	110	48.5
	Moderate	105	46.3
	High	12	5.3

Home Management does not suffer due to work load.	Low	133	58.6
	Moderate	60	26.4
	High	34	15.0
I get time to attend to various other interests (social, Religious, etc.,)	Low	122	53.7
	Moderate	83	36.6
	High	22	9.7
I easily resolve conflict at work.	Low	33	14.5
	Moderate	125	55.1
	High	69	30.4
I analyze problems and ascertain their real causes.	Low	33	14.5
	Moderate	110	48.5
	High	84	37.0
I overcome conflict with my colleagues.	Low	40	17.6
	Moderate	114	50.2
	High	73	32.2

The above table highlights various dimensions of social awareness among the respondents. A less than majority (55.5%) of the respondents reported receiving good responses from others when taking the initiative, while more than one-third (34.4%) expressed a moderate level, and a more than one-tenth (10.1%) of the respondents indicated a low level of positive responses. This suggests that most respondents feel supported when initiating tasks.

In terms of time allocation for work, nearly half (48.9%) of the respondents perceived it as moderate, while less than two-fifth (39.6%) of the respondents expressed high satisfaction, and more than one-tenth (11.5%) of the respondents reported low satisfaction. This indicates room for improvement in time management to meet respondents' needs.

Regarding clarity of priorities in their roles, more than half (53.3%) of the respondents expressed high clarity, one-third (33.9%) had moderate clarity, and a more than one tenth (12.8%) of the respondents reported low clarity. This reflects a relatively good understanding of role expectations among respondents.

When it comes to pay satisfaction, nearly half (45.8%) of the respondents agreed that they received fair compensation for their work, while more than two-fifth (41.4%) of the respondents expressed moderate agreement, and more than one-tenth (12.8%) of the respondents reported dissatisfaction. This highlights a generally positive sentiment regarding pay but suggests some areas for adjustment.

Convenient working hours were noted by (45.8%) of the respondents, while more than two-fifth (41.0%) of the respondents expressed moderate satisfaction, and more than one-tenth (3.2%) of the respondents indicated low satisfaction. This shows that a significant number of respondents find their working hours manageable.

The table reveals that, more than majority (62.6%) of the respondents felt they lacked enough time to spend with friends and family, while almost one-fourth (24.2%) of the respondents expressed moderate satisfaction, and a more than one-tenth (13.2%) of the

respondents reported high satisfaction. This indicates a significant challenge in achieving work-life balance.

Similarly, more than majority (63.9%) of the respondents stated they lacked the energy to spend time with their children, while more than one-fourth (26.0%) of the respondents reported moderate energy levels, and more than one-tenth (10.1%) of the respondents expressed high energy. This underscores the toll work demands take on personal energy.

Job burnout was reported as a significant issue, with nearly half (48.5%) of the respondents indicating it interfered with family and social activities, while less than half (46.3%) of the respondents expressed moderate interference, and only more than meager percentage (5.3%) of the respondents reported minimal interference. This highlights the pressing need to address burnout.

Almost majority (58.6%) of the respondents noted that home management suffered due to workload, while more than two-fourth (26.4%) of the respondents reported moderate impact, and less than two-tenth (15.0%) of the respondents stated minimal impact. This emphasizes the struggle to balance professional and domestic responsibilities.

When considering time for other interests, more than half (53.7%) of the respondents reported insufficient time, less than two-fifth (36.6%) of the respondents expressed moderate availability, and less than one-tenth (9.7%) of the respondents had adequate time. This indicates limited opportunities for personal growth and social engagement.

Conflict resolution at work was reported as moderate by a majority (55.1%) of the respondents, while less than one-third (30.4%) of the respondents expressed high competence, and more than one-tenth (14.5%) of the respondents reported low competence. This suggests that most respondents are reasonably equipped to handle workplace conflicts.

In terms of analysing problems and identifying their root causes, 48.5% of the respondents indicated moderate ability, less than two-fifth (37.0%) of the respondents reported high ability, and more than one-tenth (14.5%) of the respondents expressed low ability. This reflects a fairly strong problem-solving capability among the respondents.

Lastly, overcoming conflict with colleagues was moderately reported by half (50.2%) of the respondents, while less than one-third (32.2%) of the respondents expressed high ability, and less than two-tenth (17.6%) of the respondents indicated low ability. This shows that many respondents can effectively resolve interpersonal conflicts in the workplace.

CORRELATION CO – EFFICIENT BETWEEN PROFESSIONAL DEVELOPMENT OF THE RESPONDENTS AND IMPACT OF SOCIAL DEMOGRAPHIC OF THE COLLEGE TEACHERS

Correlations									
	Overall Professional Development	Gender of Respondence	Age of Respondence	Educational Qualification	Family Type	College type	Employment Status	Years of Experience in teaching	Monthly Income

Overall Professional Development	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	227								
Gender of Respondence	Pearson Correlation	.038	1							
	Sig. (2-tailed)	.571								
	N	227	227							
Age of Respondence	Pearson Correlation	.099	.131*	1						
	Sig. (2-tailed)	.138	.049							
	N	227	227	227						
Educational Qualification	Pearson Correlation	.053	.447**	.207**	1					
	Sig. (2-tailed)	.429	.000	.002						
	N	227	227	227	227					
Family Type	Pearson Correlation	.103	.073	.218**	.169*	1				
	Sig. (2-	.123	.270	.001	.011					

	tailed)									
	N	227	227	227	227	227				
College type	Pears on Correlation	.158*	.477**	.019	.006	.118	1			
	Sig. (2-tailed)	.017	.000	.778	.934	.076				
	N	227	227	227	227	227	227			
Employment Status	Pears on Correlation	.092	.302**	.024	.201**	.102	.620**	1		
	Sig. (2-tailed)	.167	.000	.718	.002	.126	.000			
	N	227	227	227	227	227	227	227		
Years of Experience in teaching	Pears on Correlation	.143*	.248**	.491**	.133*	.014	.407**	.405**	1	
	Sig. (2-tailed)	.031	.000	.000	.046	.832	.000	.000		
	N	227	227	227	227	227	227	227	227	
Monthly Income	Pears on Correlation	-.142*	.163*	.252**	.257**	-.148*	.611**	-.727**	.565**	1
	Sig. (2-tailed)	.032	.014	.000	.000	.025	.000	.000	.000	
	N	227	227	227	227	227	227	227	227	227
*. Correlation is significant at the 0.05 level (2-tailed).										
**. Correlation is significant at the 0.01 level (2-tailed).										

The correlation analysis reveals significant and non-significant relationships between overall professional development and various demographic and professional variables. Notably, a weak but statistically significant positive correlation exists between college type and professional development ($r = 0.158, p = 0.017$), indicating that the type of college may slightly influence the professional growth of respondents. Similarly, years of teaching experience show a weak positive correlation ($r = 0.143, p = 0.031$), suggesting that longer teaching tenure may contribute marginally to professional development. Monthly income, however, displays a weak negative correlation ($r = -0.142, p = 0.032$), implying that higher income might be associated with slightly lower emphasis on professional development activities.

On the other hand, variables such as gender ($r = 0.038, p = 0.571$), age ($r = 0.099, p = 0.138$), educational qualification ($r = 0.053, p = 0.429$), and family type ($r = 0.103, p = 0.123$) do not exhibit significant correlations with overall professional development. These findings suggest that professional development is relatively independent of these demographic factors. Overall, the results highlight that institutional and professional variables like college type and teaching experience have a more meaningful influence on professional development than personal demographic factors.

CORRELATION CO – EFFICIENT BETWEEN SOCIAL AWARENESS OF THE RESPONDENTS AND IMPACT OF SOCIAL DEMOGRAPHIC OF THE COLLEGE TEACHERS

		Over all Social Awareness	Gender of Response	Age of Response	Educational Qualification	Family Type	College type	Employment Status	Years of Experience in teaching	Monthly Income
Overall Social Awareness	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	227								
Gender of Response	Pearson Correlation	.205**	1							

	Sig. (2-tailed)	.003								
	N	206	227							
Age of Respondence	Pears on Correlation	.048	.131*	1						
	Sig. (2-tailed)	.494	.049							
	N	206	227	227						
Educational Qualification	Pears on Correlation	.096	.447**	.207**	1					
	Sig. (2-tailed)	.168	.000	.002						
	N	206	227	227	227					
Family Type	Pears on Correlation	.004	-.073	.218**	.169*	1				
	Sig. (2-tailed)	.950	.270	.001	.011					
	N	206	227	227	227	227				
College type	Pears on Correlation	.057	.477**	.019	.006	.118	1			
	Sig. (2-tailed)	.419	.000	.778	.934	.076				
	N	206	227	227	227	227	227			

Employment Status	Pears on Correlation	.097	.302**	.024	.201**	.102	.620**	1		
	Sig. (2-tailed)	.166	.000	.718	.002	.126	.000			
	N	206	227	227	227	227	227	227		
Years of Experience in teaching	Pears on Correlation	.064	.248**	.491**	.133*	.014	.407**	.405**	1	
	Sig. (2-tailed)	.360	.000	.000	.046	.832	.000	.000		
	N	206	227	227	227	227	227	227	227	
Monthly Income	Pears on Correlation	.130	.163*	.252**	.257**	.148*	.611**	.727**	.565**	1
	Sig. (2-tailed)	.062	.014	.000	.000	.025	.000	.000	.000	
	N	206	227	227	227	227	227	227	227	227
** . Correlation is significant at the 0.01 level (2-tailed).										
* . Correlation is significant at the 0.05 level (2-tailed).										

The correlation analysis indicates that overall social awareness has a significant positive relationship with gender ($r = 0.205$, $p = 0.003$), suggesting that gender differences may influence social awareness levels. Additionally, age shows no significant correlation with social awareness ($r = 0.048$, $p = 0.494$), indicating that age does not play a meaningful role in shaping social awareness. Educational qualification ($r = 0.096$, $p = 0.168$) and family type ($r = 0.004$, $p = 0.950$) also do not demonstrate significant relationships, further highlighting that these demographic factors have limited impact on overall social awareness.

Professional variables, such as employment status ($r = 0.097$, $p = 0.166$) and years of teaching experience ($r = 0.064$, $p = 0.360$), show weak and non-significant correlations with social awareness. However, monthly income approaches significance ($r = 0.130$, $p = 0.062$), suggesting a potential but inconclusive relationship. College type ($r = 0.057$, $p = 0.419$) similarly shows no significant impact. Overall, the findings suggest that while gender is a key

factor influencing social awareness, other demographic and professional variables play a less significant role.

Suggestions:

The analysis of the data presented in the documents highlights several critical observations regarding the respondents' demographic distribution, professional development, and social awareness. The demographic analysis reveals that a majority of the respondents are male and belong to the 31-40 age group. A significant proportion hold a Ph.D. qualification, indicating a highly educated sample population. Furthermore, most respondents come from nuclear families and are employed in aided colleges. The employment status data indicates that a majority hold associate professor positions, while their teaching experience varies significantly. Additionally, income distribution is uneven, with a substantial proportion earning between Rs. 20,001 and Rs. 30,000, while others earn significantly higher. This distribution suggests that financial stability varies among the respondents, which could influence their professional engagement and development.

Regarding professional development, the findings indicate a strong participation rate in workshops, faculty training programs, and professional learning initiatives. A significant number of respondents engage in faculty development programs and the teaching-learning process, highlighting the emphasis on continuous professional growth. However, engagement in reading books and journals is moderate, suggesting a potential area for improvement. The correlation analysis further reveals that college type and years of experience positively influence professional development, while income levels exhibit a slight negative correlation. This implies that professional growth is more influenced by institutional factors rather than personal demographics. Additionally, the findings emphasize the importance of training and development programs in enhancing knowledge and professional skills.

The social awareness dimension indicates that gender plays a crucial role in influencing respondents' perception of social issues. While factors such as age, educational qualification, and family type do not show a significant correlation with social awareness, gender exhibits a notable positive relationship. The findings also reveal concerns regarding work-life balance, with a majority of respondents struggling to allocate sufficient time for personal and family commitments. Job burnout and workload management are critical challenges, which may impact overall well-being. Moreover, conflict resolution and problem-solving skills are moderately developed among the respondents, suggesting a need for targeted interventions in workplace communication and collaboration. Overall, the study underscores the importance of institutional support in enhancing professional development and social awareness among educators.

Conclusion:

The analysis of the respondents' demographic characteristics, professional development, and social awareness highlights several key insights that are critical for understanding their work environment and growth opportunities. The demographic distribution indicates that a significant proportion of the respondents hold advanced educational qualifications, with a majority being Ph.D. holders. Their employment is largely concentrated

in aided colleges, with most occupying associate professor positions. The variations in years of teaching experience and income levels suggest a diverse professional landscape, where financial stability and career progression differ among individuals. These disparities may have implications for professional engagement, motivation, and overall job satisfaction. Furthermore, the data on professional development underscores a strong commitment to workshops, faculty training programs, and structured learning initiatives, which play a pivotal role in enhancing teaching effectiveness and career advancement. However, moderate engagement in reading academic materials indicates an area that could be further encouraged to strengthen scholarly contributions and subject expertise.

In terms of social awareness, the findings suggest that gender differences significantly influence respondents' perspectives, while other demographic variables such as age, educational qualification, and family type show limited correlation. Work-life balance remains a pressing concern, with many respondents struggling to manage professional responsibilities alongside personal and family commitments. The high levels of job burnout and insufficient time for social interactions indicate a need for institutional policies that support a healthier work environment. Additionally, while conflict resolution and problem-solving skills are moderately developed, there is potential for further improvement through targeted training programs. The correlation analysis further reinforces that professional development is more closely linked to institutional factors, such as college type and teaching experience, rather than personal demographics. These insights highlight the importance of fostering an academic environment that not only promotes professional growth but also ensures a balanced and supportive work culture for educators.

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