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A Critical Analysis of Teacher Preparation and Classroom Dynamics in Government Elementary Schools of Haryana

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Abstract

The authors of the study intended to critically examine the process of teacher preparation and classroom dynamics in government elementary schools of Haryana. The study emphasizes the substantiveness of fostering critical thinking skills as prescribed by National Education Policy 2020 and United Nations Education Scientific and Cultural Organization. The investigation call attention to the need for a comprehensive overhaul of the teacher education system to enhance teaching effectiveness and student engagement. A mixed scientific method of conducting the study was used for evaluating its various dimensions of teacher performance, including subject knowledge, pedagogical expertise, classroom management, and professional development. As the final outcomes of the study, it identifies key challenges such as curriculum constraints, inadequate resources, and administrative burdens that hinder teaching outcomes. The study further explores the role of Block Resource Centers and Cluster Resource Centers in supporting teacher development. The attained results underscore the significance of structured teacher preparation, continuous professional development, and strong teacher-community relationships in creating a conducive learning environment. The study advocated interventions that are specifically designed and directed at groups of teachers to address systemic inefficiencies and proposes practical strategies to improve teacher preparation and classroom dynamics, paramount aiming to enhance educational quality in government elementary schools of Haryana.

Keywords: Critical Analysis, Teacher Preparation, Classroom Dynamics, Government Elementary Schools.

Introduction

A Critical Analysis

A critical analysis is defined as determining and expounding a subject by investigating its components, assessing underlying assumptions, and considering various perspectives. The term "critical analysis" refers to the systematic evaluation and interpretation of information to understand its components, assess its validity, and derive reasoned conclusions. Further, the National Education Policy 2020 of our country indicates fostering critical thinking skills among students by advocating a shift from rote memorization to encouraging inquiry, discovery, and analysis, aiming to develop individuals capable of critical thinking



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and problem-solving. UNESCO (2016) defines critical thinking as a strategic skill crucial for the 21st century, essential for personal and social change and improvement. It further said that critical thinking involves purposeful and goal-directed thinking aimed at answering questions, making decisions, solving problems, devising plans, or carrying out projects to address present or future challenges. Both NEP 2020 and UNESCO highlight the significance of critical thinking in education, focusing on developing individuals who can analyze information effectively and approach problems with reasoned judgment. There is a growing need to understand teacher education in its current context.

The NEP 2020 underscores that teacher education is vital in creating a pool of schoolteachers who will shape the next generation. It emphasizes that teacher preparation requires multidisciplinary perspectives, knowledge formation, and development of practice under the best mentors. **UNESCO** defines teacher education as formal training, either pre-service or in-service, designed to equip teachers with the knowledge, attitudes, behaviors, and skills required for teaching at the relevant level. Considering NEP 2020, the teacher education system of our country requires a comprehensive overhaul especially in the context of teacher preparation and classroom dynamics.

A Critical Analysis of Teacher Preparation and Classroom Dynamics

This process emphasis a thorough examination of the educators, trained and interacting with students in the classroom. It assesses the effectiveness of teacher education programs and explores the impact of teacher-student interactions on the learning environment, aiming to identify strengths, weaknesses, and areas for improvement in fostering effective teaching and learning experiences. The concepts are described individually as follows:

Teacher Preparation in Government Elementary Schools

A teacher is like a skilled physician, dedicated to curing patients suffering from severe diseases such as leprosy, chickenpox, and tuberculosis. The way a physician cures his patients with unwavering commitment, providing comfort and quality treatment without hesitation, similarly a teacher also plays his crucial role in addressing the intellectual and moral needs of society. Because of his expertise in his field, a physician carries essential tools and medicines to ensure effective treatment. Likewise, a teacher is equipped with knowledge, experience, and pedagogical tools to guide students towards enlightenment and progress. He is a person of strong character, action-oriented, and willing to take risks in the pursuit of education. The role of a teacher is not limited to the classroom; he actively engages with society, shaping the minds of young future generations through both theoretical insights and practical experiences. Expressly a physician diagnoses a patient by examining symptoms, in the same tone a teacher understands the needs of his students, identifying their strengths and weaknesses to provide personalized instruction. A teacher, along with imparting knowledge, is instrumental in eradicating illiteracy and fostering a progressive, enlightened, vibrant society. The teacher never hesitates to reach even the most remote and challenging terrains to ensure quality education is accessible to all. He feels pleasure to apply all his hard and laborious efforts effectively as per his innermost ability to connect with learners at their level, understand their difficulties, and come up with strategies to overcome their challenges.

A trustworthy teacher is foresighted, guided by a divine spirit of service and belief in the universal brotherhood of humanity. He has strong feeling of fatherhood of Almighty God in whose presence of divine light he proceeds in this noble profession without stopping, without bending, and without tiredness and another side he has equally feeling for brotherhood of man on this earth whom he treats with sympathy and dedication by feeling the presence of Almighty with him in solving the social problems and enlightening them to the highest level of humanity to build a strong society. Preparation of such dedicated



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teachers is of utmost priority, especially in government elementary schools of the country, where a structured and comprehensive training process is essential to excel in the teaching learning process. It begins with rigorous academic training in preparing teachers, a typically through a degree of bachelor's in education is required, followed by specialized training in elementary pedagogy. Further, acquiring advanced degrees or certifications for ensuring updated with evolving educational methodologies, teachers must enhance their expertise to deal significantly with all stakeholders at this stage of leaning in an emerging out society. Finally, the systematic preparation of high-quality teachers is a multifaceted process aimed at equipping teachers with the skills, knowledge, and ethical grounding necessary to create a conducive learning environment in all elementary schooling systems of the country. A seasoned, balanced and well-prepared teacher in all senses is a philosopher, friend, guide, facilitator and a torchbearer of progress, shaping the destiny of individuals and, consequently, society at large developing as a worldwide upcoming model of society. In a systematic and continuous growth of professionalism, he plays a unique role in strengthening classroom dynamics and this process is required to be understood in depth, as discussed below:

Teacher Preparation and Classroom Dynamics in Government Elementary Schools

The ever-growing elementary schools' stage is the place for involving teacher-student interactions, peer relationships, and the overall learning environment and shaped the classroom dynamics. An effective teacher recognizes the importance of fostering a structured yet flexible classroom atmosphere in which students feel safe, valued, and motivated to learn. Classroom management is not merely about maintaining discipline; it is a strategic approach to promoting engagement, encouraging positive behavior, and supporting students' social-emotional development. This prepares the teacher as per need to make the classroom transaction effective, active, alert and uncommon.

A well-managed classroom cultivates a sense of belonging and connectedness among students. Teachers who actively shape social dynamics by preventing bullying, promoting inclusivity, and encouraging healthy peer interactions contribute significantly to a supportive educational environment. This, in turn, enhances students' academic performance, emotional well-being, and overall classroom morale. When students feel secure and valued, they are more likely to engage actively in learning and develop critical thinking and problem-solving skills. A well trained and highly experienced teacher plays a very important role in arranging and setting properly classroom dynamics and actively engaging in the process of young and un-experienced teacher preparation to enhance his teaching efficiency under his guidance. Teachers with high creativity and vast imagination working with dedication, honesty, strong sense of positivity and possess a feeling of full faith in humanity and towards this novel profession can play a unique role in excelling in this unique process of teaching-learning where teacher and taught are growing continuously in an ever growing and renewing educational society with passage of time.

The Role of Teacher Preparation in Classroom Dynamics

The position of a teacher is like a pole star who among the innocent diverse learners coming from the different sections of society and yet they are not hardened by customs, cultures and traditions of their society at this level of learning, and the enlightened teacher has the capacity to attract their attentions like a magnet by standing in the midst of the classroom to emphasize an indelible and everlasting influence on their personality at the elementary level of schooling and his background, training, and experiences profoundly influence classroom dynamics and the quality of education. Foresighted teachers, particularly those with diverse experiences and advanced degrees, bring a wealth of knowledge, pedagogical skills, and cultural perspectives into the classroom to make it active, alert and interesting. The multifariousness



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enriches the learning experience and helps cater to a broad spectrum of student needs, ensuring that no child is left behind in any sphere of life. In the same way, mentorship plays a pivotal role in teacher preparation and professional growth to make them humane teachers. Further, the experienced teachers serve as guides for new entering teachers, sharing with them the best practices, offering instructional support, and helping them identify classroom difficulties faced by the learners and the sort of challenges which hinder the classroom transaction. The very process of mentorship fosters a collaborative learning community within schools, enhancing instructional effectiveness and ensuring the continuous evolution of teaching methodologies for speed up the systematic growth of learners as per the need of present day. Initiating a process of a culture of shared learning and professional dialogue, it is essential in adapting to the ever-changing educational landscape for the continuous growth of teaching learning classroom transaction. Therefore, an urgent need for schools arises to provide essential support to the teachers within the campus to enable them to update and effectively apply their knowledge to the best of their abilities for the smooth functioning of the system.

Support Systems for Teachers: A Key to Effective Teaching

Elementary stage of schooling being an important one requires a strong support system that is vital for teachers, impacting both their professional growth and personal well-being of them being a part and parcel of the system. A good support structure system has multifaceted aspects including administrative guidance, access to professional development opportunities, and availability of essential resources for strengthening the functioning of the schools in a desired manner. It is hard and fast task of the school administrators to play a crucial role in creating a positive work environment by maintaining clear communication, recognizing teachers' contributions, and fostering collaboration among staff by adopting a right policy. Properly guided and supported with all required transactions, a teacher is more likely to remain motivated and committed to delivering high-quality education and bringing fame to the school from all directions. A dire need arises for the professional development programs which are often funded through state and federal grants, provide teachers with opportunities to refine their skills, adopt innovative teaching strategies, and integrate technology into their lessons to make it interesting and easy for students for their academic growth in the school. Multidimensional topics like differentiated instruction, classroom management techniques, and student-centered learning approaches are essential components of these programs for the overall development of educational activities in the school. Additionally, structured supervised programs connected to beginner teachers with accomplished teachers serve as a crucial support mechanism to motivate them by inculcating the work spirit in the classroom activities. The attainability of these programs in easy and interesting manner helps the growing teachers in building their confidence, refine their instructional techniques, and develop resilience in handling classroom challenges by offering guidance during the critical early years of career of a teacher and make him a man of action with good spirit of teaching and learning.

It is fact that the government elementary schools are deeply interconnected with the preparation, support, and continuous development of teachers in terms of their effectiveness of classroom dynamics for a rapidly ever-changing scenario of education in a world society. A highly experienced, knowledgeable trained environment in an educational system of well-supported teacher programs not only imparts academic knowledge but also nurtures a learning environment essential for students to thrive emotionally, socially, and intellectually and make them ready for future learning with active participation and enthusiasm. The education system can ensure that classrooms remain dynamic spaces for growth, inclusive, and lifelong learning by investing in comprehensive teacher preparation and sustained professional development. There is a need to understand government elementary schools, which serve as



centers of learning and character-building, nurturing young minds in their growth and development under the able guidance and leadership of their well trained and motivated teachers at this sensitive stage of learning.

Government Elementary Schools

The government elementary schools are the strong foundational stage for the young children preparing for life. Being public institutions, they provide free primary education to children, typically covering grades one through five or six, varying in nature of education imparting regional to regions. These are funded and managed by government authorities, ensuring standardized curricula and equal learning opportunities for all students, regardless of their socioeconomic background. The government elementary schools play a vital role by offering foundational education in subjects like reading, writing, mathematics, and science, in fostering early cognitive and social development, setting the stage for lifelong learning and personal growth.

Need and Significance of the study

The strong foundation of a progressive society is totally dependent on Quality education, and teachers are at the heart of this endeavor. As per the past literature available, in government elementary schools, particularly in Haryana, ensuring teacher effectiveness and a conducive classroom environment remains a persistent challenge. Despite numerous educational reforms, systemic issues such as inadequate teacher availability, ineffective training, and poor infrastructure continue to hinder teaching and learning outcomes. The situation is particularly alarming, with recent reports revealing that 487 primary schools in Haryana operate without teachers, while 294 schools have no students at all (Deswal, 2025). These discrepancies expose deep-rooted inefficiencies in the current education system and highlight the urgent need for targeted research and intervention. The present study is significant in terms of offering a comprehensive investigation of the multifaceted dimensions influencing education imparted in government elementary schools of Haryana state of the country. The study further examines critical aspects like teacher distribution, the roles of class and subject teachers, the effectiveness of pre-service and in-service training, and the academic and administrative burdens teachers face. Despite this, it explores the availability and use of instructional resources in the best possible manner, levels of teacher motivation, community engagement, and the role of support structures like Block Resource Centers and Cluster Resource Centers in teacher preparation and classroom monitoring mechanism. The study aims to uncover the root causes of inefficiencies and propose practical, evidence-based strategies to enhance teacher preparation, instructional practices, and student learning outcomes by addressing these pressing issues, and contributing to the design of a more equitable, effective, and responsive education system to existing educational set up of Haryana state.

In view of the existing weakness in the educational set up and the seriousness of controlling them, this research is timely and essential for redeveloping informed educational reforms and structuring a stronger foundation for future generations to be equipped with skills and values. The present study is entitled below:

"A Critical Analysis of Teacher Preparation and Classroom Dynamics in Government Elementary Schools of Haryana"



Formulation of Objectives

- 1. To evaluate Teacher' Subject Knowledge and Pedagogical Expertise, Managing Classroom Interactions and Student Engagement, Enthusiasm and Commitment to Teaching, Participation in Professional Development Activities, and Adaptability to Curriculum and Teaching Methodology Changes.
- 2. To evaluate Alignment of Teachers' Placement with their Qualifications and Subject Expertise, Effectiveness in Handling the Assigned Class Level and Subject, Addressing the Academic Needs of Students at the Assigned Level, Addressing Diverse Learning Needs within the Class, and Collaboration with Other Teachers at the Same Grade Level.
- 3. To evaluate the Role of the System in Enhancing Instructional Quality and Student Engagement, Communication and Collaboration Among Teachers within the System, Supporting Student Monitoring and Personalized Learning, Contributing to Discipline and Classroom Management, and Teachers' Satisfaction with their Roles and Responsibilities within the System,
- 4. To evaluate the Relevance and Effectiveness of Pre-Service Training in Preparing Teachers for Real Classroom Challenges, Development of Instructional Skills During Pre-Service Experience, Preparation in Classroom Management Abilities, Preparation for Curriculum Implementation, and Developing Lesson Planning and Assessment Skills.
- 5. To evaluate the impact of Effective Application of Continuous Professional Development and Hands-On Experience to Manage Classroom Challenges, Evolution of Instructional Approaches through In-Service Training, Utilizing Prior Experience and Training to Improve Student Learning Outcomes, Successful Adaptation to Changing Educational Policies and Practices, and Mentoring and Guiding Junior Colleagues.
- 6. To evaluate Teacher's identification ability on Frequent Academic Challenges Faced due to Curriculum Constraints and Student Engagement, Balancing Administrative and Instructional Responsibilities, Impact of Infrastructural and Resource Limitations on Teaching Effectiveness, Receiving Adequate Support to Address Diverse Student Needs, and Proactive Efforts to Seek Assistance in Navigating Academic and Administrative Challenges.
- To evaluate Teacher's Proficiency in Designing and Developing Innovative Instructional Materials, Effectively Integrating TLM into Enhance Student Engagement and Comprehension, Modifying or Adapting Materials for Diverse Learning Needs, Incorporating Technology-Based TLM, and Promoting Active Student Participation through Instructional Materials.
- 8. To assess Teacher's Enthusiasm and Passion for Teaching, Pursuing Professional Growth and Development Opportunities, Maintaining Motivation and Commitment Despite Challenges, Frequently Taking Initiatives to Enhance Student Learning Outcomes, Serving as An Inspiration to Students and Colleagues.
- 9. To explore Teacher's Collaboration with Parents, Local Communities, and Educational Stakeholders, Participating in Community-Based Educational Programs, Teacher's Role in Addressing Community Concerns About Student Progress and Well-Being, Fostering Strong Relationships between the School and Community, and Effectively Involving the Community in School-Related Activities.
- 10. To evaluate the Effectiveness of Institutional Support from the School Administration, Including Administrative Assistance, Access to Teaching Resources and Materials, Mentoring and Guidance from Senior Faculty and School Leadership, Availability of Professional Development and Training Opportunities, and School Addresses on Teacher Concerns and Grievances.



- 11. To examine the Role of BRCs and CRCs in Supporting Teachers' Professional Development, Organizing Training Programs and Workshops, Contribution of BRCs and CRCs to Improving Classroom Teaching Strategies and Learning Outcomes, Provision of Academic and Administrative Guidance, and Accessibility and Responsiveness of BRCs and CRCs in Addressing Teachers' Needs.
- 12. To investigate Effectiveness of Monitoring Classroom Interactions, Student Participation, and Teaching Methodologies, Frequency of Constructive and Actionable Feedback from Supervisors, Role of Classroom Monitoring in Improving Student Participation and Learning Outcomes, Monitoring of Support System in Overcoming Instructional Challenges, and Ensuring Transparency and Fairness in Classroom Observation and Feedback Processes.

Review of Related Research

The past literature conducted by the previous authors on the different aspects of teacher preparation and classroom dynamics plays a crucial role in the preparation desired programs for the continuous growth and development in the education system in terms of influencing the classroom dynamics for the betterment of educational society. The consultation literature identifies a huge gap in existing training methodologies in use at this level of learning, particularly in relation to students' engagement and their learning outcomes. The authors of the study made their best efforts to explore the desired need for adaptive, evidence-based teacher preparation frameworks aligned with educational demands of present scenario of upcoming system. The study also focused on highlighting unique challenges confronting in government elementary schools and underscoring the importance of targeted reforms to strengthen the elementary school system of the country.

Teacher's proficiency as a critical revealing of instructive quality and student attainment, embracing subject expertise as well as effective pedagogical strategies (Pascoe et al., 2020; Asghar et al., 2022). This outcome combined theoretical knowledge with practical classroom application (Westera, 2001) it engages with cognitive and behavioral dimensions and required pedagogical training and experience rigorously (Hatlevik, 2020; Opele, 2023). The foundation of this is on Shulman's (1986) pedagogical content knowledge framework, Adebanjo, Opele, and Onayinka (2024) they pointed out towards coordination between subject mastery and instructional techniques. Teachers' qualifications, expertise, and professional development are closely linked to students' final achievements (Bamidele, 2024; Goldhaber et al., 2020; Jackson et al., 2020; Desimone, 2009; Garet et al., 2001), side by side developing digital literacy (Fajardo and Mendoza, 2021) and multidimensional innovative practices (Voogt et al., 2018). Absolute placement of teachers at the elementary schools of government sectors is essential for instructional success and student achievement, the disproportionate between expertise and subject assignment undermines lesson delivery and engagement (Ingersoll, 2001). Subject-specific training, particularly in literacy and numeracy (Darling-Hammond, 2000), age-appropriate pedagogy (Pianta et al., 2008), and differentiated instruction (Tomlinson, 2001) address diverse learning needs. Beyond content mastery, scaffolding (Vygotsky, 1978) and individualized interventions (Connor et al., 2004) foster student growth. Collaborative teaching enhances quality and reduces burnout (Little, 1990; Ronfeldt et al., 2015), professional learning communities strengthen pedagogy (Hargreaves and Fullan, 2012), and effective classroom management boosts engagement (Marzano et al., 2019), despite burnout risks (Skaalvik and Skaalvik, 2020). The class teacher and subject teacher systems in government elementary schools differently impact student progress, classroom management, and teacher satisfaction. The class teacher model strengthens student-teacher relationships and emotional security (Pianta et al., 2002), while subject specialization improves instructional quality but may hinder engagement (Slavin,



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1996). Coordinated planning enhances both systems (Hargreaves and Fullan, 2012; Ronfeldt et al., 2015). Class teachers excel in interventions and discipline (Pianta et al., 2008; Marzano et al., 2003), whereas subject teachers face challenges in monitoring (Tomlinson, 2001; Wubbels et al., 1991). Satisfaction varies, with class teachers benefiting from deeper connections (Day and Gu, 2007) and subject teachers valuing expertise (Buchanan et al., 2013). The effectiveness of pre-service teacher training relies on integrating theory with practical experience to prepare educators for real-world classroom challenges. Structured fieldwork and mentorship enhance adaptability (Schwille and Dembélé, 2007; Darling-Hammond, 2010), though many programs overly prioritize theory (Musset, 2010). Practical skills development through guided teaching, differentiated instruction (Caprano et al., 2010; Wiens et al., 2021), structured feedback (Hirmas, 2014), and mentorship (Marzano et al., 2003; Graham and Thornley, 2000) is essential. Training in curriculum adaptation (Bunoiu and Ilie, 2017; Mendoza et al., 2020) and lesson planning (Cohen et al., 2013; Van Katwijk et al., 2019) remains critical, while issues in grading (Guevara, 2017), self-efficacy (Milliken, 2019; Mohebi and Meda, 2021; Viviani et al., 2023), and digital training gaps (Jimola and Oso, 2024) persist. In-service experience enhances teachers' classroom management, instructional practices, and student support (Goe, 2007; Heikonen et al., 2020). Experienced teachers promote engagement, differentiated instruction (Yli-Pietilä et al., 2022; Schacter and Thum, 2004), and lesson refinement (Marcoulides et al., 2005; Cohen and Hill, 1998). Without continuous development, adapting to new trends becomes difficult (Pyhältö et al., 2015), with resistance to innovation (Frome et al., 2005) and entrenched practices (Kimball et al., 2004) persisting. Policy adaptation and mentorship are critical (Kannapel and Clements, 2005; Wenglinsky, 2002; Lopez, 2016; Graham and Thornley, 2000; Tondeur et al., 2020; Mendoza et al., 2020), though structural barriers (Osamwonyi, 2016; Junejo et al., 2017; Nawab, 2017; Nzarirwehi and Atuhumuze, 2019; Ahmed et al., 2021) limit progress. It was found that research emphasizes the excessive academic demands, frequent curriculum changes, large class sizes, and limited instructional time abrupt the teaching effectiveness in government elementary schools (Marcoulides et al., 2005; Frome et al., 2005), summarized by insufficient curriculum adaptation training (Cohen and Hill, 1998). The deficiency of infrastructural facilities and resource scarcity negatively affects instructions in the schools (Kannapel and Clements, 2005; Mendoza et al., 2020; Wenglinsky, 2002), whereas access administrative burdens and acute lack of teaching assistants exacerbate workloads in the schools (Heikonen et al., 2020; Lopez, 2016; Schacter and Thum, 2004). Expressing diverse learning needs of the students in the schools remains challenging (Kimball et al., 2004; Tondeur et al., 2020). Proper peer collaboration and efficient administrative support (Yli-Pietilä et al., 2022; Musset, 2010) are vital for workload management and controlling other difficulties. Preparation of high-quality Teaching-Learning Materials and their best possible use enhance engagement, comprehension, and instructional quality through structured, interactive, and multisensory applications (Shafique, 2016; Saad and Sankaran, 2020; Riyan, 2016; Shabiralyani et al., 2015). The best use of modern tools, including digital simulations, dwelling limitations of traditional methods, especially in science education (Onasanya et al., 2008; Soetan et al., 2010; Ordu, 2021; Kuok Ho, 2018; Al Musawi et al., 2015). Personalized TLMs improve learning achievements of the students in the classroom situations (Goe, 2007; Tondeur et al., 2020; Schacter and Thum, 2004; Frome et al., 2005; Kimball et al., 2004), support inclusive (Mendoza et al., 2020; Wenglinsky, 2002; Cohen et al., 2013), emphasize motivational support. Systematic and appropriate use demands teacher training (Bizimana and Orodho, 2014; Simiyu Chililia Pius and Wanjala, 2020; Mohanty, 2020; Osei-Himah and Adu-Gyamfi, 2022), appropriate funding from government side (Ahmed et al., 2022), and systematic and proper alignment of curriculum with the policies (Ocana, 2022). A properly motivated teacher has significantly impacted on student engagement, instructional effectiveness, and classroom dynamics. Goe (2007) Motivated teachers emphasized the best use of dynamic strategies to explore positive learning environments, underscoring the importance of professional development,



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mentorship, and incentives. Heikonen et al. (2020) and Yli-Pietilä et al. (2022) are of the opinion that motivation is link to structured training, collaboration, and recognition, noting that intrinsic passion helps teachers manage challenges. Pyhältö et al. (2015) express the importance of innovation and personalized instruction. Studies by Schacter and Thum (2004), Han et al. (2016), and Bhutto (2018) further suggest for continued research and blended training. Nega (2024) and Katel (2024) identify barriers like low salaries and inadequate resources, highlighting the need for improved compensation and policies supporting professional growth. The concept of Teacher-community collaboration is crucial for student achievement and educational quality. Epstein (1995) underscores that parental involvement enhances student success, while Jeynes (2011) advocates for mentorship and tutoring to address challenges. Sheldon and Epstein (2002) emphasize structured teacher-community partnerships for additional resources. Hoover-Dempsey and Sandler (2005) stress that communication between educators, parents, and community leaders improves student behavior and motivation. Auerbach (2010) finds that teacher involvement in community programs fosters inclusivity. Warren et al. (2009), Shouse (1996), and Givens (2014) highlight the role of strong relationships, while Göktaş and Kaya (2022) and Paccaud et al. (2023) confirm their positive impact on performance. Teacher effectiveness, job satisfaction, and professional development are closely tied to administrator support, mentorship programs, and resource availability. Bui and Baruch (2010) note that career stagnation hinders motivation, while Evers and Eacott (2016) and Bhanthumnavin (2003) emphasize the importance of mentoring. Gagnon and Michael (2004) highlight that trust and active assistance improve commitment. Short (1992) and Kiral (2016) classify support into professional, personal, and environmental dimensions. Studies by Qureshi and Hamid (2017) and Johnson et al. (2012) confirm that strong administrative backing boosts motivation and lowers turnover, while Darling-Hammond et al. (2017) call for sustained professional development to enhance teacher performance. Block Resource Centers and Cluster Resource Centers significantly contribute to teacher training, professional development, and instructional improvement in elementary education. Research shows their impact on pedagogical skills, curriculum implementation, and student engagement (Bashir et al., 2018; Govinda and Bandyopadhyay, 2011). Sharma and Ramachandran (2015) found workshops effective for lesson planning, though access disparities persist. Mishra (2017) emphasized digital learning, while Anandalakshmy (2019) noted infrastructure shortages. Systemic challenges include excessive workloads and leadership weaknesses (EdCIL, 2010). Behera and Rout (2020) highlighted PLCs' role in strengthening teacher capacity, with further improvements needed in infrastructure and resource allocation (Tumambo et al., 2024; Dahri et al., 2024). Classroom observation and supervision are vital for teacher development, instructional quality, and student outcomes. Research underscores their benefits, though implementation challenges persist. In Kenya, brief supervision lacks constructive feedback (Chieng and Borg, 2011), while the Philippines' K to 12 Law fosters self-reflection through structured observations (Riego de Dios, 2020). Effective supervision enhances discipline, accountability, and instructional methods (Weli and Bako-Osu, 2019), and frequent feedback boosts motivation and student engagement (Kimball et al., 2004; Wenglinsky, 2002). Factors like fairness and subject matter influence effectiveness (Lopez, 2016; Yilmaz and Sahin, 2016), with standardized tools supporting self-assessment (Barrogo, 2023).

Overview of Past Research

Effective teaching requires a strategic blend of subject knowledge and pedagogical skills, with Pedagogical Content Knowledge (PCK) playing a pivotal role in converting academic content into accessible instruction (Shulman, 1987). Research demonstrates a significant correlation between teacher qualifications, continuous professional development, and student achievement (Darling-Hammond et al., 2017; OECD, 2019). Specialized training enhances subject alignment and instructional delivery, while



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differentiated instruction helps teachers address diverse learning needs, fostering inclusive education (Tomlinson, 2014). Collaborative teaching models, such as Professional Learning Communities (PLCs), have been shown to improve instructional quality and reduce professional isolation and burnout (Vescio et al., 2008). In terms of classroom organization, the class teacher system supports stronger student-teacher relationships, whereas the subject teacher model provides content-specific expertise but can reduce student engagement due to fragmented teacher presence (Brophy, 2006). Pre-service training that merges theoretical knowledge with practical experience, along with mentorship programs, significantly boosts teacher confidence and adaptability (Feiman-Nemser, 2001; Ingersoll and Strong, 2011). However, government elementary schools continue to face barriers such as excessive curriculum demands, insufficient infrastructure, and burdensome administrative tasks, all which compromise teaching effectiveness (UNESCO, 2021). Technology-enhanced learning tools, hands-on activities, and visual aids are linked to increased student engagement and retention (Mayer, 2009). Furthermore, teacher motivation, influenced by intrinsic factors and institutional support, is critical for sustaining educational quality (Ryan and Deci, 2000). Parental involvement and community participation further reinforce student learning outcomes (Epstein, 2001). While Block Resource Centers and Cluster Resource Centers are designed to provide localized teacher training and mentorship, their impact is often limited by infrastructural and accessibility issues (NUEPA, 2014). These gaps underscore the need for structured policy reforms, enhanced teacher preparation programs, and targeted interventions tailored to the contextual realities of government elementary schools.

Thus, there is a clear need for further empirical research to examine how teacher preparation, support structures, and instructional practices can be optimized to meet the evolving demands of classroom dynamics and improve educational quality in under-resourced settings.

Research Methodology

This study is designed systematically to investigate the multifaceted aspects of teacher preparation and classroom dynamics and their ever-lasting impact on the learning outcomes of the students. The study is conducted through the descriptive survey method of the research because of the nature of study is based on mixed-approach method and to analyze with both qualitative and quantitative data collected through a thoughtfully designed and self-prepared five-point rating scale. This mixed-methods approach is employed, integrating both quantitative and qualitative data collection techniques to provide a comprehensive understanding of the subject. This approach is sometimes referred to as a qualitative-quantitative hybrid, where qualitative responses are converted into quantitative data. The use of a structured rating scale allows for objective comparisons across different dimensions of the study.

The focus of the present study is to achieve the well formulated objectives by minutely examining the relationship between teachers' subject knowledge and pedagogical expertise, assess the impact of academic and professional backgrounds on teaching effectiveness, evaluate how teachers manage classroom interactions and student engagement, investigate the influence of teacher qualifications and teaching experience on student learning, analyze the role of academic training and professional background in shaping teacher commitment, explore the impact of professional development activities on continuous teaching effectiveness, determine how teachers adapt to curriculum changes and teaching methodologies, assess the influence of qualifications and experiences on instructional flexibility, examine whether teacher placement across different grade levels aligns with qualifications and subject expertise, assess the effectiveness of appropriate teacher placement on student academic progress, explore the role of teacher collaboration in enhancing instructional delivery and student learning, assess teachers' communication and cooperation within the educational system to improve instructional quality, evaluate



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the effectiveness of pre-service training in preparing teachers for real classroom challenges, assess the impact of pre-service experience on instructional skills, classroom management, and curriculum implementation, investigate the role of in-service training and ongoing professional development in improving instructional approaches, assess how teachers utilize prior experiences and training to enhance student learning outcomes, identify academic challenges related to curriculum constraints and student engagement, examine the impact of administrative burdens, resource limitations, and infrastructural constraints on teaching effectiveness, evaluate teachers' proficiency in designing innovative instructional materials, assess the effectiveness of technology-based teaching-learning materials in enhancing student engagement, analyze factors influencing job satisfaction and long-term commitment to the teaching profession, explore the impact of enthusiasm on professional growth and instructional effectiveness, investigate the role of teachers in collaborating with parents, local communities, and educational stakeholders, assess how community involvement enhances the overall educational experience, examine the effectiveness of school administration in providing support, resources, and mentoring, evaluate the role of Block Resource Centers and Cluster Resource Centers in teacher training and professional development, assess how classroom monitoring influences student participation and teaching effectiveness, and evaluate the role of supervisor feedback in improving instructional strategies and classroom management.

This methodological framework ensures a systematic investigation of teacher preparation and its impact on classroom dynamics.

Population and Sample Selection

The authors of the study used a multi-stage random sampling framework for representing a sample from a large population of Haryana state located in northern India. The total population of this state is 25,351,462 (2011 Census) and occupied an area of 44, 212 square kilometers. Further, the state is divided into 06 Divisions, 22 Districts and 119 Educational Blocks for the smooth functioning of administratively. As for the establishment of government elementary schools, at this level of schooling there is a total number of 2,401 schools. This sampling framework developed for the study ensured the findings of the study accurately reflected the educational landscape in Haryana and allowed for generalizing the conclusions drawn from the study systematically and accurately.

Study Area and Division Selection

Ambala, Karnal, Rohtak, Gurugram, Faridabad, and Hisar are the six administrative divisions of Haryana state. Ambala, Panchkula, Yamunanagar, Kurukshetra, Karnal, Panipat, Kaithal, Rohtak, Jhajjar, Sonipat, Bhiwani, Charkhi Dadri, Gurugram, Rewari, Mahendergarh, Faridabad, Palwal, Nuh, Hisar, Fatehabad, Sirsa and Jind are subdivisions of these six divisions by forming twenty-two districts.

Out of these six divisions, the Ambala Division along with its four districts has been selected by a lottery-based random sampling technique. The justification for this selection was to ensure an unbiased and representative sample of the educational landscape of Haryana.

District and Educational Block Selection

Out of the four districts within the Ambala Division, three districts viz. Panchkula, Yamunanagar and Kurukshetra were very well drawn by way of random sampling technique in the second stage of sampling procedure. From each of the selected districts, one educational block was chosen randomly viz. Barwala, Saraswati Nagar and Thanesar respectively.



In this way of sampling technique, the selection of the samples ensured a balanced representation of social, geographical, and rural-urban variations.

School and Stakeholder Selection

Out of the availability of government elementary schools in three sampled educational blocks viz. Barwala with 12 schools, Saraswati Nagar with 24 schools and Thanesar with 63 schools and in all a total number of government elementary schools came out to be 99 in number. Again, out of these available 99 government elementary schools in three blocks of study, 30 schools were randomly selected on equal distribution basis of 10 schools from each block to ensure the proper representativeness. In the final sampling stage of the study a total number of 60 Teachers i.e. two from each school was drawn systematically.

Final Sampling Framework

Finally, the sampling framework of the present study consisted of 1 Division i.e. Ambala, from this division 3 Districts i.e. Panchkula, Yamunanagar and Kurukshetra, from these three districts 3 Educational Blocks i.e. Barwala, Saraswati Nagar and Thanesar respectively, from these 3 educational blocks 30 Government Elementary Schools (10 from each educational block) and from these schools 60 Teachers (2 from each school).

Research Tool Developed and Used

The primary data collection instrument is the Teacher Rating Scale, designed to evaluate various dimensions of teacher effectiveness and classroom interactions. This scale includes detailed parameters and statements assessing key aspects of teaching performance.

The authors of the study developed a Five Point Likert Rating Scale to collect the required information to full fill the very purpose of the research. Since the study is designed on the 12 parameters influencing the teacher preparation and classroom dynamics, a total number of 60 statements were finally developed and selected from the various sources based on past literature for collecting the desired information in a scientific way. The five statements on each of the 12 parameters of the study have been systematically framed, corrected and validated for the study by ensuring its reliability and authenticity.

Statistical technique used

This process of developed is falls under a quantitative approach because of numerical percentages are used to represent categorical perceptions as the percentage analysis of information collected through a well-structured five-point rating scale, ranging from Outstanding to Poor, falls under quantitative techniques of educational statistical methods because of the responses are typically assigned numerical values viz. 5, for Outstanding, 4, for Excellent, 3, for Very Good, 2, for Good, and 1 for Poor. However, the collected data represents a categorical distribution of responses to a statement, where different qualitative labels viz. outstanding, excellent, very good, good and poor are assigned specific percentages.

Since inferential statistics plays a vital role in making data-driven decisions in education, improving teaching strategies, and shaping policies for better learning outcomes, it assists in assessing the effectiveness of new teaching strategies, curriculum changes, and school policies. It also allows researchers to apply conclusions drawn from a sample to a larger teacher population, ensuring broader applicability of educational research. However, the responses are qualitative in nature i.e. verbal categories



rather than numerical values like scores. It is a descriptive statistical method often used in surveys and Likert scale-based research.

Results of the Study

The results were presented effectively as per the need of a crucial part of a scientific research paper for the clarity of readers to understand in a clear, concise, and well-structured and focused manner of presenting the obtained data from the actual field of study on the following 12 parameters of the study. The statement-wise distribution of the results obtained on each parameter of the study is presented through the tables and figures one by one.

The data on Teacher Profile collected from sampled 60 teachers through the well-structured tool on the aspects of subject knowledge and pedagogical expertise, managing classroom interactions and student engagement, enthusiasm and commitment to teaching, Concerning participation in professional development activities, and adaptability to curriculum changes and teaching methodology. The findings were presented in table 1below:

Parameter/Statements	Responses						
Teacher Profile	Out	Excellent	Very	Good	Poor	Total	
	standing		Good				
1 The teacher demonstrates subject	6(10)	14(24)	32(53)	8(13)	0	60	
knowledge and pedagogical expertise,							
reflecting their academic and professional							
background in enhancing teaching							
effectiveness.							
2 The teacher effectively manages	10(17)	14(23)	30(50)	6(10)	0	60	
classroom interactions and student							
engagement, showcasing the impact of							
their qualifications and teaching							
experience.							
3 The teacher exhibits enthusiasm and	6(10)	10(17)	24(40)	20(33)	0	60	
commitment to teaching, influenced by							
their academic training and professional							
background.							
4 The teacher actively participates in	4(7)	20(33)	24(40)	12(20)	0	60	
professional development activities,							
contributing to their continuous growth							
and teaching effectiveness							
5 The teacher frequently adapts to changes	4(7)	16(27)	20(33)	20(33)	0	60	
in curriculum and teaching							
methodologies, demonstrating the role of							
their qualifications and experiences in							
instructional flexibility.							

Table 1: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for TeacherProfile Parameter of Study

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.



The assessment of teachers was conducted based on this parameter, determined using a five-point rating scale viz. outstanding, excellent, very good, good and poor by a total number of 60 teachers as respondents from the sampled elementary government schools of Haryana. Below is the description of the findings:

The above table 1 revealed that the sampled 60 teachers across five key statements presented their views using a five-point rating scale. Regarding subject knowledge and pedagogical expertise, 6 respondents (10%) rated the teacher as outstanding, 14 (24%) as excellent, 32 (53%) as very good, and 8 (13%) as good. In terms of managing classroom interactions and student engagement, 10 respondents (17%) rated outstanding, 14 (23%) excellent, 30 (50%) very good, and 6 (10%) good. For enthusiasm and commitment to teaching, 6 respondents (10%) rated outstanding, 10 (17%) excellent, 24 (40%) very good, and 20 (33%) good. Concerning participation in professional development activities, 4 respondents (7%) rated outstanding, 20 (33%) excellent, 24 (40%) very good, and 12 (20%) good. Finally, for adaptability to curriculum and teaching methodology changes, 4 respondents (7%) rated outstanding, 16 (27%) excellent, 20 (33%) very good, and 20 (33%) good. Notably, across all statements, no respondents rated the teachers as poor. The actual differences in rating of the teachers can be depicted in figure 1 below:



Figure 1: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Teacher Profile Parameter of Study

The data collected Teacher Position (Class-wise) from sampled 60 teachers through the well-structured tool on the aspects of alignment of placement with qualifications, effective handling of class level and subject, meeting students' academic needs, addressing diverse learning needs and collaboration with grade-level teachers. The findings were presented in table 2 below:

Table 2: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Teacher Position(Class-wise) Parameter of the Study

Parameter/Statements	Responses					
Teacher Position (Class-wise)	Out	Excellent	Very	Good	Poor	Total
	standing		Good			
1 The teacher's placement across different	12(20)	18(30)	20(33)	10(17)	0	60
grade levels aligns appropriately with their						
qualifications and subject expertise,						
influencing students' learning outcomes.						
2 The teacher effectively handles the assigned	10(17)	18(30)	30(50)	2(3)	0	60
class level and subject, contributing to						
students' academic progress and overall						
learning experience.						



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3 The teacher caters to the academic needs of	6(10)	16(27)	30(50)	8(13)	0	60
students at the assigned level, demonstrating						
the impact of appropriate placement on						
student learning outcomes.						
4 The teacher successfully addresses diverse	4(7)	10(16)	36(60)	10(17)	0	60
learning needs within the class, reflecting the						
effectiveness of teacher distribution across						
grade levels.						
5 The teacher collaborates well with other	22(36)	16(27)	18(30)	4(7)	0	60
teachers handling the same grade level,						
enhancing consistency in instructional						
delivery and student learning outcomes.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 2 above, in terms of parameters of Teacher Position (Class-wise), feedback from 60 teachers was gathered across five statements using a five-point rating scale. Regarding the alignment of teachers' placement with their qualifications and subject expertise, 12 respondents (20%) rated outstanding, 18 (30%) excellent, 20 (33%) very good, and 10 (17%) good. On the teacher's effectiveness in handling the assigned class level and subject, 10 respondents (17%) rated outstanding, 18 (30%) excellent, 30 (50%) very good, and 2 (3%) good. In addressing the academic needs of students at the assigned level, 6 respondents (10%) rated outstanding, 16 (27%) excellent, 30 (50%) very good, 8 (13%) good. For addressing diverse learning needs within the class, 4 respondents (7%) rated outstanding, 10 (16%) excellent, 36 (60%) very good, and 10 (17%) good. Finally, in terms of collaboration with other teachers at the same grade level, 22 respondents (36%) rated outstanding, 16 (27%) excellent, 18 (30%) very good, and 4 (7%) good. Across all statements, none of the respondents rated the teachers as poor. The actual differences can be depicted in figure 2 below:



Figure 2: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Teacher Position (Class-wise) Parameter of Study

The data collected on Class Teacher/Subject Teacher System from sample 60 teachers through the wellstructured tool on the aspects of role of class teacher/subject teacher system, teacher communication and collaboration, support for student monitoring and personalized learning, contribution to discipline and classroom management and teacher satisfaction within the system. The findings were presented in table 3 below:



Table 3: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for ClassTeacher/Subject Teacher System Parameter of Study

Parameters/Statements		Response	s			
Class Teacher/Subject Teacher System	Out	Excellent	Very	Good	Poor	Total
	standing		Good			
1 The class teacher/subject teacher system	6(10)	8(13)	34(57)	12(20)	0	60
plays a crucial role in shaping instructional						
quality and enhancing student engagement for						
academic development.						
2 Teachers communicate and collaborate	4(7)	10(17)	24(40)	22(36)	0	60
effectively within this system, contributing to						
improved instructional quality and cohesive						
learning experiences.						
3 The system efficiently supports student	6(10)	8(13)	28(47)	18(30)	0	60
monitoring and personalized learning,						
reinforcing the roles and responsibilities of						
teachers in fostering student engagement.						
4 The system contributes significantly to	4(7)	10(17)	34(56)	12(20)	0	60
maintaining overall student discipline and						
classroom management, ensuring a structured						
and supportive learning environment						
5 Teachers largely find satisfaction in their	8(13)	10(17)	28(47)	14(23)	0	60
roles and responsibilities within the class						
teacher/subject teacher framework, impacting						
their instructional effectiveness and student						
engagement.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 3 reveals, for the parameter of Class Teacher/Subject Teacher System, responses from 60 teachers were collected using a five-point rating scale. Concerning the role of the system in enhancing instructional quality and student engagement, 6 respondents (10%) rated outstanding, 8 (13%) excellent, 34 (57%) very good, and 12 (20%) good. Regarding communication and collaboration among teachers within the system, 4 respondents (7%) rated outstanding, 10 (17%) excellent, 24 (40%) very good, and 22 (36%) good. In terms of supporting student monitoring and personalized learning, 6 respondents (10%) rated outstanding, 8 (13%) excellent, 28 (47%) very good, and 18 (30%) good. For contributing to discipline and classroom management, 4 respondents (7%) rated outstanding, 10 (17%) excellent, 34 (56%) very good, and 12 (20%) good. Finally, regarding teachers' satisfaction with their roles and responsibilities within the system, 8 respondents (13%) rated outstanding, 10 (17%) excellent, 28 (47%) very good, and 14 (23%) good. Across all statements, no respondents rated the system as poor. The actual differences can be depicted in figure 3 below:

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Figure 3: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Class Teacher/Subject Teacher System Parameter of Study

The data collected on Pre-Service Experience from sample 60 teachers through the well-structured tool on the aspects of relevance of pre-service training, development of instructional skills, training in classroom management, preparation for curriculum implementation and development of lesson planning and assessment skills. The findings were presented in table 4 below:

Table 4: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Pre ServiceExperience Parameter of Study

Parameters/Statements	Responses						
Pre-Service Experience	Out standing	Excellent	Very Good	Good	Poor	Total	
1 The pre-service training is highly relevant and effectively prepares teachers to handle real classroom challenges, enhancing their overall classroom preparedness.	8(13)	12(20)	32(53)	8(14)	0	60	
2 The pre-service experience significantly develops teachers' instructional skills, ensuring their readiness for effective teaching.	10(17)	10(16)	36(60)	4(7)	0	60	
3 The pre-service training equips teachers with essential classroom management abilities, supporting their confidence in maintaining a productive learning environment.	4(7)	10(16)	34(57)	12(20)	0	60	
4 The pre-service training effectively prepares teachers for curriculum implementation, reinforcing their ability to deliver structured and engaging lessons.	4(7)	5(8)	44(73)	7(12)	0	60	
5 The pre-service experience plays a crucial role in developing teachers' lesson planning and assessment skills, directly impacting their instructional preparedness.	6(10)	8(13)	40(67)	6(10)	0	60	



Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 4, for the parameter of Pre-Service Experience, feedback from 60 teachers was collected using a five-point rating scale. Regarding the relevance and effectiveness of pre-service training in preparing teachers for real classroom challenges, 8 respondents (13%) rated outstanding, 12 (20%) excellent, 32 (53%) very good, and 8 (14%) good. Concerning the development of instructional skills during pre-service experience, 10 respondents (17%) rated outstanding, 10 (16%) excellent, 36 (60%) very good, and 4 (7%) good. For preparation in classroom management abilities, 4 respondents (7%) rated outstanding, 10 (16%) excellent, 34 (57%) very good, 12 (20%) good. Regarding preparation for curriculum implementation, 4 respondents (7%) rated outstanding, 5 (8%) excellent, 44 (73%) very good, 7 (12%) good. Lastly, in developing lesson planning and assessment skills, 6 respondents (10%) rated outstanding, 8 (13%) excellent, 40 (67%) very good, and 6 (10%) good. Across all statements, no respondents rated the pre-service training experience as poor. The actual differences can be depicted in figure 4 below:



Figure 4: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Pre-Service Experience Parameter of Study

The data collected on In-Service Experience parameter from sample 60 teachers through the wellstructured tool on the aspects of application of continuous professional development, evolution of instructional approach, use of prior experiences and training, adaptation to educational changes and mentoring and guiding junior colleagues. The findings were presented in table 5 below:

Table 5: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for In-Service
Experience Parameter of Study

Parameters/Statements	Responses					
In-Service Experience	Out	Excellent	Very	Good	Poor	Total
	standing		Good			
1 The teacher effectively applies continuous	4(7)	20(33)	36(60)	0	0	60
professional development, training						
workshops, and hands-on experience to handle						
classroom challenges.						
2 The teacher's instructional approach has	6(10)	6(10)	44(73)	4(7)	0	60
significantly evolved through in-service						



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training and ongoing professional						
development.						
3 The teacher efficiently utilizes prior	4(7)	20(33)	30(50)	6(10)	0	60
experiences and training to enhance student						
learning outcomes.						
4 The teacher has successfully adapted to	4(7)	8(13)	36(60)	12(20)	0	60
changing educational policies and teaching						
practices through continuous learning and						
skill enhancement						
5 The teacher actively mentors and guides	4(7)	6(10)	40(67)	10(16)	0	60
junior colleagues, contributing to professional						
development within the teaching community.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 5 preceding, for the parameter of In-Service Experience, feedback from 60 teachers was gathered using a five-point rating scale. Regarding the effective application of continuous professional development and hands-on experience to manage classroom challenges, 4 respondents (7%) rated outstanding, 20 (33%) excellent, and 36 (60%) very good. On the evolution of instructional approaches through in-service training, 6 respondents (10%) rated outstanding, 6 (10%) excellent, 44 (73%) very good, and 4 (7%) good. In terms of utilizing prior experience and training to improve student learning outcomes, 4 respondents (7%) rated outstanding, 20 (33%) excellent, 30 (50%) very good, and 6 (10%) good. For successful adaptation to changing educational policies and practices, 4 respondents (7%) rated outstanding, 8 (13%) excellent, 36 (60%) very good, and 12 (20%) good. Finally, regarding mentoring and guiding junior colleagues, 4 respondents (7%) rated outstanding, 6 (10%) excellent, 40 (67%) very good, and 10 (16%) good. Across all statements, no respondents rated performance as poor. The actual differences can be depicted from figure 5 below:



Figure 5: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for In-Service Experience Parameter of Study

The data collected on Difficulties Faced During Teaching (Academic/Administrative) parameter from sample 60 teachers through the well-structured tool on the aspects of academic challenges faced by teachers, balancing administrative and instructional duties, impact of infrastructural and resource limitations, support for addressing diverse student needs and proactive approach to seeking assistance. The findings were presented in table 6 below:



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Table 6: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Difficulties Faced During Teaching (Academic/Administrative) Parameter of Study

Parameters/Statements	Responses					
Difficulties Faced During Teaching	Out	Excellent	Very	Good	Poor	Total
(Academic/Administrative)	standing		Good			
1 The teacher frequently encounters academic	0(0)	0(0)	24(40)	36(60)	0	60
challenges related to curriculum constraints						
and student engagement issues.						
2 The teacher effectively balances	4(7)	8(13)	30(50)	18(30)	0	60
administrative burdens alongside instructional						
responsibilities.						
3 Infrastructural and resource limitations	2(3)	4(7)	28(47)	26(43)	0	60
significantly impact the teacher's						
effectiveness in delivering quality education.						
4 The teacher receives adequate support in	6(10)	4(7)	20(33)	30(50)	0	60
addressing challenges related to diverse						
student needs and learning differences.						
5 The teacher proactively seeks assistance to	4(7)	4(6)	36(60)	16(27)	0	60
navigate academic and administrative						
difficulties, ensuring effective classroom						
management.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

the parameter of Difficulties Table 6 foregoing, for Faced During Teaching (Academic/Administrative), feedback from 60 teachers was recorded using a five-point rating scale. Regarding the frequent academic challenges faced due to curriculum constraints and student engagement, 24 respondents (40%) rated it very good and 36 (60%) rated it good, with no outstanding, excellent, or poor ratings. On balancing administrative and instructional responsibilities, 4 respondents (7%) rated outstanding, 8 (13%) excellent, 30 (50%) very good, and 18 (30%) good. Concerning the impact of infrastructural and resource limitations on teaching effectiveness, 2 respondents (3%) rated outstanding, 4 (7%) excellent, 28 (47%) very good, and 26 (43%) good. In terms of receiving adequate support to address diverse student needs, 6 respondents (10%) rated outstanding, 4 (7%) excellent, 20 (33%) very good, and 30 (50%) good. Finally, regarding proactive efforts to seek assistance for navigating academic and administrative challenges, 4 respondents (7%) rated outstanding, 4 (6%) excellent, 36 (60%) very good, and 16 (27%) good. No respondents rated any of the aspects as poor. The actual differences can be depicted in figure 6 below:

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Figure 6: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Difficulties Faced During Teaching (Academic/Administrative) Parameter of Study

The data collected on Ability to Develop and Use Teaching-Learning Materials from sample 60 teachers through the well-structured tool on the aspects of designing innovative instructional materials, integration of teaching-learning materials, modification of instructional materials, use of technology-based TLM and promotion of active student participation. The findings were presented in table 7 below:

Parameters/Statements	Responses					
Ability to Develop and Use TLM	Out	Excellent	Very	Good	Poor	Total
(Teaching-Learning Materials)	standing		Good			
1 The teacher demonstrates proficiency in	2(4)	8(13)	32(53)	18(30)	0	60
designing and developing innovative						
instructional materials to facilitate effective						
learning.						
2 The teacher effectively integrates teaching-	4(7)	10(17)	32(53)	14(23)	0	60
learning materials to enhance student						
engagement and comprehension.						
3 The teacher frequently modifies or adapts	4(7)	6(10)	40(67)	10(16)	0	60
instructional materials to cater to diverse						
student learning needs.						
4 The teacher incorporates technology-based	2(3)	4(7)	32(53)	22(37)	0	60
TLM into classroom instruction, improving						
the effectiveness of teaching strategies.						
5 The teacher successfully promotes active	4(7)	4(7)	22(36)	30(50)	0	60
student participation through the effective use						
of instructional materials.						

Table 7: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Ability toDevelop and Use (Teaching-Learning Materials Parameter of Study

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 7 above, for the parameter of Ability to Develop and Use Teaching-Learning Materials, responses from 60 teachers were collected on a five-point rating scale. Regarding the teacher's proficiency in designing and developing innovative instructional materials, 2 respondents (4%) rated outstanding, 8 (13%) excellent, 32 (53%) very good, and 18 (30%) good. On effectively integrating TLM to enhance



student engagement and comprehension, 4 respondents (7%) rated outstanding, 10 (17%) excellent, 32 (53%) very good, and 14 (23%) good. In modifying or adapting materials for diverse learning needs, 4 respondents (7%) rated outstanding, 6 (10%) excellent, 40 (67%) very good, and 10 (16%) good. About incorporating technology-based TLM, 2 respondents (3%) rated outstanding, 4 (7%) excellent, 32 (53%) very good, and 22 (37%) good. Finally, in promoting active student participation through instructional materials, 4 respondents (7%) rated outstanding, 4 (7%) excellent, 22 (36%) very good, and 30 (50%) good. No poor ratings were recorded across any statements. The actual differences can be depicted in figure 7 below:



Figure 7: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Ability to Develop and Use TLM (Teaching-Learning Materials) Parameter of Study

The data collected on Motivation Level of the Teacher from sample 60 teachers through the well-structured tool on the aspects of enthusiasm and passion for teaching, pursuit of professional growth, resilience and dedication, initiative to enhance student outcomes and inspirational role. The findings were presented in table 8 below:

Table 8: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Motivation Level
of the Teacher Parameter of Study

Parameters/Statements	Responses					
Motivation Level of the Teacher	Out	Excellent	Very	Good	Poor	Total
	standing		Good			
1. The teacher demonstrates high enthusiasm	8(13)	12(20)	40(67)	0(0)	0	60
and passion for teaching, reflecting factors						
influencing job satisfaction and long-term						
commitment to the profession.						
2 The teacher actively pursues professional	4(7)	4(6)	34(57)	18(30)	0	60
growth and development opportunities,						
contributing to sustained enthusiasm and						
career fulfillment.						
3 The teacher maintains motivation and	2(3)	4(7)	36(60)	18(30)	0	60
commitment to the profession despite						
challenges, showcasing resilience and						
dedication.						
4. The teacher frequently takes initiatives to	4(7)	16(26)	24(40)	16(27)	0	60
enhance student learning outcomes, driven by						



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intrinsic motivation and professional						
satisfaction.						
5 The teacher serves as an inspiration, positively influencing students and	4(7)	8(13)	20(33)	28(47)	0	60
coneagues, migning the impact of						
enthusiasm and job satisfaction in teaching.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 8 aforesaid, for the parameter of Motivation Level of the Teacher, responses from 60 participants were recorded using a five-point scale. Regarding the teacher's enthusiasm and passion for teaching, 8 respondents (13%) rated outstanding, 12 (20%) excellent, and 40 (67%) very good. In terms of pursuing professional growth and development opportunities, 4 respondents (7%) rated outstanding, 4 (6%) excellent, 34 (57%) very good, and 18 (30%) good. When it came to maintaining motivation and commitment despite challenges, 2 respondents (3%) rated outstanding, 4 (7%) excellent, 36 (60%) very good, and 18 (30%) good. On frequently taking initiatives to enhance student learning outcomes, 4 respondents (7%) rated outstanding, 16 (26%) excellent, 24 (40%) very good, and 16 (27%) good. Lastly, in serving as an inspiration to students and colleagues, 4 respondents (7%) rated outstanding, 8 (13%) excellent, 20 (33%) very good, and 28 (47%) good. Notably, no poor ratings were recorded for any of the items. The actual differences can be seen in figure 8 below:



Figure 8: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Motivation Level of the Teacher Parameter of Study

The data collected on Teacher-Community Relationship from sample 60 teachers through the wellstructured tool on the aspects of collaboration with parents, communities, and stakeholders, participation in community-based educational programs, addressing community concerns, building strong schoolcommunity Relationships and community involvement in school activities. The findings were presented in table 9 below:



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Table 9: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Teacher-Community Relationship Parameter of Study

Parameters/Statements	Responses					
Teacher-Community Relationship	Out	Excellent	Very	Good	Poor	Total
	standing		Good			
1 The teacher effectively collaborates with	4(7)	4(7)	30(50)	22(36)	0	60
parents, local communities, and educational						
stakeholders to support and enrich student						
learning experiences.						
2 The teacher actively participates in	2(3)	4(7)	20(33)	34(57)	0	60
community-based educational programs,						
strengthening engagement between schools						
and local communities.						
3 The teacher plays a key role in addressing	8(13)	6(10)	34(57)	12(20)	0	60
community concerns related to student						
progress and well-being, ensuring a supportive						
learning environment.						
4 The teacher fosters strong and positive	8(13)	10(17)	32(53)	10(17)	0	60
relationships between the school and the						
community, enhancing the overall educational						
experience.						
5 The teacher effectively involves the	6(10)	6(10)	32(53)	16(27)	0	60
community in school-related activities and						
initiatives, promoting shared responsibility for						
student learning and development.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 9 above, for the parameter of Teacher-Community Relationship, responses from 60 teachers were recorded using a five-point rating scale. Regarding the teacher's collaboration with parents, local communities, and educational stakeholders, 4 respondents (7%) rated outstanding, 4 (7%) excellent, 30 (50%) very good, and 22 (36%) good. In terms of participating in community-based educational programs, 2 respondents (3%) rated outstanding, 4 (7%) excellent, 20 (33%) very good, and 34 (57%) good. Concerning the teacher's role in addressing community concerns about student progress and well-being, 8 respondents (13%) rated outstanding, 6 (10%) excellent, 34 (57%) very good, 12 (20%) good. On fostering strong relationships between the school and community, 8 respondents (13%) rated outstanding, 10 (17%) excellent, 32 (53%) very good, and 10 (17%) good. Finally, in effectively involving the community in school-related activities, 6 respondents (10%) rated outstanding, 6 (10%) excellent, 32 (53%) very good, and 16 (27%) good. There were no poor ratings across any of the statements. The actual differences can be depicted in figure 9 below:

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Figure 9: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Teacher-Community Relationship Parameter of Study

The data collected on Support Available to Teachers in the School from sample 60 teachers through the well-structured tool on the aspects of institutional support from school administration, access to teaching resources and materials, mentoring and guidance for teachers, access to professional development opportunities and addressing teacher concerns and grievances. The findings were presented in table 10 below:

Table 10: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Support
Available to Teachers in the School Parameter of Study

Parameters/Statements	Responses					
Support Available to Teachers in the	Out	Excellent	Very	Good	Poor	Total
School	standing		Good			
1 The school administration provides effective institutional support, including administrative assistance, to help teachers manage academic activities and professional responsibilities.	6(10)	8(13)	32(53)	14(24)	0	60
2 The school ensures adequate access to teaching resources and materials, enhancing instructional effectiveness.	4(7)	6(10)	32(53)	18(30)	0	60
3 Teachers receive well-structured mentoring and guidance from senior faculty and school leadership, fostering peer collaboration and professional growth.	8(13)	8(13)	26(44)	18(30)	0	60
4 Professional development and training opportunities are widely accessible within the school, contributing to continuous skill enhancement.	6(10)	10(17)	36(60)	8(13)	0	60
5 The school effectively addresses teacher concerns and grievances, ensuring a supportive and collaborative work environment.	4(7)	8(13)	26(43)	22(37)	0	60

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 10 above, for the parameter of Support Available to Teachers in the School, responses from 60 teachers were collected on a five-point rating scale. Regarding the effectiveness of institutional support



from the school administration, including administrative assistance, 6 respondents (10%) rated outstanding, 8 (13%) excellent, 32 (53%) very good, and 14 (24%) good. In terms of access to teaching resources and materials, 4 respondents (7%) rated outstanding, 6 (10%) excellent, 32 (53%) very good, and 18 (30%) good. Regarding mentoring and guidance from senior faculty and school leadership, 8 respondents (13%) rated outstanding, 8 (13%) excellent, 26 (44%) very good, and 18 (30%) good. On the availability of professional development and training opportunities, 6 respondents (10%) rated outstanding, 10 (17%) excellent, 36 (60%) very good, and 8 (13%) good. Lastly, regarding how the school addresses teacher concerns and grievances, 4 respondents (7%) rated outstanding, 8 (13%) excellent, 26 (43%) very good, and 22 (37%) good. No respondents rated any of the aspects as poor. The actual differences can be depicted in figure 10 below:



Figure 10: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Support Available to Teachers in the School Parameter of Study

The data collected on Role of BRCs/CRCs in Teacher Preparation from sample 60 teachers through the well-structured tool on the aspects of role of BRCs and CRCs in professional development, training programs and workshops by BRCs and CRCs, contribution to classroom teaching and learning outcomes, academic and administrative guidance and accessibility and responsiveness of BRCs and CRCs. The findings were presented in table 11 below:

Parameter/Statements	Responses					
Role of BRCs/CRCs in Teacher	Out	Excellent	Very	Good	Poor	Total
Preparation	standing		Good			
1 Block Resource Centers and Cluster	6(10)	10(17)	30(50)	14(23)	0	60
Resource Centers play a crucial role in						
supporting teachers' professional						
development through continuous training and						
guidance.						
2 BRCs and CRCs frequently organize	14(23)	16(27)	30(50)	0(0)	0	60
training programs and workshops, enhancing						
teachers' pedagogical skills and instructional						
effectiveness.						
3 The initiatives undertaken by BRCs and	4(7)	4(7)	40(66)	12(20)	0	60
CRCs significantly contribute to improving						
classroom teaching strategies and learning						
outcomes.						

Table 11: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Role of
BRCs/CRCs in Teacher Preparation Parameter of Study



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4 BRCs and CRCs provide essential academic	8(13)	10(17)	38(63)	4(7)	0	60
and administrative guidance to teachers,						
ensuring effective implementation of						
educational policies and practices.						
5 BRCs and CRCs are accessible and	6(10)	8(13)	26(43)	20(34)	0	60
responsive in addressing teachers' needs and						
queries, reinforcing their role in teacher						
training and professional support.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 11 preceding, for the parameter of Role of Block Resource Centers and Cluster Resource Centers in Teacher Preparation, responses from 60 teachers were collected using a five-point rating scale. Regarding the role of BRCs and CRCs in supporting teachers' professional development, 6 respondents (10%) rated outstanding, 10 (17%) excellent, 30 (50%) very good, and 14 (23%) good. In terms of organizing training programs and workshops, 14 respondents (23%) rated outstanding, 16 (27%) excellent, and 30 (50%) very good, with no ratings of good or poor. Regarding the contribution of BRCs and CRCs to improving classroom teaching strategies and learning outcomes, 4 respondents (7%) rated outstanding, 4 (7%) excellent, 40 (66%) very good, and 12 (20%) good. On the provision of academic and administrative guidance, 8 respondents (13%) rated outstanding, 10 (17%) excellent, 38 (63%) very good, and 4 (7%) good. Lastly, regarding the accessibility and responsiveness of BRCs and CRCs in addressing teachers' needs, 6 respondents (10%) rated outstanding, 8 (13%) excellent, 26 (43%) very good, and 20 (34%) good. No respondents rated any aspect as poor. The actual differences can be depicted in figure 11 below:



Figure 11: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Role of BRCs/CRCs in Teacher Preparation Parameter of Study

Table 12 above, the data collected on Monitoring Classroom Processes from sample 60 teachers through the well-structured tool on the aspects of monitoring classroom interactions and teaching methodologies, constructive feedback from supervisors, impact of classroom monitoring on student participation, support for teachers through monitoring and transparency and fairness in observation and feedback. The findings were presented in table 12 below:



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Table 12: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Monitoring Classroom Processes Parameter of Study

Parameter/Statements	Responses					
Monitoring Classroom Processes	Out	Excellent	Very	Good	Poor	Total
	standing		Good			
1 Classroom interactions, student	4(7)	6(10)	26(43)	24(40)	0	60
participation, and teaching methodologies are						
effectively monitored to uphold quality						
teaching standards and improve instructional						
effectiveness.						
2 Supervisors frequently provide constructive	2(4)	18(30)	20(33)	20(33)	0	60
and actionable feedback to teachers,						
enhancing teaching methodologies and						
classroom engagement.						
3 Classroom monitoring plays a significant	4(7)	4(7)	34(56)	18(30)	0	60
role in improving student participation and						
learning outcomes.						
4 The monitoring system effectively supports	6(10)	8(13)	26(43)	20(34)	0	60
teachers in overcoming instructional						
challenges and refining their teaching						
strategies.						
5 Classroom observation and feedback	6(10)	4(7)	36(60)	14(23)	0	60
processes are transparent and fair, ensuring						
continuous professional growth and						
instructional improvement.						

Note: The results are presented through the absolute values and values in parentheses for 60 respondents.

Table 12 above, for the parameter of Monitoring Classroom Processes, feedback from 60 teachers was collected using a five-point rating scale. Regarding the effectiveness of monitoring classroom interactions, student participation, and teaching methodologies, 4 respondents (7%) rated outstanding, 6 (10%) excellent, 26 (43%) very good, and 24 (40%) good. Concerning the frequency of constructive and actionable feedback from supervisors, 2 respondents (4%) rated outstanding, 18 (30%) excellent, 20 (33%) very good, and 20 (33%) good. In terms of role of classroom monitoring in improving student participation and learning outcomes, 4 respondents (7%) rated outstanding, 4 (7%) excellent, 34 (56%) very good, and 18 (30%) good. Regarding the monitoring of support system in overcoming instructional challenges, 6 respondents (10%) rated outstanding, 8 (13%) excellent, 26 (43%) very good, and 20 (34%) good. Lastly, in ensuring transparency and fairness in classroom observation and feedback processes, 6 respondents (10%) rated outstanding, 4 (7%) excellent, 36 (60%) very good, and 14 (23%) good. No poor ratings were given for any of the aspects. The actual differences can be depicted in figure 12 below:

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Figure 12: Statement-Wise Distribution of Responses on a 5-Point Rating Scale for Monitoring Classroom Processes Parameter of Study

Interpretations and Discussions of the obtained data presented through tables and figures

The emerged-out findings of all the above 12 parameters presented by using the appropriate 12 tables and 12 figures along with the descriptive text were put forwarded in the forms of the obtained statistic on each parameter for interpretation and discussion across all five core indicators rated scores by the 60 sampled teachers' respondents of government elementary schools of Haryana in a scientific way and obtained information were supported very well with the studies conducted by the previous authors in the relevant section. Therefore, the responses of the participant teachers from the actual field of the study as per procedure discussed in methodological part of the study were converted into percentages and were analyzed in a scientific manner. Their ratings were evaluated on a five-point Likert rating scale viz. outstanding, excellent, very good, good, and poor and presented one by one for further analysis in a desired manner as below:

The all of five indicators of 'Teacher Profile' parameter were assessed by using responses from 60 respondents. Teachers across five core indicators, evaluated through a five-point rating scale. The data revealed a predominantly positive perception of teaching competencies, with no respondents rating any aspect as Poor. It is evident from above table 1 that on the indicator "Subject Knowledge and Pedagogical Expertise" the teachers' responses were noted as: 10% outstanding, 24% excellent, 53% very good, and 13% as good. These statistics are satisfactory and underscore a solid foundation in both content knowledge and pedagogical skills and are aligned with the findings of Pascoe et al. (2020) and Asghar et al. (2022), they advanced their argument on identification of teacher competence as a cornerstone of instructional quality and student achievement. The study further reflects the two folds importance of theoretical understanding and its practical classroom application, notwithstanding summarized by Westera (2001) and promoted with the cognitive and behavioral dimensions of teacher effectiveness as per discussions by Hatlevik (2020) and Opele (2023). Another indicator of the study, "Classroom Management and Student Engagement" is rated by respondent teachers: 17% outstanding, 23% excellent, 50% very good, and 10% good. The emerged-out findings again demonstrate teachers' competence in creating interactive and engaging learning environments. Shulman (1986) is of the opinion that the concept of pedagogical content knowledge, effective classroom interactions resulted from a synthesis of content expertise and adaptive instructional strategies. According to Adebanjo, Opele, and Onayinka (2024) further, explained that the importance of working together is of meaningful learning experiences. "Enthusiasm and Commitment to Teaching" this area is rated by the respondents' teachers with 10% outstanding, 17% excellent, 40% very good, and 33% good, the obtained data reveal that although most teachers show a commendable level of enthusiasm yet there is variability in perceived depth of their commitment. The concept of Commitment



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is often linked to the behavioral dimension of teacher competence, and Hatlevik (2020) reported as being shaped by motivation, attitude, and experience. The domain of "Participation in Professional Development Activities" is rated by the respondents' teachers' as: 7% outstanding, 33% excellent, 40% very good, and 20% good. These outcroppings reflect active participation in ongoing professional learning, a factor directly correlated with improved teaching upshots (Desimone, 2009; Garet et al., 2001). It is here, to note down the fact that Continued professional development is essential for maintaining instructional quality, particularly as it enhances teachers' adaptability and methodological expertise, said (Bamidele, 2024; Goldhaber et al., 2020). The fifth indicator of this parameter is "Adaptability to Curriculum and Methodological Changes" resulted in showing the respondents' teachers rating as: 7% outstanding, 27% excellent, 33% very good, and 33% good. The amazing results of the study turn up as the ability to adapt to evolving curricula and pedagogical innovations is vital in the dynamic educational landscape. These results are in alignment of Voogt et al. (2018), with their crop-up findings of reinforcing the importance of adopting innovative teaching methodologies, and in the same fashion, Fajardo and Mendoza (2021), also stressed on the role of digital literacy in adapting instructional practices.

Taken together, the findings of the present investigation are very well supported by (Shulman, 1986; Adebanjo et al., 2024) that the findings reinforce the literature that teacher competence is multifaceted, integrating subject mastery, pedagogical skills, classroom management, professional development, and adaptability. Further, the findings are also in tune with (Jackson et al., 2020) that these competencies not only enhance instructional delivery but also significantly influence student achievement and engagement.

Table 2 of the study represents the recording of responses of the 60 sampled teachers on the parameter of 'Teacher Position (Class-wise)'. The results were analyzed based on responses from 60 respondents' teachers using a five-point Likert scale, across five indicators of this parameter. The data Indicated a consistently high level of satisfaction with teachers' positioning and effectiveness, with no responses rating any aspect as poor. The indicator "Alignment with Qualifications and Subject Expertise" received positive feedback and revealed that 60 respondents' teachers themselves rated as: 20% outstanding, 30% excellent, 33% very good, and 17% as good. These results suggest a strong match between teachers' academic credentials and their assigned instructional responsibilities being pioneered in subject matter. The emerge-out finding is critical, as Ingersoll (2001) emphasized that teacher misassignment significantly undermined instructional quality and student engagement. Effective placement ensured appropriate content delivery and fostered meaningful learning. On the other core area i.e. "Effectiveness in Handling Assigned Class Level and Subject" regarding the effectiveness of teachers in managing their assigned classes and subjects, the respondents' teachers rated as: 17% outstanding, 30% excellent, 50% very good, and 3% good. The outcomes of the study confirm that most teachers are wellprepared for their roles, both pedagogically and contextually. The crop-up finding aligned with Darling-Hammond (2000) who stresses the importance of subject-specific teacher training, particularly in foundational areas such as literacy and numeracy, to ensure teaching efficacy across class levels. "Addressing Academic Needs of Assigned Level" on this indicator, the respondents' teachers rated as: 10% outstanding, 27% excellent, 50% very good, and 13% good. These findings underscore the ability of teachers to adapt instructional content to developmental and academic benchmarks. Age-appropriate pedagogy, as advocated by Pianta et al. (2008), is essential for ensuring student comprehension and performance within specific class levels. Similarly, on the area of "Addressing Diverse Learning Needs" the 60 respondents' teachers rated as: 7% outstanding, 16% excellent, 60% very good, and 17% good. These findings highlight the necessity for differentiated instruction strategies, Tomlinson (2001) advocates as vital for accommodating varied student abilities. (Vygotsky, 1978) emphasized the theoretical



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framework of scaffolding and targeted interventions and further, (Connor et al., 2004) stresses on supporting these efforts by promoting equitable learning experiences for all students. Lastly, on the fifth core are of this parameter that is "Collaboration with Other Grade-level Teachers" was strongly observed the 60 respondents' teachers rated as: 36% outstanding, 27% excellent, 30% very good, and 7% good. These findings are in alignment with the results emerged out in the research by Little (1990) and Ronfeldt et al. (2015), they pointed out towards a robust culture of professional collaboration, too, enhances teaching effectiveness and reduces professional isolation and burnout. (Hargreaves and Fullan, 2012), emphasized depth engagement in professional learning communities, resulting in fostering collective growth and innovation in instructional strategies whereas (Marzano et al., 2019) said that collaborative efforts are closely linked to more effective classroom management and student engagement for an interactive and meaningful learning output.

At the end of the discussion, these findings have been supported scholarly evidence emphasizing the importance of strategic placement, differentiated instruction, and professional collaboration (Ingersoll, 2001; Tomlinson, 2001; Hargreaves and Fullan, 2012). It can be said that these results reinforce that appropriate teacher placement, grounded in qualifications and pedagogical competence, plays a significant role in instructional success. The growing teachers, empowered with ability to address academic and diverse needs, combined with collaborative practices, strengthens the foundation for improved student outcomes in conducive environment created in the school campus by the most enthusiastic and energetic teacher continuously growing in this profession.

Table 3 presents the clear-cut picture on the 'Class Teacher/Subject Teacher System'. The data obtained based on responses of 60 respondents' teachers rated by using a five-point Likert scale, on all its five aspects. The overall results of the study reflect a positive perception of systems' contribution to instructional delivery, collaboration, student support, and teacher satisfaction. Notably, no respondent rated any of its aspects as poor, indicating general satisfaction with the implementation of this system in the school context. The indicator "Enhancement of Instructional Quality and Student Engagement" is rated by the respondents' teachers as: 10% outstanding, 13% excellent, 57% very good, and 20% good. These results bring out the effectiveness of the systems in both the fields of improving teaching and learning dynamics. Subject teacher systems, characterized by content specialization, are often associated with improved instructional quality (Slavin, 1996), whereas class teacher systems foster consistent studentteacher interaction, enhancing student emotional security and engagement (Pianta et al., 2002). Likewise, another indicator "Communication and Collaboration Among Teachers" the obtained responses for this domain revealed the rating as: 7% outstanding, 17% excellent, 40% very good, and 36% good. These results reflect the moderate to high levels of professional interaction within both the sections viz. communication and collaboration among the teachers. The main feature of this indicator is coordinated planning in this domain, and the effectiveness of which is supported by Hargreaves and Fullan (2012) and Ronfeldt et al. (2015), who argued that teacher collaboration and shared pedagogical planning significantly boosted instructional coherence and teamwork in class and subject-based systems side by side in both the areas. Turning to another aspect of "Support for Student Monitoring and Personalized Learning" the respondents' teachers rated as:10% outstanding, 13% excellent, 47% very good, and 30% good. The obtained statistics demonstrate a largely favorable view; however, it also reflects some limitations, particularly on very important and relevant to the subject teacher model, and it has been criticized for reducing opportunities for sustained student monitoring (Tomlinson, 2001; Wubbels et al., 1991). Contrarily, class teachers, through prolonged engagement, are often better positioned to support differentiated instruction and individualized interventions. Coming to the indicator of "Discipline and Classroom Management" ratings by the 60 respondents' teachers showed: 7% outstanding, 17% excellent,



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56% very good, and 20% good. This reinforces findings from Pianta et al. (2008) and Marzano et al. (2003), suggesting that class teachers, due to their consistent presence, are more effective in establishing classroom norms, addressing behavioral issues, and managing student discipline comprehensively. In return, subject teachers may face challenges due to limited contact time and varied group dynamics. When we talk about the indicator of "Teachers Satisfaction with Roles and Responsibilities" in terms of teacher satisfaction, the respondents' teachers rated themselves as:13% outstanding, 17% excellent, 47% very good, and 23% good. The variation of emerging out findings with satisfaction has got the support from previous literature. Class teachers often report higher satisfaction due to deeper relational ties with students (Day and Gu, 2007), whereas subject teachers tend to derive satisfaction from professional specialization and content expertise (Buchanan et al., 2013). The hardworking and honest teacher is always satisfied with his roles and responsibilities, and his work motivation is grown day by day.

It can be summarized in a way that the class teacher/subject teacher system presents a balanced framework in government elementary schools of sampled schools in Haryana, each model offering unique advantages. This teacher model excels in building relationships, managing discipline, and supporting personalized learning, while the subject teacher system enhances instructional quality through specialization. A hybrid or coordinated planning approach, as supported by Hargreaves and Fullan (2012), appears to maximize the strengths of both models. These findings affirm the importance of system alignment with pedagogical goals, student needs, and teacher roles to ensure educational effectiveness and try to follow the rules and regulation properly to maintain the quality of education and sanctity of class teacher/subject teacher system.

Table 4 revealed that the Pre-Service Experience parameter of the study was assessed through responses from 60 respondents' teachers by using a five-point Likert rating scale. It aimed at evaluating the effectiveness of initial teacher training in preparing educators for real-world instructional environments. Notably, no respondent rated any item as poor, indicating a generally favorable perception of pre-service training quality, the teachers carried forward to join this noble profession in real sense. The indicator "Regarding the relevance and effectiveness of pre-service training in equipping future teachers to handle real classroom challenges" was rated by the 60 respondents' teacher as: 13% outstanding, 20% as excellent, 53% very good, and 14% good. These responses showed a broadly positive outlook on the practical utility of teacher preparation programs. The study got support from the assertions of Schwille and Dembélé (2007) and Darling-Hammond (2010). They emphasized the importance of integrating theoretical knowledge with practical exposure to enhance adaptability in diverse educational contexts. The other indicator on the "Development of instructional skills during pre-service experience" it was observed that 60 respondents' teachers themselves rated as: 17% outstanding, 16% excellent, 60% very good, and 7% good. A strong perception of these findings reflects instructional competence building during preservice training and it has got support from the work carried out by Caprano et al. (2010) and Wiens et al. (2021). They noted that guided teaching and opportunities for differentiated instruction are essential for effective skill acquisition in early teacher development. For another indicator, the responses from the 60 respondents' teachers appeared somewhat less favorable, their rating are as: 7% outstanding, 16% excellent, 57% very good, and 20% good. Whereas most responses remain positive, yet the relatively higher proportion of good ratings may reflect the frequently cited concern in literature that pre-service programs underprepare future educators in practical aspects of classroom control (Musset, 2010). Hirmas (2014) stressed the need for structured feedback mechanisms to address these gaps effectively. In terms of indicator "Curriculum implementation readiness" the 60 respondents' teachers rated as: 7% outstanding, 8% excellent, 73% very good, and 12% good. The study got direct support from the relevance of curriculum-focused training in pre-service programs, as emphasized by Bunoiu and Ilie (2017) and



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Mendoza et al. (2020). They highlighted the importance of helping future teachers translate curricular objectives into classroom practice. Lastly, the indicator regarding the "Development of lesson planning and assessment skills" the teachers themselves rated as: 10% outstanding, 13% excellent, 67% very good, and 10% good. The emerging-out findings confirmed the importance of foundational skills in planning and evaluation within pre-service frameworks and are consistent with prior studies that link effective planning with long-term instructional success (Cohen et al., 2013; Van Katwijk et al., 2019). Whereas the data reveals overall satisfaction with pre-service training, yet literature raises persistent concerns. Several studies criticized overemphasis on theory at the expense of practical training (Musset, 2010), as well as ongoing issues related to assessment literacy (Guevara, 2017), self-efficacy (Milliken, 2019; Mohebi and Meda, 2021; Viviani et al., 2023), and preparedness for digital learning environments by (Jimola and Oso, 2024). These factors may influence how well new teachers transition from training to independent practice.

As a final remark, it can be said that the findings affirmed the pre-service training is generally effective in preparing for future educators across the focused domains including instructional strategy, curriculum implementation, and lesson planning etc. The findings had got well support by a substantial body of research that emphasizes the critical role of practical experiences, structured mentorship, and guided reflection during teacher preparation. However, for further improved outcomes, pre-service programs must be continued evolving by addressing known deficiencies in classroom management, digital competencies, and assessment training programs for the smooth functioning of the teaching-learning activities within the school campus.

It is evident from table number 5 above that on the parameter of 'In-Service Experience' of the study, the obtained results of all its five core indicators was presentenced systematically by evaluating the responses of 60 respondents' teachers taken randomly from the sampled schools established in educational blocks, the rating of each of the indicators was presented by using a five-point Likert scale, with results reflecting generally high satisfaction across all evaluated aspects. The assessment focused is the sum of continuous professional development, instructional advancement, student learning, policy adaptation, and mentoring capacities among teachers teaching in these schools and joining their regular services as per rules and regulation of government of Haryana. The first indicator of "Managing Classroom Challenges through Continuous Professional Development and Practical Experience" the 60 respondents teachers rated themselves as: 7% outstanding, 33% as excellent, and 60% as very good. Whereas evaluating the evolution of instructional approaches on in-service training, the teachers' responses came out to be rated as: 10% outstanding, 10% excellent, 73% very good, and 7% good. The emerge-out findings have got support from the findings of Goe (2007) and Heikonen et al. (2020). They advanced their argument that in-service experiences enhance instructional practices and classroom management. Yli-Pietilä et al. (2022) and Schacter and Thum (2004) they also emphasized the importance of such training in promoting differentiated instruction and learner engagement. Similarly, the other indicator regarding the "Effective use of prior experience and training to improve student learning outcomes" was rated by 60 respondents' teachers as: 7% outstanding, 33% excellent, 50% very good, and 10% good. The findings have direct support from the studies of Marcoulides et al. (2005) and Cohen and Hill (1998). They stressed the value of experiential knowledge in refining pedagogical approaches to enhance student outcomes. On another indicator, the same group of respondents rated themselves as: 7% outstanding, 13% excellent, 60% very good, and 20% good. It is consistent with literature emphasizing the necessity of in-service training for coping with educational reforms and policy shifts (Kannapel and Clements, 2005; Wenglinsky, 2002). It is not possible to move forward without ongoing development, teachers often struggle to align with contemporary pedagogical trends (Pyhältö et al., 2015), exhibiting resistance to innovation (Frome et al., 2005) and adherence to entrenched practices (Kimball et al., 2004). Likewise, another indicator of



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"Mentoring and Guiding Junior Colleagues" the group of respondents rated as: 7% outstanding, 10% excellent, 67% very good, and 16% good. The study confirms the findings of Graham and Thornley (2000), Lopez (2016), and Tondeur et al. (2020). They underscore the role of experienced teachers in building collaborative and supportive school environments. Putting together, the data indicates a strong positive perception of in-service experiences among respondents' teachers from the sampled schools, with no ratings of poor across any evaluated five indicators. The findings affirm generally effective implementation of in-service programs in the sampled context. It is important to note that despite these promising indicators, there are several structural barriers such as inadequate resources, lack of institutional support, and inconsistent program quality, which can limit the broader impact of in-service training. These hurdles are documented in studies by Osamwonyi (2016), Junejo et al. (2017), Nawab (2017), Nzarirwehi and Atuhumuze (2019), and Ahmed et al. (2021).

Finally, it can be concluded that the findings reinforce existing literature on the critical role of inservice experience in enhancing teachers' instructional capacity, responsiveness to policy changes, support for student achievement, and mentoring functions. Nonetheless, to fully harness the potential of in-service education, systemic challenges must be addressed to ensure equitable access, sustained participation, and continuous improvement to excel in quality education within the state of Haryana.

Table 6 above discuss the challenges presented through the parameter "Difficulties Faced During Teaching (Academic/Administrative)" it explores the academic and administrative challenges encountered by teachers during their professional responsibilities. The 60 respondents' teachers at sampled schools provided their feedback which was gathered by using a five-point Likert scale. It is to be noted that no aspect of this parameter is rated as poor across any subdomain. The domain of "Academic Challenges Stemming from Curriculum Constraints and Student Engagement" the feedback received in the form of rating as: 40% very good and 60% as good. There were no ratings in the outstanding, excellent, or poor categories. These results reflect the persistent academic strain teachers face, often linked to curriculum rigidity, inadequate time for instruction, and issues with maintaining student engagement, concerns widely supported in the literature (Marcoulides et al., 2005; Frome et al., 2005). Cohen and Hill (1998) also emphasized that inadequate training in curriculum adaptation further exacerbates these issues. Addressing the "Balance between Instructional Responsibilities and Administrative Duties" a broader distribution of responses was observed and reported their rating as: 7% outstanding, 13% excellent, 50% very good, and 30% good. The trend indicates that whereas some teachers effectively navigate their dual burden there is a substantial portion of experience moderate to considerable difficulty. The studies conducted by previous authors suggest that lack of support personnel, such as teaching assistants, and high administrative demands contribute significantly to teacher workload and reduced instructional time (Heikonen et al., 2020; Lopez, 2016; Schacter and Thum, 2004). The indicator "Infrastructural and resource limitations also emerged as significant barriers" the respondents' teachers rated as: 3% outstanding, 7% excellent, 47% very good and 43% good. These findings align with long-standing issues in government school settings, where insufficient teaching aids, poor classroom environments, and inadequate technological resources hinder effective instruction (Kannapel and Clements, 2005; Mendoza et al., 2020; Wenglinsky, 2002). The fourth indication in table 6 above is observed that the 60 respondents' teachers from the 30 sample schools rated themselves as: 10% outstanding, 7% excellent, 33% very good, and 50% good. The outcome of the study indicates a general lack of adequate systems to support inclusive and differentiated instruction. The past literature highlights that accommodating diverse learning needs remains one of the most underresourced and complex aspects of teaching, especially in public educational settings (Kimball et al., 2004; Tondeur et al., 2020). Lastly, fifth indicator "Proactive Efforts of Teachers to Seek Assistance in Navigating both Academic and Administrative Challenges" it is interesting to note the responses of 60



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respondents' teachers working in sample schools showed their rating as: 7% outstanding, 6% excellent, 60% very good, and 27% good. The obtained results of the study suggest that despite the obstacles, many teachers demonstrate initiative and resilience in managing their professional responsibilities. It has direct reinforced by Yli-Pietilä et al. (2022) and Musset (2010). They advanced their argument that peer collaboration and administrative support play a pivotal role in reducing stress and enhancing instructional quality. Therefore, enthusiastic and energetic teachers are required to overcome the changes of the students within campus, they provide their services

All in all, the findings of the present study reveal that although teachers demonstrate high levels of professionalism and applied right efforts in the face of complex academic and administrative challenges yet systemic issues, particularly related to infrastructure, curriculum design, and workload, continue to affect teaching efficacy. The current insights underscore the need for institutional reforms that enhance structural support, reduce administrative overload, and strengthen inclusive education strategies through targeted professional development and collaborative practices. Teachers need to work in collaboration with all stakeholders.

Table number 7 above interprets and discusses the results presented through table and figure on parameter of 'The Ability to Develop and Effectively Use Teaching-Learning Materials' which plays an important and crucial role in enhancing instructional practices and improving student outcomes. The systematic and contextual basis preparation of teaching learning material and its best possible use by the teacher in the classroom transaction being an artist make the class most engaged by way of visuals used, create a good sense of humor by way of personal example of teaching, attract students attention towards the lesson like a magnet, make them alert due to interesting on going interaction between teacher and students and lastly make the learning fruitful because of the lesson was developed with the help of participatory methods by the students. Evaluating all five core indicators of this parameter feedback from 60 respondents' teachers from the 30 samples schools was systematically collected by using a five-point Likert scale. It is noted that no poor ratings were reported by any respondents across all five indicators. On the first indicator "Teachers' Proficiency in Designing and Developing Innovative Instructional Materials" the 60 respondents' teachers rated themselves as: 4% outstanding ,13% excellent, 53% very good, and 30% good. The emerging-out findings prove that although most teachers demonstrate a strong proficiency in teaching learning material designing yet there is scope for further improvement in innovation and creativity in instructional material development. The findings are supported by the studies conducted by Shafique (2016) and Saad and Sankaran (2020). They highlighted that innovative teaching learning materials are central to fostering engagement and improving comprehension in diverse classroom settings. Another indicator on the "Effective integration of teaching learning materials to enhance student engagement and comprehension" the 60 respondents' teachers themselves rated as: 7% outstanding, 17% excellent, 53% very good, and 23% good. The finding indicates that whereas most teachers effectively integrate teaching learning materials into their lessons, nevertheless some teachers may face challenges in fully leveraging these materials to engage students. Stated by Riyan (2016) and Shabiralyani et al. (2015), the integration of structured, interactive, and multisensory teaching-learning materials has been proven to significantly improve student understanding and engagement, especially in subjects that are traditionally challenging. On the same pattern, another indicator "Adaptation of Teaching-Learning Materials for Diverse Learning Needs" the responses by the respondents' teachers are rated as: 7% outstanding, 10% excellent, 67% very good, and 16% good. It can be signalized that although teachers are generally successful in modifying instructional materials to cater to a wide range of learning needs, there is still room for improvement in most of the cases. This finding has got support from the research by Tondeur et al. (2020) and Wenglinsky (2002). They emphasized that personalized teaching-learning materials not only



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supported inclusivity but also fostered motivation and improved overall learning outcomes for diverse student groups. Considering another indicator, "The Incorporation of Technology-Based Teaching, Learning Materials" 60 respondents' teachers rated as: 3% outstanding, 7% excellent, 53% very good, and 37% good. The emerging-out findings indicate a significant opportunity for enhancing teachers' integration of digital tools in lesson delivery to ensure students high achievements. The findings are supported by Onasanya et al. (2008) and Soetan et al. (2010). They highlighted that technology-based teaching-learning materials, particularly in science education, can overcome limitations of traditional methods by providing dynamic and interactive learning experiences. Another support from the studies by Kuok Ho (2018) and Al Musawi et al. (2015) further, affirmed that digital simulations and other modern educational tools can enhance both engagement and comprehension. Regarding the last indicator on this parameter of study, "Promoting Active Student Participation Through Instructional Materials" the rating turned out: 7% outstanding, 7% excellent, 36% very good, and 50% good. This advocates that although most teachers successfully engage students through teaching-learning materials, some teachers may still struggle to fully activate student participation. This is in alignment with Goe (2007) and Schacter and Thum (2004). They stated that teaching-learning materials, when used effectively, have a profound impact on fostering student engagement and motivation, this resulted in improving learning outcomes of students in a created environment. These materials supported an active learning environment that encourages student-centered approaches.

Determinately, it can be summarized as that the findings indicate that when teachers demonstrate strong abilities in developing and utilizing teaching-learning materials, they have potential for further growth, particularly the areas involved in innovations, systematically technological integration, and further adaptation for diverse learning needs of the students concerns. The concepts of training and professional development focused on these aspects could further enhance the effectiveness of teaching-learning materials usage in the classroom transaction. The studies conducted by Bizimana and Orodho (2014), Simiyu Chililia Pius and Wanjala (2020), and Osei-Himah and Adu-Gyamfi (2022) emphasized the importance of teacher training, government funding, and curriculum-aligned policies in ensuring the effective development and use of teaching-learning materials for igniting students' motivation and interest levels.

Table 8 above shows the evaluating trends on the parameter of 'Motivation Level of the Teacher' through its core five indicators. The motivation level of professionally growing teachers plays a crucial role in shaping classroom dynamics, enhancing instructional effectiveness, and fostering student engagement by dint of his hard work, his curiosity for learning, his techniques of handing the young children with all attention, care and caution. In this regard feedback from 60 respondents' teachers working in sampled schools was collected by using a five-point Likert scale. Any of the core indicators did not receive poor ratings. The findings highlight that the teachers working in the sampled schools possess their motivation generally highly, though certain areas may require attention for further improvement and teachers' empowerment. The domain of "Teachers' Enthusiasm and Passion for Teaching" the respondents teachers rated as: 13% outstanding, 20% excellent, 67% very good. The results affirm that most teachers demonstrate a strong commitment to their profession, exhibiting enthusiasm and passion that positively impacts their teaching practices and prepare them for future work. This aligns with the research by Goe (2007). He explored that motivated teachers tend to use dynamic strategies that foster positive learning environments. The finding is again in line with the research work by Heikonen et al. (2020). He linked teacher motivation to the use of innovative and engaging teaching methods that promoted an effective learning environment. On the same pattern, another area of research "Pursuing Professional Growth and Development Opportunities" rating of respondents turned out: 7% outstanding,



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6% excellent, 57% very good, and 30% good. It indicates a generally positive attitude towards professional growth, though a significant proportion of teachers may still find it challenging to engage fully in developmental activities due to the reasons best known to them. Yli-Pietilä et al. (2022) in their research stated that the professional development and structured training are vital for sustaining teacher motivation, helping educators manage the demands of their profession effectively and worked with high spirit. Moving towards third indicator "Maintaining Motivation and Commitment Despite Challenges" the responses rated by the respondents' teachers came out: 3% outstanding, 7% excellent, 60% very good, and 30% good. The pattern of ratings gives the idea that most teachers exhibit resilience and determination in the face of challenges, yet a smaller group still struggles to maintain their motivation consistently. The finding reproduced with the work of Pyhältö et al. (2015). He stressed the importance of innovation and personalized instruction in sustaining teacher motivation, especially when they are confronted with difficulties such as administrative burdens or resource limitations. Regarding the other indicator, The "Proactive Initiatives to Enhance Student Learning Outcomes" the respondents' teachers from 30 sampled schools rated as: 7% outstanding, 26% excellent, 40% very good, and 27% good. The emerge-out trends indicate that most teachers are actively engaged in enhancing student learning, however, there are some teachers who may consistently struggle to take initiative. This is aligned with the research work by Schacter and Thum (2004) and Han et al. (2016). They advanced their argument in such a way that motivated teachers can take initiative significantly to improve student outcomes by employing innovative teaching strategies and fostering a supportive classroom environment which facilitates the classroom dynamics in terms of its functioning. Teachers' proactivity is also critical for promoting student engagement and achieving academic success. Lastly, in the same fashion, the other area of study "Inspiration to Students and Colleagues" 60 respondents' teachers from the 30 sampled schools of Haryana rated as: 7% outstanding, 13% excellent, 33% very good, and 47% good. The emerge-out pattern of ratings indicates that on one side many teachers serve as role models for students and colleagues, and on the other side they have still full potential for improvement in their ability to inspire others. The finding has direct support from the study conducted by Goe (2007) who emphasized that teacher motivation influences not only student outcomes but also the overall classroom atmosphere, suggesting that motivated teachers can inspire their peers and contribute to a positive school culture. This can be treated as the significant achievement of sample schools' teachers at government elementary schools of Haryana.

These findings are in line with the literature available on teacher motivation, which highlights its profound impact on teaching quality, student engagement, and the overall classroom environment to heighten the classroom transaction in terms of its smooth functioning. It has been stated by Heikonen et al. (2020) and Yli-Pietilä et al. (2022) that their emerging-out findings from their significant research work, they emphasized the importance of structured training, collaboration, and recognition in maintaining high levels of motivation. However, challenges such as low salaries and inadequate resources can undermine motivation, as pointed out by Nega (2024) and Katel (2024). Therefore, it is essential for addressing these barriers through sound policy reforms and improved compensation packages are required for sustaining teachers' motivation and enhancing their professional growth at their working school campus through rich and varied experiences.

It is clear from table 9 above that the "Teacher-Community Relationships" parameter of the study was evaluated along with all its indicators and the obtained results were presented through table followed by at the end with the figure based on feedback provided by 60 respondents' teachers taken for study in the sampled schools. Their ratings were reported by using a five-point Likert scale, it was observed that no poor rating was obtained on any of the indicators of the study. The teacher community relationship plays a fundamental role to fostering a supportive educational environment that enhances student



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achievement, well-being, and overall educational quality within the school campus and provides conducive environment for learning. The current findings drawn from the study reveal a positive yet moderately strong connection between teachers and the community, with areas for growth in certain dimensions with the active participation of all stakeholders. The above table 9 in terms of its indicator of "Collaboration with Parents, Local Communities, and Educational Stakeholders" the reported ratings were rated as: 7% outstanding, 7% excellent, 50% very good, and 36% good. In this pattern, it is observed that the results indicate that on one side many teachers are actively collaborating with the broader community, and on the other side there is a small group of teachers who may not fully engage in such partnerships. The findings are supported by research work by Hoover-Dempsey and Sandler (2005). They put forth their sound argument that communication between educators, parents, and community leaders is crucial for improving student behavior and motivation, enhancing both academic performance and emotional wellbeing of all stakeholders. This is in continuation to another indicator, "Participation in Community-Based Educational Programs" the 60 respondents' teachers themselves rated as: 3% outstanding, 7% excellent, 33% very good, and 57% good. It affirms that while most teachers are involved in community-driven educational initiatives, it can assume that there is room for improvement in terms of more active engagement. The study conducted by Auerbach (2010) strongly concluded that teacher involvement in such programs fosters inclusivity, contributing to more equitable educational outcomes. It has a strong alignment with the view that a strong teacher-community partnership can provide additional support and resources for students. Regarding "Addressing Community Concerns about Student Progress and Wellbeing" the respondents' teachers rated as: 13% outstanding, 10% excellent, 57% very good, and 20% good. The pattern of ratings demonstrates that most teachers are responsive to community concerns, ensuring that student well-being is prioritized. This has direct support from the research work by Epstein (1995). His research highlights the role of parental involvement in enhancing student success, reinforcing the importance of teachers' responsiveness to such concerns for creating a positive learning environment. Turning towards another indicator of the study, "Fostering Strong Relationships between the School and the Community" the respondents' teachers from 30 sample schools rated as: 13% outstanding, 17% excellent, 53% very good, and 17% good. In return, the results indicate that most teachers are actively working to create strong community ties, but there remains potential for improvement. Supported studies by Warren et al. (2009) and Shouse (1996) who emphasized that strong relationships between teachers and community members were vital for improving educational outcomes and student engagement, suggesting that further efforts to enhance these relationships could yield even more significant results within these collaborating settings. Lastly, coming to the indicator "Effectively Involving the Community in School-Related Activities" the ratings by 60 respondents' teacher came out: 10% outstanding, 10% excellent, 53% very good, and 27% good. The emerging-out findings suggest that while many teachers involve the community in school activities, there are still some teachers who may not fully leverage these partnerships to their maximum potential. It is observed that Sheldon and Epstein (2002) advocate for structured teachercommunity partnerships to provide additional resources for schools, underscoring the importance of community involvement in fostering a rich learning environment within the school campus.

Finally, the discussion on the above findings of the study paves the way in line with existing research on teacher-community collaboration, which underscores its significance for student success. The research by Epstein (1995) and Jeynes (2011) emphasized that active teacher engagement with parents and the community is crucial for addressing student challenges and improving academic outcomes. Similarly, research by Givens (2014) and Paccaud et al. (2023) confirm that strong teacher-community relationships positively impact student performance and create an inclusive learning environment. As such, fostering stronger connections between teachers and the community should be prioritized to



maximize educational benefits. Therefore, the existing system of schooling in Haryana is strengthened for involving community in school learning and creating conducive learning environment within their school premises.

Table number 10 above presents the rating of 60 respondents' teachers working in sample 30 schools of Haryana, through table and figure by using a five-point Likert scale. It is again here that not even a single respondent teachers rated any of the indicators as poor. It means the support available to teachers within their schools plays a critical role in enhancing job satisfaction, teacher effectiveness, and overall well-being. The statistics obtained reflect a generally positive view of the support provided by schools, although there are areas for improvement in most of the dimensions in different contexts. In terms of indicator of, "Effectiveness of Institutional Support from the School Administration" which includes administrative assistance, the respondents' teacher of 30 sample elementary schools of selected from districts and education blocks for the study rated as: 10% outstanding, 13% excellent, 53% very good, and 24% good. The inputs of the study suggest that while most teachers feel adequately supported by the administration, there is still room for improvement in terms of fully meeting their needs to deal effectively with problem solving of their schools. The findings are in line with the findings of Bui and Baruch (2010) who emphasized that administrative support is essential to prevent career stagnation and ensure that teachers remain motivated and effective in their roles. Regarding the other area of, "Access to Teaching Resources and Materials" the rating came out: 7% outstanding, 10% excellent, 53% very good, and 30% good. The findings reveal that while many respondents reported that resources are readily available, a significant proportion still indicated that access could be further enhanced by providing more desirable support to all teachers working in the campus. Studies conducted by Evers and Eacott (2016) and Bhanthumnavin (2003). They highlighted that sufficient resources and materials are crucial for effective teaching, as they allow teachers to create engaging lessons and support diverse student needs and make classroom transaction easy, interesting and participatory. On the same pattern, the indicator, "Mentoring and Guidance from Senior Faculty and School Leadership" the 60 respondents' teachers rated as: 13% outstanding, 13% excellent, 44% very good, and 30% as good. The emerged-out results reinforced that mentoring is an essential element of the support system, with many teachers benefiting from guidance provided by more experienced colleagues. In this support research by Gagnon and Michael (2004) indicated that trust and active mentoring improves teacher commitment and enhances their job satisfaction, which is vital for long-term teacher retention. Concerning the other domain of the study, "Availability of Professional Development and Training Opportunities" the respondents' teachers rated as: 10% outstanding, 17% excellent, 60% very good, and 13% good. The emerging trends indicate that although most teachers have access to valuable professional development programs, some other teachers in these areas may still require attention to provide further opportunities for growth. The findings drawn by the research by Darling-Hammond et al. (2017) where he argued that sustained professional development is crucial for improving teacher performance and ensuring educators are equipped to handle evolving classroom challenges. The area of the study, "School Addresses Teacher Concerns and Grievances" the ratings came out: 7% outstanding, 13% excellent, 43% very good, and 37% good. The amazing findings were recorded in terms of the fact that many teachers feel that their concerns are addressed in a satisfactory manner, there may still be instances where further improvements could be made in terms of responsiveness and problem resolution. The studies conducted by Johnson et al. (2012) and Qureshi and Hamid (2017) confirmed that strong administrative backing and the ability to effectively address grievances is associated with increased teacher motivation and lower turnover rates. The area of teachers support system in the schools is not only important but also crucial to play an active and motivated role.



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Finally, it can firmly affirm that the results of this study are in line with previous research on the importance of institutional support, mentoring, resource availability, professional development, and grievance resolution in fostering a positive teaching environment. The emerge-out findings on all key indicators of the study suggest that while most aspects of support are already well established in schools, continuous improvement in these areas is necessary to ensure teachers remain motivated, satisfied, and effective in their roles. Therefore, this parameter occupies the utmost importance.

Table 11 above commenced "The Role of Block Resource Centers and Cluster Resource Centers in Supporting Teacher Preparation and Professional Development" the information is spread in table indicator wise and differentiated at last in figure 11 by using a five-point Likert scale, with no responses on poor rating on any of the domains of the study. The role of BRCs and CRCs for improving instructional quality in elementary education occupies the important room. It is very well observed that these centers contribute significantly to teacher development throughout their careers on the school campus. It is further noted that the certain areas still required further attention immediately to enhance their overall effectiveness to become competent teachers with 21st-century life skills. Table 11 represent the obtained statistics on domain of, "The Role of BRCs and CRCs in Supporting Teachers' Professional Development" rated by the 60 respondents' teachers of 30 sample government elementary schools. The rated responses are as: 10% outstanding, 17% excellent, 50% very good, and 23% good. The results reflect a generally positive perception of the support provided by BRCs and CRCs to the schoolteachers, although improvements could be made to further enhance their impact on the analogy of there is always a scope for further improvement. The research conducted by Bashir et al. (2018) and Govinda and Bandyopadhyay (2011) underscores the critical role of these centers in strengthening teachers' pedagogical skills, curriculum knowledge, and student engagement, essential for effective teaching practices in elementary education at a crucial stage of life. Regarding the other domain of the study, "Organizing Training Programs and Workshops" the responses were recorded as: 23% outstanding, 27% excellent, and 50% very good, with no responses rated as Good or poor on this aspect of the study. These findings affirm that the workshops and training programs offered by BRCs, and CRCs are highly regarded by teachers, with the majority indicating satisfaction with their relevance and quality. Research by Sharma and Ramachandran (2015) found similar results, highlighting that such workshops play a pivotal role in enhancing teachers' lesson planning and classroom management skills. Additionally, disparities in access to these resources remain a concern. Again, this is in terms of domain 3 of the study, "Contribution of BRCs and CRCs to Improving Classroom Teaching Strategies and Learning Outcomes" the responses appeared as: 7% outstanding, 7% excellent, 66% very good, and 20% good. It is to be noted that the high percentage of very good ratings reflects the positive impact of BRCs and CRCs in enhancing instructional methods within their vicinity. This finding has got support with the studies of Govinda and Bandyopadhyay (2011). They observed that these training centers play a significant role in improving teachers' teaching strategies, thereby positively influencing student learning outcomes by creating a joyful learning environment within the campus. On the domain of, "Provision of Academic and Administrative Guidance" the trend of rating turnout: 13% outstanding, 17% excellent, 63% very good, and 7% good. The emerging-out findings indicate that teachers generally perceive BRCs and CRCs as valuable sources of Guidance. These findings got support from the studies by Behera and Rout (2020). They highlighted that professional learning communities facilitated by these centers meant for the purpose of imparting training to the teachers on different aspects of teaching, are instrumental in fostering teacher collaboration and enhancing capacity-building efforts. However, the responses suggest that continued improvements in infrastructure and resources are necessary to maximize the effectiveness of this support with fruitful outcomes. The last domain of this parameter of the study, regarding the "Accessibility and Responsiveness



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of BRCs and CRCs in Addressing Teachers' Needs" the responses of the respondents' teachers rated by them as: 10% outstanding, 13% excellent, 43% very good, and 34% good. These findings affirm that the centers are fully responsive to teachers' diverse needs within the campus but at the same time there is room for improvement in terms of accessibility and timely support so that working culture may continue in continuity without any break. This research by Mishra (2017), emphasized the importance of digital learning and the need for greater infrastructure at these centers to address teachers' evolving needs. Therefore, in BRCs and CRCs highly experienced and widely travelled trainers are immediately required for smooth functioning.

Finally, it can be summarized that BRCs, and CRCs play a vital role in teacher preparation and professional development, significantly contributing to improving teaching quality and classroom outcomes by providing the best services on their part. However, there are systemic challenges, including infrastructure shortages and resource limitations, that need to be addressed to fully harness the potential of these centers. Continued efforts are needed to enhance access to training programs, improve responsiveness to teachers' needs, and ensure that adequate resources are available to support teachers effectively. Therefore, the idea of adopting the new system of education may be realized very well.

Table 12 above presents the obtained information responded by the 60 teachers chosen for study from the 30 sample schools, taken from 3 educational blocks selected from 3 districts further taken from one division of Haryana state by using a five-point Likert-type scale on the parameter of "Monitoring Classroom Processes" which is the most critical component of educational supervision aiming at enhancing teaching quality, student engagement, and learning outcomes that is why it is considered as reforming and rebuilding education systems as per the arising need of the society. The pattern of evaluating multidimension of this parameter of the study, the first dimension of "Effectiveness of Monitoring Classroom Interactions, Student Participation, and Teaching Methodologies" the 60 respondents' teacher rated as: 7% outstanding, 10% excellent, 43% very good, and 40% good. It is notable here that not a single respondent from the sample school rated this domain as poor. It means that the monitoring system of sample schools was strong enough to work effectively and put an indelible influence on students minds and the working teachers in each campus of sample elementary schools of Haryana in the government sector. The teachers in the schools are using appropriate methodology for carrying out teaching-leaning transactions, increasing students' participation in developing the lessons by involving them in learning their tasks. The other domain, "Frequency of Constructive and Actionable Feedback from Supervisors" the responses were recorded as: 4% outstanding, 30% excellent, 33% very good, and 33% good. No poor rating was rated by any respondent on this domain of the study. The results highlight the working efficiency of the feedback mechanism of sample schools' systems. The supervisors appointed for the purpose of action taken visited frequently to the allotted schools and they have their long-lasting influence on the school system. On the same pattern when we talk of other domain, "Evaluating the Role of Classroom Monitoring in Improving Student Participation and Learning Outcomes" the responses turned out: 7% outstanding, 7% excellent, 56% very good, and 30% good. No response was received on poor rating by any respondent. The emerging-out findings suggest that classroom monitoring plays an important role in improving students' participation in teaching-learning class work. This process engaged, involved, explored, and motivated students in the class transaction in a conducive environment. In terms of other domain, "Support from the Monitoring System in Overcoming Instructional Challenges" 60 respondents' teachers from the sample school rated as: 10% outstanding, 13% excellent, 43% very good, and 34% good. No poor rating was observed. The findings affirm that the monitoring system in the center was very supportive solving the instructions problems of the schools. On last domain of the study, "Ensuring Transparency and Fairness in Observation and Feedback" the responses were reported as: 10%



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outstanding, 8% excellent, 60% very good, and 22% good. Notably, no respondent rated as poor on this domain of the study. The emerging trends of findings suggest a generally positive perception of monitoring mechanisms. These findings of this study are in line with the body of research emphasizing the importance and impact of classroom observation and supervision. The research by Weli and Bako-Osu (2019), stressed on the issue of effective supervision significantly enhances classroom discipline, instructional accountability, and teaching methodology, mirrored by the current positive ratings of the study rated by the 60 respondents' teachers from the sample schools in these domains. Likewise, feedback mechanism, particularly when we talk of constructive and regular, has been shown to increase both student engagement and teacher motivation. The research by (Kimball et al., 2004; Wenglinsky, 2002). They draw a conclusion that supported 96% of participants who rated feedback from supervisors as at least good. However, challenges remain, particularly in the quality and frequency of feedback, as has been highlighted by Chieng and Borg (2011). They observed that brief supervisory interactions in Kenya lacked actionable input. The studies conducted on structured and reflective observation systems, such as those promoted under the Philippines' K to 12 Law, foster professional growth through self-evaluation (Riego de Dios, 2020). The findings are in line with the present study that a majority perceived monitoring as effective in enhancing student participation and learning outcomes, key indicators of reflective teaching practice. The fairness and transparency of classroom monitoring, rated as very good by 78% of respondents, is supported by the studies conducted by Lopez (2016) and Yilmaz and Sahin (2016). They emphasized that perceived fairness significantly influences the effectiveness of observation systems. Similarly, research by Barrogo (2023) advocated standardized tools that facilitate self-assessment and structured feedback, suggesting an approach that the current system may be approximating, given the lack of negative evaluations among respondents. This is the actual reporting of study conducted for the purpose.

Finally, it can be very well said that the results of this study affirm the value of monitoring classroom processes as a tool for improving teaching efficacy and student outcomes. While overall feedback is positive, especially in promoting student participation and methodological improvement, ongoing efforts are needed to enhance the frequency and constructiveness of supervisory feedback. These findings are consistent with a broad body of international research and point towards the need for structured, transparent, and reflective monitoring systems that support both teacher development and educational equity.

Limitations and Future Scope of the Study

The present study has also limitations in terms of: its conduction on 60 respondents' teachers selected from the 30 sampled schools which were chosen from the 3 educational blocks taken from the 3 districts only from one division of Haryana state, it relied solely on self-reported perceptions, lacking observational or performance-based validation of teacher competencies, the analysis did not account for the contextual factors like rural vs. urban school settings that might influence teacher placement and effectiveness, the study did not differentiate outcomes based on grade levels or subject domains, which may have masked nuances in system effectiveness, the study lacks insight into long-term teaching outcomes, limiting its ability to assess how pre-service training translates into sustained teaching quality, findings did not explore differences in in-service training quality or accessibility among various professional development providers, the study does not distinguish between the severity of challenges across different school types, teaching levels, or geographic areas, this study relied solely on self-reported data, which may not accurately reflect actual classroom practices or teaching-learning materials effectiveness, the study did not explore the external factors viz. salary, workload, administrative support that may influence teacher motivation, the study did not include perspectives from parents or community members, limiting the



understanding of mutual engagement levels, the study relies solely on self-reported data, which may be subject to social desirability bias and does not account for variability across different school contexts, this study does not differentiate between the perceived effectiveness of BRCs versus CRCs or examine regional disparities in resource allocation and the study does not assess the specific tools or frameworks used in classroom monitoring or the training level of observers.

Therefore, the study has clearly created a scope for further investigation to be carried out by the interesting investigator in the shape of full dissertation writings on a larger sampling techniques on these suggested areas of research: the studies could be integrated classroom observations and student achievement data to examine the correlation between perceived teacher competence and actual instructional impact, researcher should explore how school context and administrative policies affect the alignment between teacher qualifications and classroom assignments, further researcher should examine the comparative advantages of class vs. subject teacher models across specific subjects and grade levels to guide system optimization, longitudinal studies are needed to track the impact of pre-service training on teacher performance over the early years of their career, future inquiries should investigate the comparative effectiveness of different continuous professional development models and their scalability across diverse educational settings, future research should conduct segmented analyses to identify contextspecific stressors and develop tailored support mechanisms for academic and administrative burdens, future research could include classroom observations and student performance metrics to better assess the impact of teaching-learning materials usage on learning outcomes, further research should examine how systemic and contextual factors impact long-term teacher motivation and retention, future studies should incorporate stakeholder feedback to explore how teacher-community relationships are perceived and can be strengthened collaboratively, future studies should incorporate observational and longitudinal data to explore how in-school support mechanisms influence teacher retention and student achievement over time, further research should examine comparative effectiveness of BRCs and CRCs across diverse geographic and socio-economic contexts to identify best practices and scalability and lastly, future research should investigate the impact of structured observation tools and supervisor training quality on the consistency and usefulness of classroom feedback.

Critical Analysis of the overall scenario of outcomes of the study

The study critically analyzes twelve parameters related by 60 respondents' teachers from 30 sample schools of Haryana on the dimensions of teacher performance and educational effectiveness. The teacher profile assessment reveals a predominantly positive perception of teaching competencies, with strong subject knowledge and pedagogical expertise. Classroom management and student engagement are rated highly, reflecting effective interactive learning environments. Enthusiasm and commitment to teaching show variability, highlighting the need for deeper engagement. Participation in professional development activities is active, correlating with improved teaching outcomes. Adaptability to curriculum changes is vital, aligning with innovative teaching methodologies. Teacher positioning and effectiveness are consistently high, ensuring appropriate content delivery. Addressing diverse learning needs requires differentiated instruction strategies. Collaboration among grade-level teachers enhances teaching effectiveness. The class teacher/subject teacher system balances instructional quality and student support, with each model offering unique advantages. The domain of Pre-service experience appeared effective, though it required practical aspects of classroom management need improvement. On the same pattern Inservice experience was also found as the determinant to enhance instructional capacity and responsiveness to policy changes mechanism. It was also found to have many structural barriers to be removed one by one. Another domain of academic and administrative challenges carried on, requiring institutional reforms



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for systematized things. The most influential and desired area of the ability to develop and use teachinglearning materials has turned too strong, with potential for growth in innovation and technology integration. The Teachers' motivation was found very high. The cropped-up challenges such as low salaries and inadequate resources need immediate solutions. Although teacher-community relationships were found positive, it has big scope for stronger collaboration among various stakeholders. The support from working place was found to be adequate, but it must maintain continuity in improving the system. It was scientifically observed that the Block and Cluster Resource Centers played a vital role in preparing the teachers in school system. The infrastructure needs and resource limitations to be addressed properly and efficiently. The area of monitoring classroom processes was found to be effective, promoting teaching efficacy and enhancing the student outcomes. Finally, the present study underscored the multifaceted nature of teacher competence and the need for systemic improvements to enhance educational effectiveness within the sampled 30 schools taken for the study.

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