

**An Analytical Study on Professional Development Programme in
Developing Human Values and promoting social competence among
Prospective Teachers**

¹Nazish Khan

&

²Dr. Sarfaraz Ahmad

Research Scholar¹ & Associate Professor²

Department of Teacher Education,

Halim Muslim P.G College, Kanpur.

ABSTRACT

This study explores how professional development programmes for teachers can enhance their capacity to instill human values and social competence in prospective teachers. Teachers play a vital role in guiding the ethical and moral growth of their students, and this research emphasizes their significant impact in promoting values like respect, responsibility, honesty, and social awareness. The focus is on teacher education programme aimed at prospective teachers, investigating how professional development influences their ability to cultivate empathetic learners who understand their societal responsibilities. The research involves both qualitative and quantitative methods such as structured surveys, semi-structured interviews, and classroom observations to evaluate the pedagogical approaches adopted by teachers to transfer human values. The social competence scale developed by Dr. Latika Sharma and Dr. Punita Rani was also used to assess the social competence of prospective teachers. A total of 120 prospective teachers from B.Ed. Colleges in Kanpur city were taken for the purpose of analysis. The study finds that 85% of prospective teachers agree to the importance of teaching human values, and 78% of the respondents felt their skills were enhanced in value-based education through professional development programmes. However, 47% of the teachers found rigid curricula as the major obstacle in value education. Moreover, 71% of the participants rated role-playing and storytelling as effective strategies. An important finding is the strong positive correlation ($r = 0.68$) between participating in professional development programs and the development of social competence in promoting human values. By aligning the training frameworks of teachers with the vision of the National Education Policy 2020,

this research provides actionable recommendations for improving values-based education and arming teachers with the skills to become role models and foster ethical education.

KEYWORDS: Teacher Professional Development, Social Competence Value-based education, Prospective teachers, Pedagogical Strategies, National Education Policy 2020

Introduction

PDPs for teachers are an essential tool in upgrading the quality of education, mainly by promoting human values and fostering social competence among prospective teachers. In this ever-changing educational arena, these programs aim to help future educators deal with the requirements of the job by equipping them with skills to handle both academic and emotional challenges in the classroom **Jennings, P. A., & Greenberg, M. T. (2009)**. The emphasis on human values, including empathy, emotional intelligence, and interpersonal communication, is crucial in determining the overall social competence of the teachers that will reflect directly in the quality learning environment. Teachers who are socially competent tend to create more nourishing, supportive, and inclusive environments for class while promoting students' emotional wellness and academic performance (**Patel & Sharma, 2016; Yadav & Sharma, 2020**).

In India, the focus on teacher professional development has increased drastically in the past few years with various programs focused on pedagogical skills as well as developing personal qualities to support student-centered learning. As per the National Education Policy of 2020, teachers' emotional and social capabilities are key to the success of the education system. Teachers' personal and professional efficacy has been promoted by humanistic values in PDPs that not only improve their personal development but also positively impact their professional efficiency. Teachers are better prepared in terms of their classroom management, relationships with students, and a positive learning environment as a result of the integration of these values into practice (**Dutta & Das, 2015; Chauhan & Patel, 2017**).

This base of education helps to create an ethical and socially responsible society. Among all the contributors, teachers are key role models who would influence the future generations' moral compass. Human values in the classroom include empathy, respect, integrity, and social responsibility, so that learners are well-rounded and prepared to contribute positively

toward society. Education has been mostly regarded as one of the agents of social transformation with teachers, being the real pillars. It is much beyond just passing some knowledge in one's specific branch of study as teaching also lays a great stake in developing that moral, ethics, and social sense and sensibility so that a good citizen can always be there contributing responsibly to this society. Respect, sympathy, integrity, and social accountability are the best ways to foster peaceful coexistence and handle issues of inequality, conflict, and environmental degradation globally. It has put value-based education at the core of the NEP 2020. This underlines the integration of moral and ethical development within a holistic learner. However, for such a vision to come into reality, the fact must be that teachers themselves are adequately equipped in terms of skills and knowledge. This paper aims to discuss how professional development programs can influence teachers' ability to promote human values effectively.

It, therefore, remains the most important step in teacher preparation regarding the complexities of value-based education. Among other pedagogies, the programs should not exclude reflective practice, ethical decision-making, and collaborative learning experience but include these in the pedagogical training. The National Education Policy 2020, emphasizing holistic and multidisciplinary education, speaks about the need to rethink teacher training in the context of an overall goal to create an ethical and socially responsible citizens. More so, since teachers are important to make better future of the students, it becomes imperative that the capacity to inculcate correct social behaviors in teachers is identified as critical for all-around young learner development. Social competence, which is the ability to effectively interact, communicate, and empathize with others, enables teachers to build trust and rapport with their students. In an environment set by such a learning situation, the students feel valued and respected. In this context, professional development programs that help develop the social competence of teachers in teaching are valued much in nurturing educators who are emotionally built with students' needs (Rao, 2012; Malhotra & Bhardwaj, 2019).

The paper investigates the interaction between teacher professional development and social competence, in general, as experienced by the future teachers of the Kanpur city. In dissecting the issues and opportunities present within this phenomena, this study tries to

present a workable conclusion toward improvement of teacher training mechanisms, so as to enhance educators' performance to act as moral and social influencers.

Review of Literature

Different researchers have analyzed the relationship between professional development programs (PDPs) and teachers' social competence, emphasizing human values in teacher training. According to Chauhan and Patel (2017), emotional intelligence and social competence are composed elements of effective teaching, as they directly influence classroom management and student engagement. These qualities enable teachers to handle diverse classroom situations while maintaining good relationships with students. In the Indian context, there has been momentum in the focus on teacher professional development through government policies such as the National Education Policy (2020), which emphasizes the need to cultivate teachers' emotional and social competencies. Patel and Sharma (2016) found that teacher development programs in India increasingly encourage training on emotional intelligence, empathy, and effective communication skills, which in turn positively influence teachers' performance. This is in line with Malhotra and Bhardwaj (2019) work on the role of teacher-student relationships in developing a supportive learning environment. Their results show that teachers who engage in PDPs that develop students' social competence are likely to create ties with students, which facilitates an effective learning environment.

Recent research highlights the essential role of teacher competencies in influencing student outcomes, particularly focusing on emotional and social skills, intercultural understanding, and sustainable development in education. Jennings and Greenberg (2009) emphasize how teachers' emotional intelligence significantly affects classroom management and student engagement. Educators with strong emotional regulation and social skills foster supportive environments that promote students' social and emotional growth. This link between teacher competencies and student development underscores the critical importance of emotional intelligence in the teaching profession. Beyond emotional skills, Romijn, Slot, and Leseman (2021) explore the significance of intercultural competence in teacher training programs. Their findings suggest that when teachers are prepared to engage with culturally diverse students, they are better equipped to meet the varied needs of their classrooms, thereby encouraging inclusion and equity. This competency enables teachers to enhance cultural

differences effectively, enhancing communication and understanding within the classroom. Such abilities are increasingly crucial in today's globalized and multicultural educational settings. The role of professional development programs (PDPs) in improving teacher competencies is also highlighted by Kalim and Bibi (2024), especially in the context of Pakistan. Their research indicates that well-structured PDPs can lead to significant improvements in teacher performance, provided they are adapted to local educational challenges and needs. This underscores the importance of context-specific training to enhance the effectiveness of professional development on teaching quality, particularly in developing countries undergoing educational reforms.

Webster-Stratton and Reid (2001) investigate the significance of teacher-parent partnerships in enhancing social competence among young children. Their research indicates that early intervention programs that engage both teachers and parents can significantly boost children's social skills, particularly in high-risk environments. Training teachers in social skills, combined with active parent participation, has been shown to mitigate conduct issues and enhance academic readiness, highlighting the importance of collaboration between educators and families in fostering students' social development.

The National Education Policy 2020 has focused on a holistic approach to education, with value-based learning advocating for the development of ethical and socially responsible citizens. **Kohlberg's (1981)** stages of moral development and **Piaget's (1932)** theories on moral judgment offer theoretical frameworks to understand how values can be fostered at different stages of cognitive development. **Vygotsky (1978)** further emphasizes the role of social interaction in learning, suggesting that collaborative environments are essential for fostering values. It is in this context that the existing literature emphasizes the importance of implementing human values and social competence in teacher professional development programmes. These qualities go a little beyond the improvement of professional efficacy in teachers and support emotionally positive and conducive classroom environments. The current study aims to explore how PDPs specifically designed to enhance social competence and human values can contribute to the professional growth of prospective teachers and, consequently, their ability to foster better student outcomes. The impact of such programs

will be explored in this research to provide valuable insights into the future direction of teacher education and professional development in India.

Although the number of research studies is rich, gaps are present concerning the practical problems faced by teachers and specific strategies that may be used to overcome them. The study is intended to fill in the gaps by focusing on prospective teachers in B.Ed. programme, particularly in the context of Kanpur city.

Objectives of the Study

1. To evaluate the impact of PDPs on developing human values among prospective teachers.
2. To analyze how PDPs promote social competence and interpersonal skills.
3. To suggest strategies for enhancing the effectiveness of PDPs in fostering human values and social competence.
4. To provide actionable recommendations for enhancing teacher training frameworks to align with the objectives of the National Education Policy 2020.

Hypotheses

H01: There is no significant impact of the Professional development programme to enhance the ability of teachers to promote human values.

H02: There is no positive correlation between the professional development and social competence of prospective teachers

Research Methodology

The mixed-method approach is adopted in the research of this paper where both the data and qualitative data are used for deeper exploration of the research issue. This research comprised 120 prospective teachers from B.Ed. colleges of Kanpur city. For data collection, the **social competence scale by DR. Latika Sharma and Dr. Punita Rani** was used to get insights into social competence, and structured surveys, semi-structured interviews, and classroom observations/ interactions were undertaken to get insights into the human values of prospective teachers. Statistical analysis of quantitative and qualitative data was done through thematic analysis.

Data interpretation and analysis

H01: There is no significant impact of the Professional development programme to enhance the ability of teachers to promote human values.

1. The survey responses from 120 prospective teachers were analyzed to gauge their understanding and application of human values in education. The main findings include:

Understanding of Human Values:

- 85% of respondents strongly agreed that teaching human values is essential for holistic education.
- 10% of participants expressed neutral views, and 5% disagreed or were unsure about its importance.

Impact of Training Programs:

- 78% of respondents who attended professional development programs reported improved skills in addressing value-based education.
- 15% were neutral in their views on training program effectiveness, while 7% did not find it impactful.

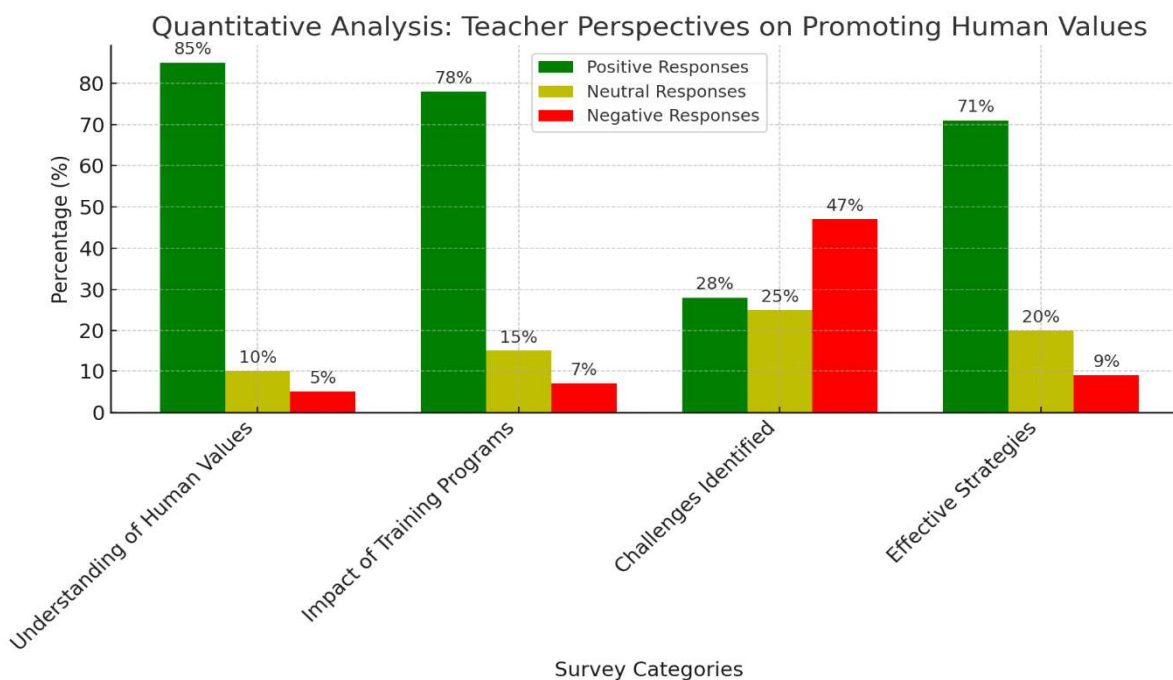
Challenges Identified:

- 47% of respondents cited rigid curriculum as a significant barrier.
- 28% noted institutional challenges as neutral, while 25% did not perceive these as barriers.

Effective Strategies:

- 71% rated role-playing and storytelling as highly effective methods for teaching values.
- 20% remained neutral, and 9% viewed these strategies as less effective.

Below is a graphical representation of the survey findings:



Positive Responses: Reflect a strong agreement or favourable perspective.

Neutral Responses: Indicate moderate confidence or mixed feelings.

Negative Responses: Highlight challenges or areas needing improvement.

H02: There is no positive correlation between the professional development and social competence of prospective teachers

2. The statistical analysis reveals a positive correlation ($r = 0.68$) between professional development participation and social competence in promoting human values.

Correlation Analysis

Variables	Correlation Coefficient (r)	Significance (p)	Interpretation
PROFESSIONAL DEVELOPMENT AND SOCIAL COMPETENCE	0.68	<0.01	Strong positive correlation

Findings and Discussion

This survey response from 120 prospective teachers reveals a lot about the significance of Professional Development Programs focused on human values and social competence. The majority, 85%, strongly agreed with the fact that teaching human values is a significant part

of holistic education. It was only 5% that disagreed or did not know enough to be decisive. A total of 10% of respondents had neutral opinions. It depicts a general agreement on the aspect of enhancing human values in the curriculum.

Only 78% of respondents who engaged in Professional Development Programs reported improvement in their skills towards value-based education. However, 15 percent were neutral, while 7 percent did not feel that they were helped by the training programs. This leads to a perception that although generally positive in their acceptance of the PDPs, there may be places where the programs were less successful in supporting all participants.

The study also reveals several challenges that prospective teachers face in implementing value-based education. Rigid curriculum were found to be the most significant barrier by 47% of the respondents, while 28% felt neutral about institutional challenges, and 25% did not perceive these factors as significant obstacles. These barriers may limit the full potential of teachers to integrate human values into their teaching practices.

In terms of teaching strategies, 71% of the respondents highly rated role-playing and storytelling as effective ways to teach human values, while 9% said they were not effective. The remaining 20% fell into the neutral category, indicating a strong preference for these interactive strategies in promoting human values among students.

The findings indicate that participation in professional development programs improved emotional intelligence and social skills among prospective teachers. These teachers reported better management of their emotions, increased empathy, and stronger relationships with their students. These improvements were also reflected in enhanced classroom management and increased student engagement, creating a more emotionally supportive learning environment.

The professional development programs increased the awareness of cultural diversity and inclusivity, thus helping the prospective teachers to better cater to students from diverse backgrounds. The programs also led to stronger teacher-student relationships, as teachers with higher social competence were able to establish deeper emotional bonds with their students, fostering a positive classroom environment that improved behavior, motivation, and academic performance. The study revealed a strong positive correlation between participation

in professional development programs and enhancement of social competence ($r = 0.68$). The relationship was found to be statistically significant at $p < 0.01$, thus further strengthening the positive effect of PDPs on the social competence of prospective teachers.

These findings suggest that professional development programs in human values and social competence have a great positive impact on prospective teachers: enhancing their emotional intelligence, classroom management, empathy, and relationship with students contributes to a more supportive and inclusive environment in the education sector.

Recommendations / Suggestions

1. Teacher training programs should focus more on teaching human values and social skills as part of the curriculum.
2. Teachers should be trained to use methods like role-playing and storytelling, which are effective in teaching values.
3. Continuous training should be provided to teachers to keep them updated on new methods of teaching human values and developing social competence.
4. The curriculum should be flexible enough to allow teachers to encourage human values education, and schools should receive support to overcome challenges.

Educational Implications

1. Teachers who focus on human values and social competence create better classroom environments and improve student outcomes.
2. Teachers who are trained in values and social competence can create classrooms where all students feel respected and supported.
3. Teachers who develop emotional intelligence and social competence are more likely to stay in the profession due to better job satisfaction and reduced burnout.
4. Teachers with good social skills build stronger relationships with students, improving student engagement and performance.

5. Education policies should allow for flexible curriculum that include value-based education to improve teaching effectiveness.

Conclusion

Therefore, this study outcome shows how this type of human value and social competence-focused professional development programs influences prospective teachers significantly. PDPs do boost the personal development of the instructor along with contributing to their development professionally by affecting emotional intelligence levels and improving one's ability toward interpersonal communication in the classroom situation. Thirdly, human values impact involving teacher training are led to the development of a more supportive and inclusive classroom environment that benefits the teacher and students alike. Considering these results, it can be deduced that programs like such are crucial in preparing teachers who not only have sufficient academic capacity but also social and emotional preparations to meet the diverse needs of their students. Findings also show that continuous professional development, which focuses on social competence, is the key to reducing teacher burnout, increasing job satisfaction, and ensuring long-term effectiveness in the teaching profession.

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