

# Perceptions of Professional Development of the Different Demographic Categories of the Teachers of Secondary Schools

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## ***Abstract***

*This study focused on critically analyzing the perceptions on Professional Development (PD) of Teachers of Secondary Schools. A total 400 respondent teachers were randomly selected following multistage sampling technique from 3 districts of West Bengal. Data on the perceptions on Profession Development were gathered by using standardized perception scale. Mean, SD were calculated as descriptive statistic while 't' test was calculated as inferential statistics to compare the mean of perception of PD of different selected category and it was found that the male and Female Teachers, Rural and Science Teachers and similarly Humanities & Science Teachers does not differ in their perceptions of professional development. But in contrast to above cases the perceptions of professional development of public secondary schools' teachers differs significantly from the teachers of private secondary schools.*

**Keywords:** *Professional Development, In-service Training, Teachers' perceptions on Professional Development.*

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## **1. Introduction:**

Teaching as a profession is always challenging. It encompasses increasingly complex processes in rapidly changing society which moving towards a knowledge based social ecosystem. These ever-growing complexities is demanding the teachers to maintain best standard of professional practices to perform in desired manner. Thus, every teacher, whether he is a new beginner or experienced or a veteran, must be aware of the rapid cultural, and socio-economical changes or the advancements of educational theories, practices, methodologies and the degree of interest and abilities of their students for redefining the role of education due to the changes and advancements in science and technology.

### **1.1 Concept of Professional Development:**

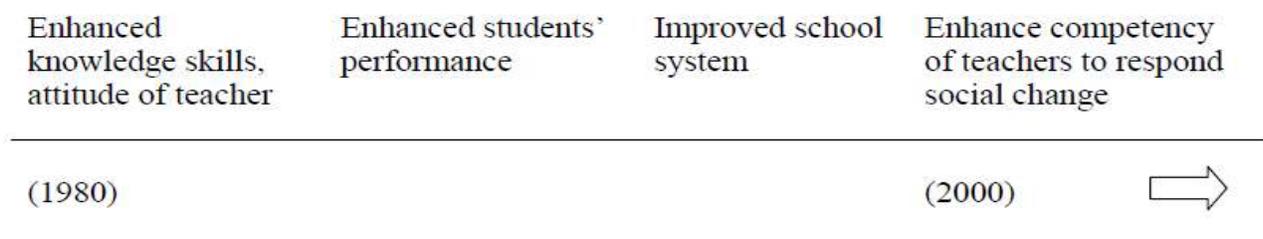
Different terms are utilized corresponding to Continuous Teacher Development. Proceeding with Education, Professional Development, Professional Learning, Professional Growth, In-Service Education, In-Service Learning, Renewal, Continuing Professional Development, In-Service Training, On-going Assistance, Human Resource Development, Recurrent Education, Continuous Career Development, Life-long Learning and Professional Growth are only not many of such terms (Chand, 2000; Kalanidhi, 2001; Meththananda, 2001; George and Lubben, 2002). A definitive point demonstrated in every one of these ideas is the improvement of understudy learning through upgraded instructor execution.

The term ‘in-service training or Professional Development’ refers to the trainings provided to the teachers who are already in service. It consists of everything that happens to a teacher from the day he takes up his first appointment to the day he retires from his/her job which contributes, directly or indirectly to perform / execute his/her professional duties. PD programmes allows such activities that may include Seminars, Workshops, Conferences, Classes, exhibitions etc. that are designed to improve and develop employees’ abilities & efficiencies in an organization from the initial stage of employment to retirement (Osamwonyi, 2016).

According to Gusky, (2000), Hawley and Valli (1999); Lewis, Parsad, Carey, Bartfai, Farris and Smerdon (1999), Professional Development can be summarized as an integral part of educational reforms. And shed its importance in documents like Educational Excellence for All Children Act of 1999 (U.S Department of Education 1999) and No Child Left Behind (Bush,

2001). Lewis et al., (1999, p 21) denotes that teachers' Professional Development occupied an important instrument to achieve school reforms and education excellence. PD for teachers raises students' achievement, improved instructional strategies, determined high academic standards, and upgradation of schools (Guskey,1995; Libermann, 1995; Sparks and Hirsh,2000).

It is the evident in the literature that definitions of continuing professional development have placed emphasis on different aspects of the concept, which can be organized on a continuum. On the left half of the continuum, one could discover emphasis on the teachers' enhanced individual competency and on the correct finish of the continuum one could discover emphasis on teacher empowerment and social change. In between, emphasis is placed on student, school system and the broader education system.



(Lalitha, H. D. A. 2005).

It works as a bridge between where the teachers are now and where they need to be. Thus, it is evident that PD includes all types of formal and informal programmes that contribute to the professional growth and development of the teachers who are already in service (Dash, 2002). It is often self-directed, involving reading, critical reflection, conscious analysis of oneself and one's own work and a keen observation of learners and learning strategies (Singh, 2013). It consists of all those consciously planned activities and natural learning experiences which are intended to be of direct or indirect benefit to the individual or a group and which helps the teachers to contribute to the quality of education in the class room (Swain, B. C. & Das, R. 2011).

### 1.2 Perspectives:

Innovations is compulsory for professional sustenance in teaching and it includes innovations in massive scale to a small scale and also may be effective even in constipated manner.

The fact that we are making changes to 'something established' tells us too that innovation is context-specific, because what is 'established' differs from place to place. What is innovative in a school system with good resources, where teachers are well trained and have classes of 20–30 students will not be the same as what is innovative in a resource poor system where teachers may not have adequate training and are faced with classes of 50–60 students (Hayes, D. 2012).

Continuous Professional Development from Policy Perspectives is considered as central to improvements in the quality of teaching and learning in schools worldwide (Ingvarson, Meiers and Beavis, 2005; Muijs and Lindsay, 2008). From a personal perspective, as papers in this volume will show, CPD is critical in providing teachers with the means to cope with the increasing demands placed upon them by external forces while maintaining their individual capacity to take control of their own learning and to transform their educational practice.

As mentalities are impressions of representative's convictions and opinions that help or inhibit conduct. "In a training setting, we are worried about worker's mentalities that are identified with work execution". (Blanchard & Thacker, 1999). Perspectives are significant issues for training since they impact inspiration which is reflected in an individual's determination of objectives and the measure of exertion exhausted in achieving those objectives, as objectives and exertion are influenced by how the individual feels about things identified with the objective P. Nick Blanchard (1999). Therefore, the context of school culture might influence the perspective of PD of the serving teachers. Teachers must portray PD as a 'lifestyle' in their schools – a lifestyle that they never need to surrender and its impact is additionally significant in changing educator's demeanor and certainty towards teaching and learning (Omar, 2014)

### **1.3 Rationale of the Study:**

One of the significant viewpoints of PD is self-improvement. To accomplish self-improvement, teachers must have an inspirational disposition towards in-service training in schools. Teachers must be prepared to go to training with an uplifting disposition and take part effectively during training. In-service training is self-advancement in that development begins with an individual need and teachers create by taking duty regarding their own development with an inspirational mentality when attending a training program. This will definitely lead towards the

achievement and adequacy of the professional development programs attended by the teachers. There are lot of research has been done on the attitude of teachers towards teaching for the practicing teachers, but in a specific institutional context how the teachers mental state is being prepare that not determine his / her perception toward PD but also the overall quality of teaching learning of the school. So here n humble efforts have been made to assess the perception of practicing teachers in the context of style of school management.

## 2. Objectives:

The objectives of the present study are as follows-

1. To study the impact of the **Nature of management of school (Public-Private)** on the perception of professional development of the teachers of secondary schools.
2. To study the impact of **Gender** (Male-Female) on the perception of professional development of the teachers of secondary schools.
3. To study the impact of **Location of school** (Rural-Urban) on the perception of professional development of the teachers of secondary schools.
4. To study the impact of **Stream of teaching** (Humanities-Science) on the perception of professional development of the teachers of secondary schools.

## 3. Hypotheses:

**H<sub>01</sub>** There is no significant difference in the Perception of professional development between the teachers of Public and Private secondary schools.

**H<sub>02</sub>** There is no significant difference in the Perception of professional development between Male and Female teachers of secondary schools.

**H<sub>03</sub>** There is no significant difference in the Perception of professional development between the teachers of Rural and Urban of secondary schools.

**H<sub>04</sub>** There is no significant difference in the Perception of professional development between the Humanities and Science teachers of secondary schools.

#### 4. Research Methods:

##### 4.1. Design of the Study:

The study employs a quantitative approach by using survey method to collect data to study the perception of Professional Development of teachers of the secondary school in respect to nature of management of the school (Public & Private), gender (Male & Female), stream of teaching (Humanities & Science) of the teacher.

##### 4.2. Participants:

The secondary school teachers were selected as population. Sample was drawn from the teachers teaching in the secondary schools of Bankura, Burdwan & Bolpur Municipalities (Birbhum) as urban category. And from remote rural Gram-panchayat areas of these three districts as respondent in rural category. Nature of management of Institution (Public-Private), Stream of Teaching and Gender of teachers were taken as categories. Therefore, sample was collected belonging to the subgroups mentioned below. Hence, multistage sampling technique has been adopted to select 400 respondents for this study. Sample design is as follows:

	PUBLIC SCHOOL				PRIVATE SCHOOL				TOTAL
	Urban		Rural		Urban		Rural		
	Humanities	Science	Humanities	Science	Humanities	Science	Humanities	Science	
<b>Male</b>	25	25	25	25	25	25	25	25	200
<b>Female</b>	25	25	25	25	25	25	25	25	200
									400

**Table 01: Describing the stratification of Sample.**

#### 4.3. Instruments:

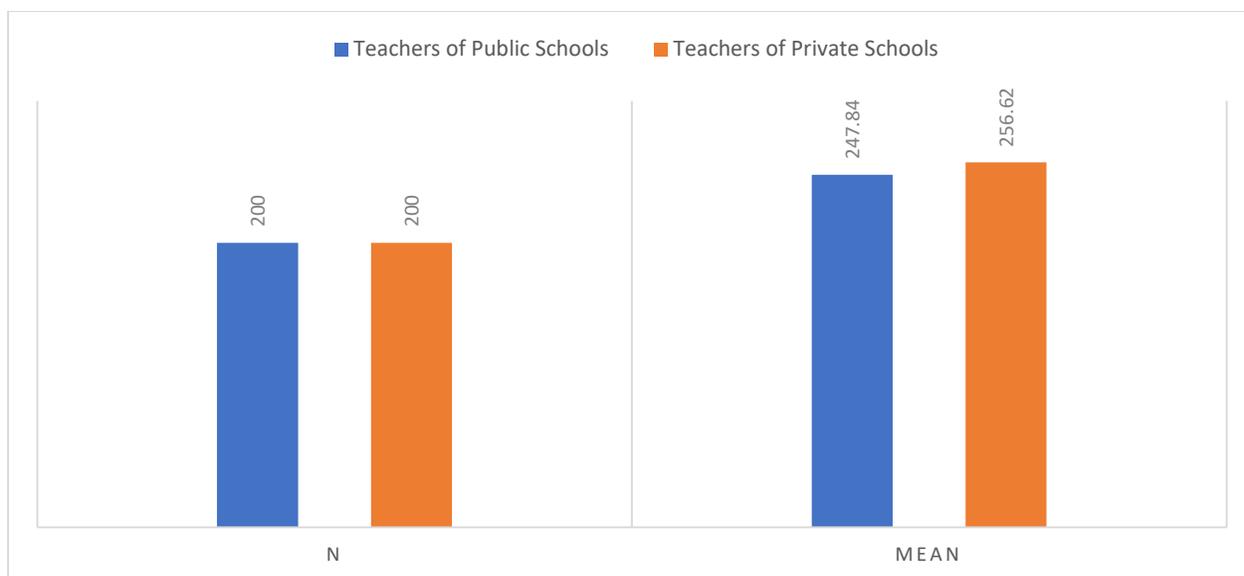
'Questionnaire of Secondary School Teachers' Perception of Professional Development (QSSTPPD)' was used to collect the data from teachers of secondary schools about their perception of professional development. A sum total of 70 items were selected with five alternative opinions.

#### 5. Result and Interpretations:

In the present study the dependent variable was Secondary school Teachers' Perception of professional Development and the category variables are nature of management of school, gender, stream of teaching. Primary result has been represented through descriptive statistics and Parametric inferential statistics has been employed to draw inference on the basis of hypothesis. Mean, SD and '*t*' test were used to test the hypotheses.

Category of Teachers	N	Mean	SD	' <i>t</i> '	Df	Sig. (2-tailed) ' <i>p</i> '	Result
Teachers of Public Schools	200	247.84	20.86	<b>4.125</b>	398	.000	Significant
Teachers of Private Schools	200	256.62	21.70				

**Table 02: Showing the Comparison of Mean of perception of professional development of respondent Teachers belong to Public and Private schools.**

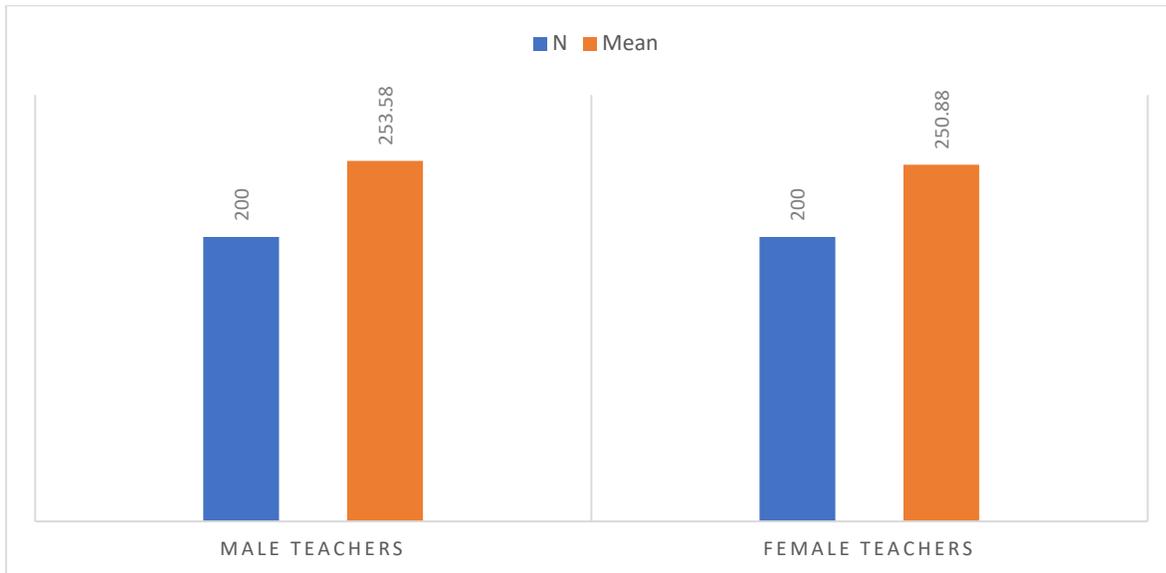


**Figure 01: Showing the Comparison of Means of Public & Private Secondary School Teachers' perceptions.**

The mean score and SD of teachers of public secondary schools were 247.84 and 20.86001 while the mean scores and SD of teachers of private secondary schools were 256.62 and 21.70185. To compare the perceptions, means scores of these two categories of teachers were computed using the *t*-test. Considering the value of '*t*' and '*p*' from the above table, table 02, it is revealed that the calculated '*t*' value (-4.125) is greater than the table value (1.96 at 0.05 level). So, that is to say that, there are significant difference in the perceptions of Public and Private secondary school teachers towards Professional Development as established by the '*t*' value (-4.125) and '*p*' value less than 0.05. Hence, '***H<sub>0</sub>***' is rejected. The results presented in table 02 on attitude towards teaching are further substantiated by figure 01 where figure shows the differences of the above said perceptions.

Category of Teachers	N	Mean	SD	<i>t'</i>	Df	Sig. (2-tailed) ' <i>p</i> '	Result
Male Teachers	200	253.58	20.74	1.245	398	.214	Not Significant
Female Teachers	200	250.88	22.60				

**Table 03: Showing the Comparison of Mean of Perception of Professional Development of Respondent Male and Female Teachers.**



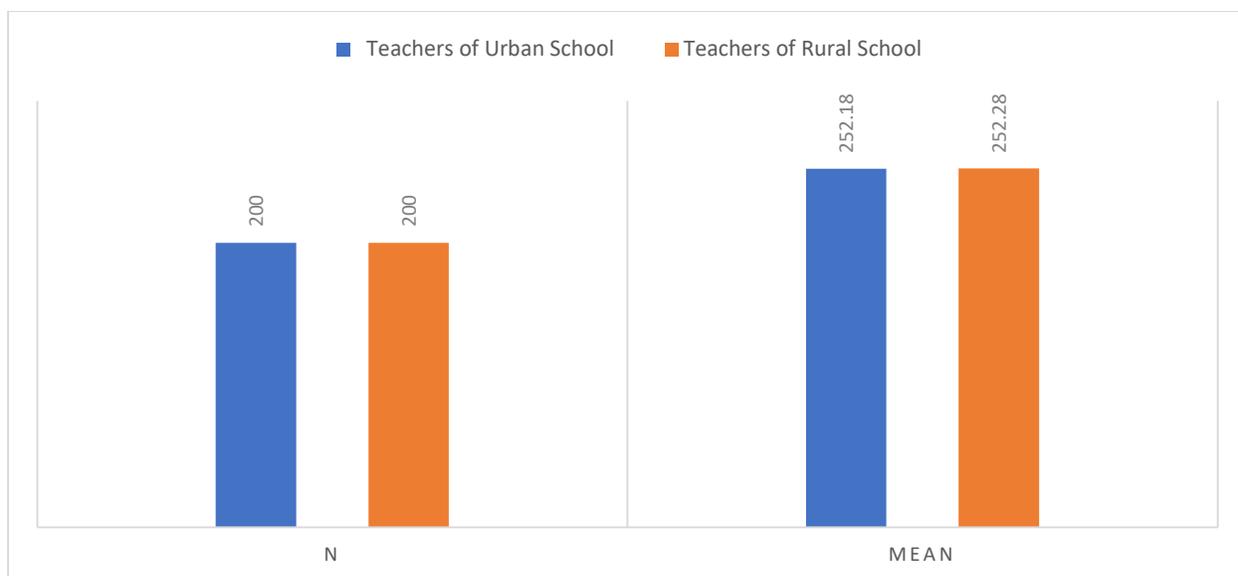
**Figure 02: Showing the comparison of Means of Male & Female Teachers' perceptions.**

The mean scores and SD of Male teachers of secondary schools were 253.58 and 20.74428 while the mean scores and SD of Female teachers of secondary schools were 250.88 and 22.60221. To compare the perceptions, means scores of these two categories of teachers were computed using

the *t*-test. From Table 03, it is observed that the calculated '*t*' value (1.245) is less than the table value (1.96 at 0.05 level). That is to say that, the difference between the two groups (Male and Female) is not significant at 0.05 level. The results presented in table 03 on attitude towards teaching are further substantiated by figure 02 where figure shows no difference between the above said groups. Hence, the '*H<sub>02</sub>*' is accepted; that is to say that, there is no significant difference in the perceptions of Male and Female teachers of secondary schools towards Professional Development.

<b>Category of Teachers</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>'<i>t</i>'</b>	<b>Df</b>	<b>Sig. (2-tailed) '<i>p</i>'</b>	<b>Result</b>
<b>Teachers of Urban School</b>	200	252.18	23.29	.046	398	.963	Not Significant
<b>Teachers of Rural School</b>	200	252.28	20.05				

**Table 04: Showing the Comparison of Mean of Perception of Professional Development of Respondent Teachers belong to Urban and Rural Schools.**

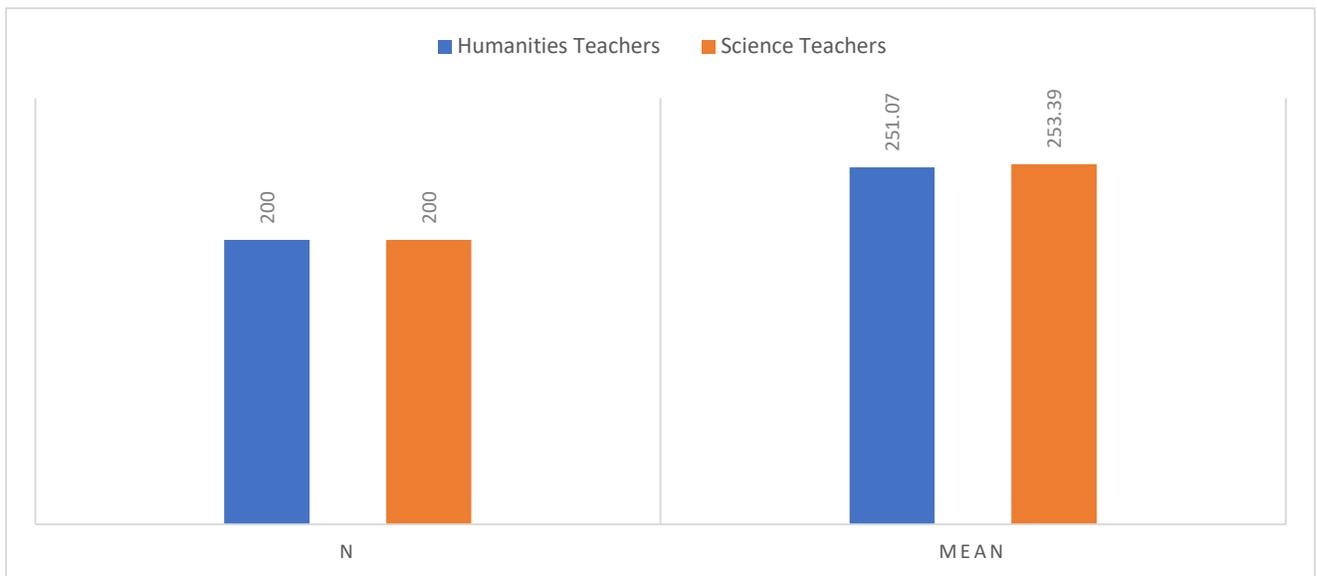


**Figure 03: Showing the Comparison of Means of Urban & Rural Secondary School Teachers' Perceptions.**

The mean scores and SD of teachers of Urban secondary schools were 252.18 and 23.29185 while the mean scores and SD of teachers of Rural secondary schools were 252.28 and 20.05825. To compare the perceptions, means scores of these two categories of teachers were computed using the *t*-test. From Table 04, it is observed that the calculated '*t*' value (.046) is less than the table value (1.96 at 0.05 level). That is to say that, the difference between the two groups (Urban Teachers and Rural Teachers) is not significant at 0.05 level. The results presented in table 04 on attitude towards teaching are further substantiated by figure 03 where figure shows no difference between the above said groups. Hence, the ' $H_03$ ' is accepted; that is to say that, there is no significant difference in the perceptions of teachers of Urban and Rural secondary schools towards Professional Development.

Category of Teachers	N	Mean	SD	<i>t</i>	Df	Sig. (2-tailed) ' <i>p</i> '	Result
Humanities Teachers	200	251.07	20.28	1.063	398	.286	Not Significant
Science Teachers	200	253.39	23.03				

**Table 05: Showing the Comparison of Mean of Perception of Professional Development of Respondent Humanities and Science Teachers.**



**Figure 04: Showing the Comparison of Means of Science & Humanities Teachers' Perceptions.**

The mean scores and SD of Humanities teachers of secondary schools were 251.0700 and 20.28107 while the mean scores and SD of Science teachers of secondary schools were 253.39 and

23.03957. To compare the perceptions, means scores of these two categories of teachers were computed using the *t*-test. From Table 05, it is observed that the calculated '*t*' value (1.063) is less than the table value (1.96 at 0.05 level). That is to say that, the difference between the two groups (Humanities Teachers and Science Teachers) is not significant at 0.05 level. The results presented in table 05 on attitude towards teaching are further substantiated by figure 04 where figure shows no difference between the above said groups. Hence, the '*H<sub>04</sub>*' is accepted; that is to say that, there is no significant difference in the perceptions of Humanities and Science teachers of secondary schools towards Professional Development.

## **6. Discussion:**

The teachers irrespective of gender, stream of teaching and whether it is rural school or urban school, teachers have shown similar pattern of perception towards their professional development. Though male teacher has shown an edge over female teachers and similarly the science teachers shown little bit stronger perception towards PD, but such differences are statistically insignificant. Teachers of rural and urban schools exhibit in similar tune. So, the absence of significance difference in these categories might be so that all teachers are mature, academically befitted for the job and came through the similar kind of academic entitlement in terms of pre-service training as prescribed by accrediting authorities, so, the gender, school location and stream of teaching have failed to impact in significant manner in terms of their perception of professional development.

The nature of management of schools, here namely Public-School system and School, managed by the private organization have instrumental impacts on the Teacher's thinking pattern in relation to their profession. And such impact has been revealed from statistical inferences. The teachers belonging to Public and Private school have exhibited significantly different perception towards professional development. The teachers belong to private school showed stronger perception towards PD than their counterpart serving in public school. The educational cultural context of the private schools might be motivating enough for the teachers to upgrade continuously and school are providing adequate opportunity to empower themselves to developed professionally. And the process of acknowledgement and appreciation of teachers is also might play a significant role to perceive their professional development from positive angle.

Thus, it is evident that the administration strategy of school and the kind of authority rehearses in the school matters to the teachers' perception towards their professional development. And as the privately managed school has to face market competition, they always try to satisfy the ongoing needs of the learners and they may advocate most contemporary professional development policy and the school leadership might encourage the teachers to remain updated as a team. Such sort of strategy promotion and dynamic administration may miss in state funded schools. That might be underlying driver of such distinction of disposition of professional development among the respondent educators who have a place with Public and Private school classification.

## **7. Educational Implications:**

A study of its kind tried to assess the existing perception of professional development of practicing teachers and what are the factor that are influencing the paradigm of perception. This study majorly focused on how the nature of management style of the school have impacted the perception of PD among teachers who are serving two different kind of school system namely Public school managed by government authority and private school. It indicates the private school teachers having positive perception towards their PD. So, it throws a light that further broad-based study is needed that what kind of management policy needed to develop to promote continuous professional development. The appropriate authority at the state level and at the central level should rethink the entire approach of in-service teacher education and apart from curriculum and pedagogy of teachers' training the style of institutional management should be area of concerned. And such finding may guide the guide the policy of overall quality development of practicing teachers in their professional development.

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