

“Measuring the Attitudinal level of In-Service Teachers Towards their Continuous Professional Development”

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Abstract

The responsibility of the In-Service teacher is to become more responsible and accountable and to do this, he must be flexible and have a self-motivated attitude to his work. The researcher in the current study has gone into detail about the attitudes, drives, and motivations that encourage in-service teachers to participate in Continuous Development Program (CPD) programs for the enhancement of their quality. The study has highlighted the significance of it for Teachers and how they are serious about their Professional Development in their approach to Personnel and professional development as well as in their teaching-learning, even though the impact of training is not consistent in all the relevant dimensions of teachers' attitudes. To attain the objective's outcome, an adopted questionnaire by Nadeem, 1993 has been utilized to investigate In-Service Teachers' attitudes toward their on-going Professional Development in relation to their profession. The qualitative research method has been used with the sample size were 33 through purposive sampling of Secondary school teachers. The results of this study demonstrate that using Teachers believe that their field has a bright future and have a positive outlook on it. They also think that teachers are a source of pride and will always be leaders in any country. They do not, however, see the same advantages that they do when it comes to sending their son into the same field. It might be the reason why someone decides to pursue a different career path. Instructors approach their work with the mind sets that their main duty is to promote the learning and general development of their students. They say they are the creators.

Keywords

Continuous Development Program, Motivation, Attitude, In-Service Teachers.

Introduction

"A skilled teacher may address the weaknesses of our system of schooling and can alone deliver excellent education," according to Dr. A.P.J. Abdul Kalam. "It is crucial that teachers have chances for professional development if they are to provide all children with an education of the highest caliber." "The attitudes, drives, and motivations that encourage In-Service Teachers to participate in Continuous Development Program (CPD) programs for the enhancement of their quality." "An optimistic outlook and a good self-evaluation stimulate a desire to take on new learning tasks. As a consequence, gaining new information necessitates a change and modification of existing information, necessitating that adults be open to new concepts, reevaluate their views, and experiment with novel strategies, and methods of action." "They may feel their independence and confidence are put in harm in such a circumstance, and their attitudes may result in objections to change and, indirectly, a decline in their desire to learn (Smith, 1982, as quoted in Wlodkowski, 1999) pg.3[4]. The significance of Teachers and how they are serious about their Professional Development in their approach to Personnel and Professional Development as well as in their teaching-learning, even though the impact of training is not consistent in all the relevant dimensions of teachers' attitudes." "Teachers who are too busy with other school-related tasks to focus on learning and instruction, where the learner is at the centre of attention and must meet his or her academic objectives in a given setting." "Teachers have to battle and demonstrate themselves against their peers in this situation, accomplish their professional goals, and feel personally satisfied. They must also become more accountable." "As a result, knowing the self-driven attitude to their career is necessary since it influences every aspect of their professional activities and manifests itself in the form of opponents." "The professional growth of teachers is essential for the qualitative improvement of school instruction at all levels, according to Arora and Singh (1997)". pg1[1] Perspectives on Teaching According to Crisp & Turner (2010), pg. 72, attitudes are "a set of beliefs we hold in relation to an attitude object, where an attitude object is a person, thing, event, or issue." "The responsibility of the In-Service teacher is to become more responsible and accountable and to do this; he must be

flexible and have a self-motivated attitude to his work.” “Due to the reality that the attitudes of teachers are thought to have a significant impact on their performance (Rimm-Kaufman & Sawyer, 2004), attitudes of Pre-Service or In-Service Teachers.[2] pg.1-3 with the fulfilling the objectives determining the attitude and motivation of teachers towards their learning and adaptation through Continuous Development programs”.

Motivation

“A person's motivation for a particular behavior, or what makes them desire to engage in a particular behavior and vice versa. A person's motivations are what cause them to behave in a particular manner or at the very least give rise to a tendency to do so.”pg.1[6]

Attitude

“A psychological and neurological state of preparedness structured by encounters, and having a directive or dynamic impact upon the individual's behaviour toward all objects and circumstances with which it is associated is what Allport (1935) characterized as an approach.”pg2.[7]

Continuous Development Programs

"Teachers' professional development is an ongoing learning endeavour that begins in the early stages of their professional development and lasts until retirement,"According to Muhammad et al. (2019), “CPD is intended to improve the job satisfaction of teachers in the classroom and raise students' academic attainment. Programs for continuous personal growth are beneficial for in-service teachers in terms of enhancing their teaching abilities and learning new 21st-century skills like ICT skills, soft skills, organizing as well as leadership capabilities, etc.” “These experiences increase their self-assurance and foster their personalities. CPD programs show to be beneficial for staying current with changes in professional practices in their field. Achieving brief-, channel-, and for a long- time career objectives is beneficial. Teachers may take charge of their professional development and get ready to advance in their professions”pg2[8].

In-Service Teacher

“A teacher who is professionally qualified, already teaching-learning practice, allows him to adapt and teach and is ready to improve his classroom practices.”

Literature Review

Khan (2017) “The goal of this research is to ascertain how teachers in the Aligarh district feel about receiving ongoing training to enhance the standard of instruction at the level of schools. Current study aimed to ascertain the training approaches and how they affected the enhancement of teaching excellence. Using purposeful sampling, a group of 112 teachers from Aligarh's central and state schools was selected depending on the abundance of educators who had participated in in-service training, particularly continuing education. To get the required information, a survey questionnaire that was administered by the researcher was employed. The study's conclusions demonstrated that the improvement in senior secondary school teachers' quality of instruction in the Aligarh district can be attributed to in-service training, particularly recurrent training.” Bedel, Emine Ferda (2016) “the present research aims to examine pre-service early childhood education teachers' attitudes toward teaching, academic self-efficacy, motivation for learning, and the relationships between these factors. Surveys were used to collect data from 251 pre-service early childhood education teachers. The findings showed a substantial connection between academic self-efficacy and academic motivation. Despite the fact that participants' attitudes toward teaching were generally positive, neither academic motivation nor academic self-efficacy were correlated with these attitudes”. “According to Stan (2017), was to determine how teachers' attitudes regarding ongoing professional development, their age, and their resistance to change interacted. Sixty-two school teachers of various ages made up the sample. The findings indicate that, depending on their age, teachers' attitudes toward their ongoing professional development programs and their opposition to alteration vary.” “According to Chanchal Maity, 2019, 65 teachers who work with students in the ninth and tenth grades in West Bengal, India's state-aided schools, were the subjects of a purposeful investigation to compare practicing teachers' attitudes toward ICT integration in the classroom before and after receiving short-term training through the CSSTE program. To gather pertinent information, a standardized Likert scale was employed. Although the results are statistically insignificant, they do indicate that

teachers from Undergraduate, Rural, and Arts streams benefit from the training when it comes to using ICT resources, while their counterparts experience negative effects.”

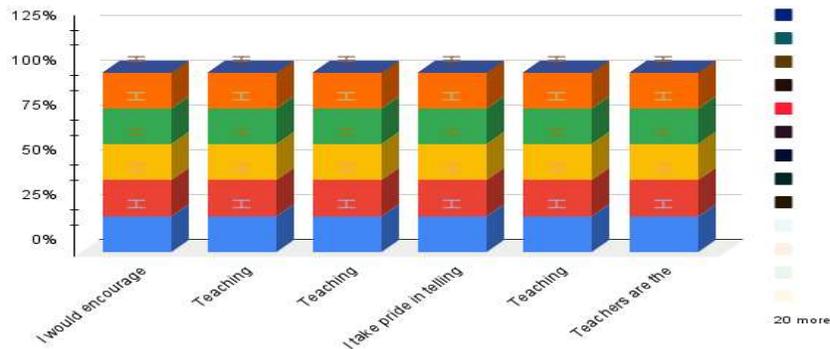
Objectives

To investigate In-Service Teachers' attitudes toward their on-going Professional Development in relation to their profession.

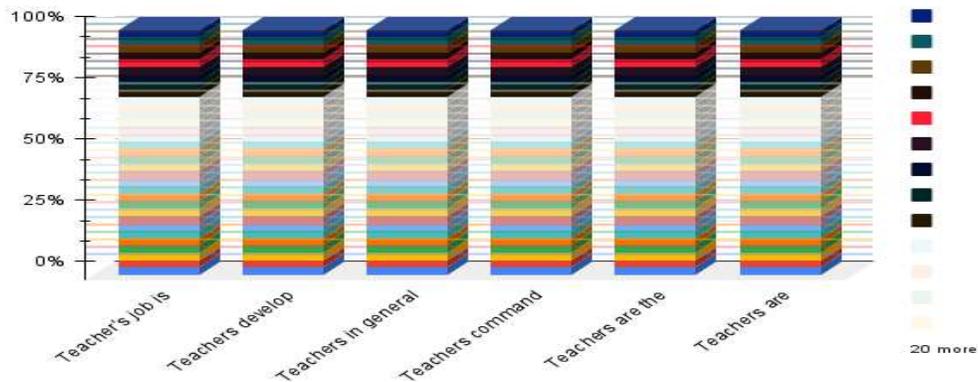
Methodology

To attain the objective’s outcome, an adopted questionnaire by Nadeem, 1993 has been utilized to investigate In-Service Teachers' attitudes toward their on-going Professional Development in relation to their profession. The qualitative research method has been used with the sample size were 33 through purposive sampling of Secondary school teachers.

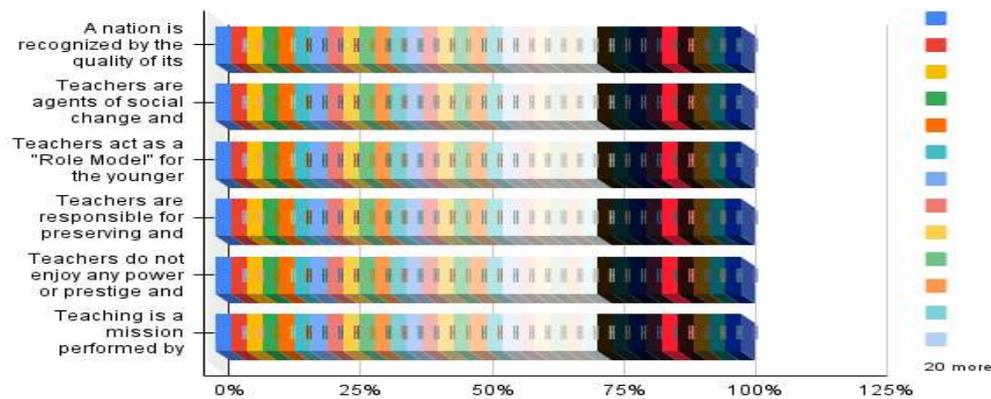
Data Analysis



As indicated in the graphing presentation above, 45.5% of respondents, or half of the sample, said they would support their son's career as a teacher. 97% of respondents thought that the teaching profession had a bright future and that they were proud to tell others that they were in it. On the other hand, 54.4% of respondents agreed that the teaching profession initially seemed interesting, while 39.4% agreed. 57.6% of respondents thought that being a teacher made people lazy. The majority of people concurred that educators are the country's leaders.



97% of respondents agreed that a teacher's main responsibility is to instruct and clarify the material to their students. Teachers shape students' personalities and characters in 93.9 percent of cases. Teachers are generally regarded as honest and ethical people, according to 91% of respondents. 94% of respondents agreed that educators are highly respected members of society and the backbone of the country. When compared to other workers who have no social standing, teachers make up 76% of the almost majority. This could be the result of pressure or stress.



94% of respondents thought that a country's ability to educate its citizens is what makes it famous, and that teaching is a mission carried out by a chosen group of people with a missionary's zeal and spirit. 91% of respondents concurred that they act as change agents in society. 97% of respondents agreed that they are in charge of maintaining and advancing their culture and serve as role models for the younger generation. Teachers make up 72.7% of the workforce who have no status, no authority, and no decision-making authority.

Conclusion

The present study's outcome shows that utilizing Teachers have a positive outlook on their profession and think it has a bright future. They also believe that teachers will always be leaders of any nation and are a source of pride. However, when it comes to sending their son into the same field as them, they don't see the same positive aspects as they do. It could be the cause of someone choosing a different line of work. Teachers approach their work with the mind-set that their primary responsibility is to their students' learning and overall development. They claim that they are the makers.

Recommendations and Limitations

As professionals already serving in the field, teachers must continue to advance their professional development in order to establish a connection between the learning of their students and their own personal and professional growth. This study has been constrained by the small sample size that is advised alongside with a larger sample and additional stakeholders.

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