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## ATTITUDE TOWARDS PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS

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### Introduction

In education, the term **professional development** may be used in reference to a wide variety of specialized training, formal education, or advanced **professional** learning intended to help administrators, **teachers**, and other educators improve their **professional** knowledge, competence, skill, and effectiveness. "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

### Need and Significance of the Study

In recent years, state and national policies have focused more attention on the issue of "teacher quality"—i.e., the ability of individual teachers or a teaching faculty to improve student learning and meet expected standards for performance. The No Child Left Behind Act, for example, provides a formal definition of what constitutes high-quality professional development and requires schools to report the percentage of their teaching faculty that meet the law's definition of a "highly qualified teacher." When quality in education is the most needed requisite in education, professional development of teachers must also be taken into consideration. It is the teacher who is also a part in transferring education to the learners. Transformation of a learner depends completely on the input given by the teacher. In the current scenario of education, teachers should be ready to go on a spree to learn new advancements in the field of education, Educational technology, Educational Psychology, Guidance and Counselling are aspects in which the teacher has to concentrate to enhance professional development. But this development completely relies on the attitude of the teacher towards learning and getting enhanced with worthy assets. Hence the researcher had decided to carry out this study on professional development of teachers.

### Statement of the Problem

The statement of the problem is as follows, "Attitude towards Professional Development of School Teachers"

## Objectives of the Study

Objectives of the study are as follows,

- To find out the attitude level of teachers towards professional development
- To measure the attitude of teachers towards professional development

## Hypotheses of the Study

1. Attitude of school teachers towards professional development is not high.
2. There is no significant difference in the attitude of school teachers towards professional development based on gender, Qualification and Experience.
3. There is no significant difference in the attitude of school teachers towards professional development based on type of school

## Methodology

- **Method of Research:** Normative survey method was used as the method of research for the present study.
- **Tool Description:** A self constructed tool was used by the researcher to collect the data. The tool was validated through a pilot study and the final tool consists of 43 items in a five point rating scale.
- **Population and Sample:** School teachers were considered as the population of the study. A sample of 300 school teachers was selected for the study.
- **Sampling Technique:** Stratified sampling technique was used as the sampling technique in this study.
- **Statistical Technique:** Mean, standard deviation, t test and f test were used as the statistical techniques in this study.

## Data Analysis and Interpretation

**Ho 1** - Attitude of school teachers towards professional development is not good

**Table 1 Professional Development of School Teachers Maximum Marks - 215**

Sample	No. of teachers	Theoretical Mean	Calculated Mean
School teachers	300	107.5	184.86

From the above table, it is inferred that the calculated mean of professional status of school teachers 184.86 is higher than the theoretical mean 107.5, which is the frame of reference. Hence, the null hypothesis- *"Attitude of school teachers towards professional development is not good"* is rejected. From the result it can be inferred that school teachers have professional development. Professional development is very important in every field. Hence it is very important for a school teacher as well. School teachers are now very much concerned about their professional development and hence they concentrate in the ways that would yield them good professional development.

**Ho 2** - There is no significant difference in the attitude of school teachers towards professional development based on gender, Qualification and Experience

**Table 2 Significance of difference of the mean values of Professional Development**

Variable	Sub-Variable	N	Mean	SD	't' Value	Level of Significance
Gender	Male	150	184.88	15.943	0.017	Not Significant
	Female	150	184.85	17.294		
Qualification	UG	121	183.95	15.914	0.782	Not Significant
	PG	179	185.48	17.072		
Experience	Below 5	121	186.05	15.736	1.017	Not Significant
	Above 5	179	184.06	17.164		

\* Significant table value is 1.96 at 0.05 level of significance.

It is evident from the above table, that the obtained 't' values 0.017, 0.782, 1.017 are less than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference in Professional development among School Teachers based on gender, qualification and experience respectively. Hence the null hypothesis *"There is no significant difference in Professional development among School Teachers based on gender, qualification and experience"* is accepted.

**Ho 3** - There is no significant difference in the attitude of school teachers towards professional development based on type of school

**Table 3 Significance of difference the mean value of Professional development based on type of school**

	Sum of Squares	Df	Mean Square	F	Significance
Between Groups	13.621	38	.358	0.477	Not Significant
Within Groups	196.166	261	.752		
Total	209.787	299			

\* Significant table value is 2.99 at 0.05 level of significance

It is evident from the above table, that the obtained 'f' value 0.477 is less than the table value 2.99 at 0.05 level of significance. This shows that there is no significant difference in Professional Status among School Teachers based on type of school. **Hence the null hypothesis *"There is no significant difference in Professional Status among School Teachers based on type of school"* is accepted.**

### Findings & Suggestions

1. Attitude of school teachers towards professional development is high.
2. There is no significant difference in the attitude of school teachers towards professional status based on gender, Qualification and Experience.
3. There is no significant difference in the attitude of school teachers towards professional status based on type of school

The findings of the study revealed that school teachers have high professional development. Similarly, it was also found that school teachers had no significant difference in the professional development. Professional development is more essential for every teacher to equip themselves with the latest and updated knowledge. Teachers are respected when they are with high

professional development. Similarly, teachers are more respected by the students when they find the teachers updated and are able to learn and teach along with them. Hence, there is an awareness among the teachers to develop themselves professionally and the attitude towards professional development has grown strong among the teachers.

### **Conclusion**

Professional development is considered to be the primary mechanism that schools can use to help teachers continuously learn and improve their skills over time. And in recent decades, the topic has been extensively researched and many strategies and initiatives have been developed to improve the quality and effectiveness of professional development for educators. While theories about professional development abound, a degree of consensus has emerged on some of the major features of effective professional development. As education is a never-ending process, It doesn't stop after earning a degree and starting a career. Through continuing education, profession-minded teachers can constantly improve their skills and become more proficient at their jobs with their professional development.

### **References**

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