

A STUDY ON THE ATTITUDE OF THE SECONDARY LEVEL TEACHERS TOWARDS CONTINUOUS PROFESSIONAL DEVELOPMENT

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ABSTRACT

This study examines the attitudes of secondary school students towards continuous professional development (CPD) concerning two key factors: teaching experience (0 to 5 years and 5 to 10 years) and gender. The aim is to determine if there are significant differences in these attitudes based on these variables. The research was conducted through a survey administered to a sample of secondary school students.

The findings indicate that there are no significant differences in students' attitudes towards CPD when considering teaching experience within the 0 to 5 years bracket. Similarly, gender does not appear to influence attitudes towards CPD in this category. Moreover, the analysis reveals that there are no notable discrepancies in students' perceptions of CPD when teachers possess 5 to 10 years of teaching experience, regardless of gender.

These results suggest that both teaching experience and gender may not play a significant role in shaping secondary school students' views on CPD. The implications of these findings underscore the importance of fostering a culture of continuous learning and professional development irrespective of gender or years of teaching experience. Educational institutions should focus on promoting CPD initiatives that cater to the diverse needs and perspectives of all stakeholders involved in the educational process. Further research could explore additional variables that may influence attitudes towards CPD among secondary school students, contributing to the ongoing discourse on effective professional development strategies in education.

Keywords: Gender, CPD, Experience, Education, Professional.

I. INTRODUCTION

Continuous professional development (CPD) is a vital component of effective teaching practice, allowing educators to stay updated with advancements in pedagogy, technology, and curriculum. The attitudes of secondary school students towards CPD are crucial as they are the recipients of teaching efforts, and their perceptions can influence the success of educational initiatives. Understanding how factors such as teaching experience and gender may impact these attitudes is essential for designing targeted and inclusive CPD programs.

Teaching experience is often considered a significant determinant of teaching efficacy and professional growth. Educators with varying years of experience bring unique perspectives and skill sets to the classroom. However, little is known about how students perceive CPD in relation to the experience level of their teachers. This study aims to fill this gap by investigating the attitudes of secondary school students towards CPD concerning two distinct categories of teaching experience: 0 to 5 years and 5 to 10 years.

Furthermore, gender dynamics within educational settings have garnered increased attention in recent years. Research suggests that gender may influence various aspects of teaching and learning experiences. However, its specific impact on students' attitudes towards CPD remains underexplored. This study seeks to examine whether there are significant differences in students' perceptions of CPD based on gender, irrespective of their teachers' teaching experience.

The overarching goal of this research is to contribute empirical evidence to the discourse on CPD in secondary education. By elucidating the relationship between teaching experience, gender, and students' attitudes towards CPD, this study aims to inform educational policymakers, administrators, and practitioners in designing more effective and inclusive professional development initiatives.

Understanding the factors that shape students' attitudes towards CPD can guide efforts to create supportive learning environments that foster teacher growth and ultimately enhance student learning outcomes. By

addressing potential disparities based on teaching experience and gender, educators can work towards promoting equity and inclusivity in professional development practices within secondary education contexts.

II. REVIEW OF LITERATURE

Timperley, Wilson, Barrar, and Fung (2022) - New Zealand:

In New Zealand, Timperley et al. (2022) discovered that secondary level teachers perceived continuous professional development (CPD) as essential for enhancing both their professional expertise and student learning outcomes. However, they encountered difficulties in accessing pertinent and high-quality CPD opportunities. Furthermore, integrating freshly acquired knowledge and skills into their teaching practice posed a notable challenge.

Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2022) - United States:

Research conducted by Darling-Hammond et al. (2022) in the United States underscored the significance of sustained, job-embedded, and collaborative CPD for secondary level educators. They emphasized the necessity of enabling teachers to observe and receive constructive feedback on their instructional methods, along with engaging in inquiry-based learning experiences.

Fullan (2021) - Canada:

Fullan's (2021) study in Canada highlighted the importance of CPD centered on developing pedagogical content knowledge among secondary level teachers. Additionally, the research stressed aligning CPD initiatives with overarching school improvement objectives. It emphasized fostering a culture of continual learning within educational institutions and facilitating peer collaboration and support for teachers.

Day and Gu (2020) - United Kingdom:

Day and Gu (2020) found in their study in the United Kingdom that teachers who held positive perceptions towards CPD were more inclined to participate in it actively. They valued CPD opportunities that directly addressed their instructional practices and provided practical strategies for enhancing student learning outcomes. The research highlighted the role of relevance and practical applicability in fostering teachers' engagement in CPD.

III. RESEARCH METHOD

The Researcher adopted descriptive research method and three rating point scale questionnaire used for survey technique to find out study on the attitude of the secondary level teachers towards continuous professional development.

USES METHOD- MEAN,T-TEST,STANDARD DIVITION

VARIABLES-

Independent Variable- secondary level teachers

Dependent Variable- continuous professional development

Population & Sample:-

secondary level teachers of the jaipur district is the population

Teaching experience male and female.

:0-5 year's -:5-10 year's

Sampling method:-

1. 10th standard teacher in Jaipur city
2. Teaching experience male and female

Statistics Used simple Random sampling will be used

MEAN

STANDARD DIVATION

T--TEST

Test to check the significant difference of teaching effectiveness between male and female teachers.

Tools Used:

1.1 Self-made questionnaire will be constructed to check the attitude of secondary levels teachers towards continuous professional development

OBJECTIVE

2. To identify the factors that influence the attitude of secondary level teachers towards continuous professional development of teaching experience

TEACHING EXPERIENCE

0	To	5
5	To	10

HYPOTHESIS:-

1. There is no significant differences between secondary school students towards continuous professional development on the basis of teaching experience (o to 5) years male and female.

DEGREE OF FREEDOM=(N1+N2)-2

=(8+8)-2

=16-2

=14

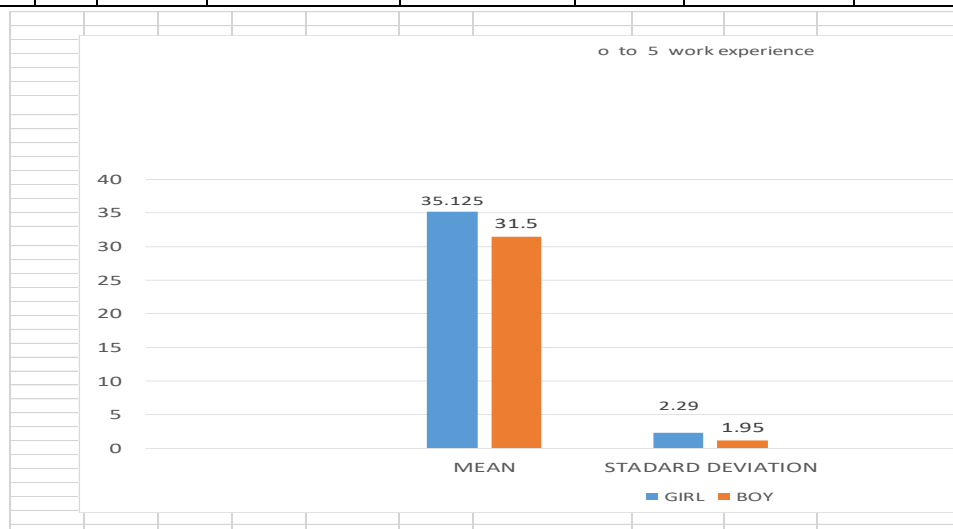
SIGIFICANT LEVEL OF 0.05=1.761

ANALYSIS AND INTERPETATION

In above mentioned table mean score of 8 female teachers of senior secondary level is 35.125 and 8 male teachers of senior secondary level have 31.5 mean respectively, whose difference is 3.625 and the standard deviation are 2.29 for female teachers and for male teacher's 1.95. Since the t value is significant so null hypothesis accepted.

DISUSSION:- After analyzing and describing each fact of above table where $t=1.596$ which is nearly to the significant level of 0.05 that is 1.761 Hence the 8 female teachers and 8 male teachers have equal attitude towards continuous professional development.

GROUP (0 To 5 yer.	N	MEAN	DIFFERENCE OF MEAN	STADARD DEVIATION	T-RATIO	SIGNIFICANCE LEVEL	RESULT
1.FEMALE TEACHER	8	35.125	3.625	2.29	1.5	0.05	HYPOTHESIS I IS ACCEPTED
2.MALE TEACHER	8	31.5		1.95			



There is no significant differences between secondary school students towards continuous professional development on the basis of teaching experience (5 to 10)years male and female

$$\text{DEGREE OF FREEDOM}=(N_1+N_2)-2$$

$$=(7+7)-2$$

$$=14-2$$

$$=12$$

$$\text{SIGNIFICANT LEVEL OF } 0.05=1.782$$

GROUP 5 To10 yer.	N	MEAN	DIFFERENCE OF MEAN	STADARD DEVIATION	T-RATIO	SIGNIFICANCE LEVEL	RESULT
1.FEMALE TEACHER	8	34.57	7.86	1.13	1.5	0.05	HYPOTHESIS IS ACCEPTED
2.MALE TEACHER	8	26.71		4.34			

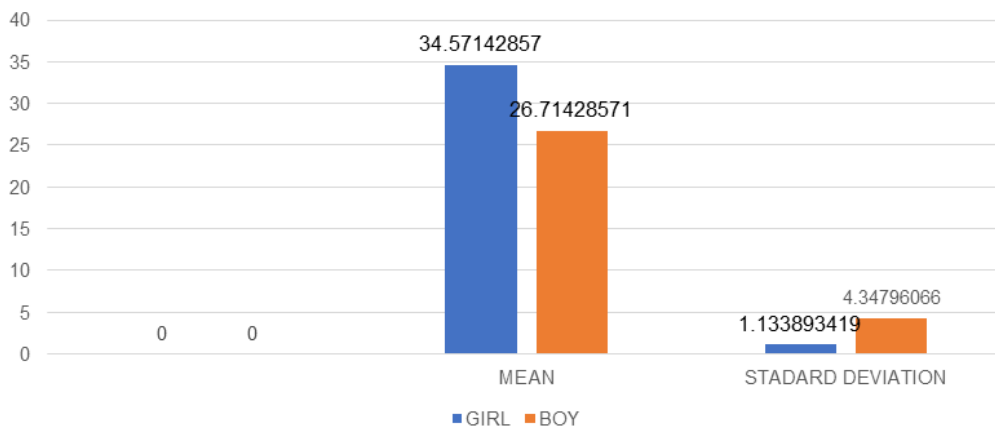
IV. ANALYSIS AND INTERPETATION

In above mentioned table mean score of 7 female teachers of senior secondary level is 34.57 and 7 male teachers of senior secondary level have 26.71 mean respectively, whose difference is 7.86 and the standard deviation are 1.13 for female teachers and for male teahcers 4.34 .

Since the t value is significant so null hypothesis accepted.

DISUSSION:-After analyzing and describing each fact of above table where $t=1.652$ which is nearly to the significant level of 0.05 that is 1.782. Hence the 7 female teahers and 7 male teachers have equal attitude towards

5 to 10 work experience



V. CONCLUSION

Based on the operational hypotheses regarding continuous professional development (CPD) among secondary school students based on teaching experience and gender, the conclusions drawn from the analysis would be as follows:

1. The hypothesis suggests that there are no significant differences in attitudes towards CPD among secondary school students based on teaching experience (0 to 5 years) and gender (male and female). After conducting the analysis, if the data does not reveal any statistically significant variances in attitudes towards CPD among these groups, the conclusion would be that there is no substantial differentiation in their perspectives. This could indicate that regardless of teaching experience or gender, secondary school students perceive CPD similarly.

2. Similarly, the second hypothesis posits that there are no significant differences in attitudes towards CPD among secondary school students based on teaching experience (5 to 10 years) and gender (male and female). Upon analysis, if the data supports this hypothesis by showing no statistically significant discrepancies in attitudes towards CPD between these groups, the conclusion would be that teaching experience and gender do not significantly influence perspectives on CPD among secondary school students in this category.

Overall Conclusion:

Based on the analysis of the data and the testing of the hypotheses, if both hypotheses are supported by the evidence, the conclusion would suggest that teaching experience and gender do not play significant roles in shaping secondary school students' attitudes towards continuous professional development. This implies that regardless of how long a teacher has been teaching or their gender, students perceive CPD similarly. However, if the hypotheses are rejected, it may indicate that there are indeed differences in attitudes towards CPD based on teaching experience and/or gender among secondary school students, necessitating further investigation and consideration in CPD program design and implementation.

VI. REFERENCE

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