

A Study on Attitude towards Professional Development among High School Teachers in Tribal Areas of Warangal District

Mr. Bandi Venu,

Ph.D. Research Scholar, Department of Educational Technology, Tamil Nadu Teachers
Education University, Karapakkam, Chennai, Tamil Nadu.

Dr. V. Sharmila,

Assistant Professor, Department of Educational Technology, Tamil Nadu Teachers Education
University, Karapakkam, Chennai, Tamil Nadu.

ABSTRACT

Professional development is the continuous process to increase teaching efficacy of teachers and helping students for their improved learning and thinking and it is also facilitating progress of teachers. The results reveal that significant difference exists amid gender and age of high school teachers and their attitude towards professional development and also significant difference prevails amid education, medium of instruction and type of institution of high school teachers and their attitude towards professional development. The attitude towards professional development among high school teachers is positively, substantially and significantly related with their utilization of ICT. Therefore, high school teachers should be encouraged to attend professional development programmes and they must also attend technological oriented interactive programmes for their professional development.

Key Words: Attitude, High School Teachers, Professional Development

1. INTRODUCTION

Professional development is the sustainable, concentrated and inclusive approach for improving effectiveness of teachers that is largely helpful to students for their efficient learning and attaining higher level of academic achievement that is supported by educational institutions, workshops, conferences, courses and networking (Carlos, 2009). Professional

development is one the most effectual means to enhance knowledge, skills and thoughts and to improve their teaching and performance of schools (Zafar, 2016).

Professional development is the continuous process to increase teaching efficacy of teachers and helping students for their improved learning and thinking and it is also facilitating progress of teachers (Gerard et al 2011). Professional development gives variety of interactive activities framed to increase professional competencies, knowledge and teaching methods of teachers and it is significantly contributing to their emotional, personal and social growth (Avidav, 2000). Professional development is a social process that is necessary for development of teachers, schools and academic achievement of students (Opfer et al 2011). Thus, it is necessary to study attitude towards professional development among high school teachers.

2. REVIEW OF RELATED LITERATURE

Alzankawi (2021) found that English teachers were having positive attitude towards professional development and they were lacking in development in certain areas and they needed skill improvement and intensive training courses were useful for their professional development. Professional development programmes should be promoted among English teachers for enhancing their professional development and effectiveness of teaching.

Fizza et al (2020) concluded that secondary school teachers had different level of attitude towards continuous professional development and it had positive impact on performance of teachers and it also promoted different types of professional skills among them. Professional development programmes were assisting them to enhance their attitude for professional development.

Afshar and Yar (2019) revealed that EFL teachers had favourable attitude towards professional development and it had positive relation with their job performance. Professional development had increased knowledge, creativity, personal motivation, skills and abilities. Professional development programmes and reflective practices had improved attitude of EFL teachers on professional development.

Rao and Khimn (2018) indicated that teacher educators were having average level of attitude towards professional development and teacher educator with professional education had higher degree of attitude on professional development. Professional development programmes at regular interval had improved their attitude on professional development and their technical skills.

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Hermans et al (2017) found that teachers were highly interested for their professional development and they were involving in research activities, preparation of lesson and learning from books and magazines and it had positive impact on teaching efficiency and behaviour. Interactive and professional development programmes helped them to improve their attitude on professional development.

Karolci ket al (2016) concluded that teachers had moderate degree of attitude towards professional development of proficiency in the application of digital technologies for teaching and it had positive effect on their teaching activities and effectiveness. Training on use of digital technologies and development programmes had improved their attitude on professional development in use of digital technologies.

3. OBJECTIVES OF THE STUDY

1. To examine difference amid attitude towards professional development among high school teachers and their gender, age and education.
2. To examine difference amid attitude towards professional development among high school teachers and their medium of instruction and type of institution.
3. To evaluate relation amid attitude towards professional development among high school teachers and their Utilization of ICT.

4. HYPOTHESES OF THE STUDY

1. There is no significant difference amid attitude towards professional development among high school teachers and their gender, age and education.
2. There is no significant difference amid attitude towards professional development among high school teachers and their medium of instruction and type of institution.
3. There is no significant relation amid attitude towards professional development among high school teachers and their Utilization of ICT.

5. METHODOLOGY

Warangal district is selected for conducting the present study. High school teachers working in tribal areas in the Warangal district are chosen by employing simple random sampling method. Data are collected from 730 high school teachers through survey method. Profile of high school teachers is studied by using percentages. Mean, standard deviation, t-test and ANOVA tests are applied to examine difference amid attitude towards professional development among high school teachers and their profile. Correlation analysis is carried out

to evaluate relation amid attitude towards professional development among high school teachers and their Utilization of ICT.

6. RESULTS

6.1. PROFILE OF HIGH SCHOOL TEACHERS

The profile of high school teachers is given in Table-1. Near to three fifth of high school teaches are males (58.08 per cent) and higher than two fifth of them are belonging to age group of 36 – 45 years (44.25 percent). Two fifth of them are having PG with B.Ed.(39.86 per cent) and nearly three fifth of them are teaching in Telugu medium(57.40 per cent) and larger than two fifth of them are working in private schools(41.37 per cent).

Table-1. Profile of High School Teachers

Profile	Number(n=730)	Percentage
Gender		
Male	424	58.08
Female	306	41.92
Age		
25 – 35 Years	231	31.64
36 – 45 Years	323	44.25
46– 55 Years	176	24.11
Education		
UG with B.Ed.	268	36.71
PG with B.Ed.	291	39.86
PG with M.Ed.	171	23.43
Medium of Instruction		
English	311	42.60
Telugu	419	57.40
Type of Institution		
Government	248	33.97
Government Aided	180	24.66
Private	302	41.37

6.2. ATTITUDE TOWARDS PROFESSIONAL DEVELOPMENT AMONG HIGH SCHOOL TEACHERS AND THEIR PROFILE

The difference amid attitude towards professional development among high school teachers and their profile is given as below.

6.2.1. Gender and Attitude towards Professional Development

The difference amid gender of high school teachers and their attitude towards professional development is given in Table-2.

Table-2. Gender and Attitude towards Professional Development

Gender	N	Mean	Standard Deviation	t-value	Significance Level
Male	424	202.29	13.98	2.112*	0.05
Female	306	204.33	11.12		

* Significance in 5% level

Female high school teachers (Mean=204.33) are better than the male high school teachers (Mean=202.29) in the attitude towards professional development. The attitude towards professional development among female high school teachers is better than male high school teachers.

The t- value of 2.112 is showing that significant difference exists amid gender of high school teachers and their attitude towards professional development. Consequently, the null hypothesis is rejected.

6.2.2. Age and Attitude towards Professional Development

The difference amid age of high school teachers and their attitude towards professional development is given in Table-3.

Table-3. Age and Attitude towards Professional Development

Age	N	Mean	Standard Deviation	F-value	Significance Level
25 – 35 Years	231	199.00	15.10	18.360**	0.01
36 – 45 Years	323	205.25	11.00		

46– 55 Years	176	204.72	11.68		
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^{**} Significance in 1% level

The high school teachers belonging to age group of 36 – 45 years (Mean=205.25) are better than high school teachers belonging to age group of 46– 55 years (Mean=204.72) and 25 – 35 years (Mean=199.00) in the attitude towards professional development. The attitude towards professional development among high school teachers belonging to age group of 36 – 45 years is better than high school teachers belonging to age group of 46– 55 years of age and 25 – 35 years of age.

The F-value of 18.360 is showing that significant difference exists amid age of high school teachers and their attitude towards professional development. Consequently, the null hypothesis is rejected.

6.2.3. Education and Attitude towards Professional Development

The difference amid education of high school teachers and their attitude towards professional development is given in Table-4.

Table-4. Education and Attitude towards Professional Development

Education	N	Mean	Standard Deviation	F-value	Significance Level
UG with B.Ed.	268	201.62	12.66	3.078*	0.05
PG with B.Ed.	291	203.81	13.97		
PG with M.Ed.	171	204.40	11.04		

* Significance in 5% level

The high school teachers having PG with M.Ed. (Mean=204.40) are better than high school teachers having PG with B.Ed. (Mean=203.81) and having UG with B.Ed. (Mean=201.62) in the attitude towards professional development. The attitude towards professional development among high school teachers having PG with M.Ed. is better than high school teachers having PG with B.Ed. and UG with B.Ed.

The F-value of 3.078 is showing that significant difference exists amid education of high school teachers and their attitude towards professional development. Consequently, the null hypothesis is rejected.

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6.2.4. Medium of Instruction and Attitude towards Professional Development

The difference amid medium of instruction of high school teachers and their attitude towards professional development is given in Table-5.

Table-5. Medium of Instruction and Attitude towards Professional Development

Medium of Instruction	N	Mean	Standard Deviation	t-value	Significance Level
English	311	202.01	13.40	2.047*	0.05
Telugu	419	203.98	12.45		

*Significance in 5% level

The Telugu medium high school teachers (Mean =203.98) are better than the English medium high school teachers (Mean=202.01) in the attitude towards professional development. The attitude towards professional development of Telugu medium high school teachers is better than English medium high school teachers.

The t-value of 2.047 is showing that significant difference exists amid medium of instruction of high school teachers and their attitude towards professional development. Consequently, the null hypothesis is rejected.

6.2.5. Type of Institution and Attitude towards Professional Development

The difference amid type of institution of high school teachers and their attitude towards professional development is given in Table-6.

Table-6. Type of Institution and Attitude towards Professional Development

Type of Institution	N	Mean	Standard Deviation	F-value	Significance Level
Government	248	201.05	12.71	6.791**	0.01
Government Aided	180	202.81	14.33		
Private	302	205.06	11.85		

**Significance in 1% level

The high school teachers working in private schools (Mean=205.06) are better than Government aided schools (Mean=202.81) and Government schools (Mean=201.05) in the attitude towards professional development. The attitude towards professional development

among high school teachers working in private schools is better than high school teachers working in Government aided and Government schools.

The F-value of 6.791 is showing that significant difference exists amid type of institution of high school teachers and their attitude towards professional development. Consequently, the null hypothesis is rejected.

6.3. RELATION AMID ATTITUDE TOWARDS PROFESSIONAL DEVELOPMENT AMONG HIGH SCHOOL TEACHERS AND THEIR UTILIZATION OF ICT

The correlation analysis is applied to evaluate relation amid attitude towards professional development among high school teachers and their utilization of ICT and the result is given in Table-7.

Table-7. Attitude towards Professional Development among High School Teachers and Their Utilization of ICT

Particulars	Correlation Coefficient(r)
Attitude towards Professional Development among High School Teachers and Their Utilization of ICT	0.46 ^{**}

^{**} Significance in 1% level

The correlation coefficient amid attitude towards professional development among high school teachers and their utilization of ICT is 0.46 and it is elucidating that they are significantly, positively and substantially interrelated. Consequently, the null hypothesis is rejected.

7. CONCLUSION

The above study explicates that significant difference exists amid gender and age of high school teachers and their attitude towards professional development and also significant difference prevails amid education, medium of instruction and type of institution of high school teachers and their attitude towards professional development. The attitude towards professional development among high school teachers is positively, substantially and significantly related with their utilization of ICT. Therefore, high school teachers should be encouraged to attend professional development programmes and they must also attend technological oriented interactive programmes for their professional development.

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