

Context Parameter as perceived by the Teachers of Private Secondary Schools in relation to their Professional Development

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ABSTRACT

The destiny of a nation depends on the teachers who guide the students, provide knowledge and make them ideal citizen. The aim of the study was to find out the relationship in the perceptions of the context of Professional Development of the teachers of private secondary schools. According to the need of the objective of this study, the researcher framed the hypothesis. This study was a descriptive social survey research. In this study, a 'Questionnaire of Secondary School Teachers' Perception in relation to Professional Development' adapted, standardized (2017) and used by the researcher for collection of data. The study concludes that the teachers of Urban and Rural private secondary schools differ significantly regarding the perception of context of Professional Development. But male and female teachers and teachers of humanities and science streams do not differ significantly on the basis of their perception of context of professional development.

1. Introduction:

Education is the dynamic source for changing a society. For the betterment of society education should have to preserve and transmit the culture to the future generation. Kothari Commission (1964-66) has rightly said that the destiny of India is now being shaped in her classroom. Prosperity, welfare and security of a nation also depend on the quality of education. The Education commission strongly recommended that each and every skill and non-skill participants of the nation should be provided, proper education of the teachers is necessary for accomplishment of their work successfully.

In the era of Globalization, education should produce individuals equipped with the right skills and knowledge which would be effective & satisfactory to face the global challenges. for that changes. Therefore, nations across the world trying to develop such educational environment to promote effective teaching & learning conditions to achieve the unique requirements of globalization. The impact of globalization on education was well described by The Jacques-Delors' Commission's reports "Learning: The Treasure Within" (1996). It was stated in the report that ICT could bring revolution in the way of teaching-learning, new technologies will remove the distance of educators even in the under-privileged societies of third world countries. In this era of globalization, knowledge has become an essential criteria, power and wealth of any nation & its people. The nations are now transmitting to a knowledge society where the quality, relevance & significance of education would play a crucial role in economic development. It has also accepted that education is the primary component of transformation towards sustainable development. Most of the world educators accept the broad vision of learning throughout life, based on the harmonious building of four pillars: learning to know, learning to do, learning to live together, and learning to be. Education provides the knowledge of the individuals how to take decisions that will bring good economy, ecology and equity for all sections of the society. The intention of instruction is to think about 'education' in a more comprehensive and

embosom fashions that people can learn to deal with social, environmental, economic, political and equity issues on a global scale in a sensible way.

According to Rabindranath Tagore "a lamp can never light another lamp unless it continues to burn its own flames. A teacher can never teach truly unless he is still learning himself". So, the teachers have to engage himself/herself in the lap of knowledge by engaging themselves in self-study, self-learning & equip by trainings to keep updated with the latest trends of teacher education and his/her own subject (Pattanshetti, J. S. 2013). The teachers are the caterers & catalysts of knowledge and skills in the age of Science and Technology. Therefore, to enrich the knowledge & skills of the students the Professional Development of Teachers is most essential.

The teacher plays a vital role in the teaching learning process. The quality of education depends on his competency and efficiency. He is obliged to transplant the best in the students in order to make them a better human being, so that they can suitably fit themselves to socio-cultural environment of the country. The importance of the quality of teachers cannot be overemphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges, or universities. Actually, the quality of a nation depends on the quality of its citizens and in turn the qualities of the citizens depend on the quality of their education. The quality of their education reflects, more than any other single factor, the quality of their teachers.

Professionally adjusted persons can do their duties more effectively with the fullest job satisfaction. Every time he can keep himself in immersion to search for new knowledge, to invent welfare organizations rather than being confined to routine work only. In every morning, they make plan to contributed his best to their profession and in the evening, they evaluate their contributions to their job. The teachers should analyze their strength & weakness and try to find out the measures for their improvement. They have to follow democratic approaches, they give admire to other mind, they

are always trying to maintain healthy relations with the students, school authorities, colleagues and the guardians. Although they are trying to communicate smoothly with the students by helping them to acquire new knowledge and to intellection the new progressive conditions, but the system of improving their own performance is in question.

2. Background of the study:

India is democratic secular county, a modern Nation. It has productive people with caring society and for the proper fulfillment of its needs, education must play a vital role to meet their desires. The teachers' role assumes great significance today, though the average teacher's perception on his role is far from the expectations and concerned with his immediate tasks only. The teachers must associate himself with the condition of the nation. To fulfill the goal and for the betterment of the society, he is the pioneer in any tough situations. Besides that, he himself always busy to prepare students for their examinations, providing new knowledge, busy in formation of character of the future of the nation, busy to realize their role in a society. More over the significance of character building and enhancement of qualities like honesty, fraternity and integrity, is very much needed for the development of national character to the rest of the world. Such character identification it is a collective effort of every section of people. Under such situation the teachers have to determine their roles as mentor to the others and it is an essential part of this profession.

3. Statement of the problem:

The present study is an attempt to find out 'private secondary school teachers' perception on their professional development in the parameter of context'. So, the study was conducted on the title- "*Context Parameter as perceived by the Teachers of Private Secondary Schools in relation to their Professional Development*".

4. Objectives of the study:

The following objective was laid down for this study:

- To find out and compare the perceptions of context of professional development of the teachers of private secondary schools.

5. Hypothesis:

H₀1: There is no significant difference in the perceptions of context of professional development within **Private Secondary Schools**;

H₀1a: Between Male and Female teachers.

H₀1b: Between the teachers of Urban and Rural schools.

H₀1c: Between Humanities and Science Teachers.

6. Definition of the terms:

Profession:

In a word, a 'Profession' is a distinct category of occupational work. The term 'Profession' refers to the work and the activities you are doing to earn your livelihood. A profession is an occupation with considerable degree of skills that plays crucial role in social function (Hoyle, 1980).

"Profession' describes at once a knowing and a doing; it describes a practice rather than a technical application."

(Beyer, Feinberg, Pagano, and Whitson, 1989, p.14). Freidson (1994) said that the word 'Profession' refers to the occupation that controls its own work, organized by a special set of institutions sustained in part by a particular ideology of expertise and service.

Professional Community:

Professional Community is a model describing educators working collaboratively to improve student learning (DuFour, 2004).

Professional Development:

Professional Development, commonly referred to as Staff Development, or In-Service Training, or In-Service Education, is defined by the American Federation of Teachers (1995, p 5) as a continuous process of individual and collective measurement and improvement of practice. Lindstrom and Speck (2004, p 10) also define professional development as a continuous and collaborative learning process that nurtures the growth and development of individuals, teams, and the school through a daily, job-embedded, learner centered, focused approach. It is basically designed to focus on the improvements of student's learning process as well as staff development.

Perception of Professional Development:

Perception on Professional Development is a personal characteristic that revealed in an attitude and approach to the occupation of teaching. And it is commonly characterized by intelligence, integrity, maturity, and thoughtfulness.

7. Methodology:

Method: This paper is based on a study of theoretical and descriptive in nature. More specifically it is a social survey type of research. In this study, a self-constructed questionnaire was used by the researcher for collection of data.

Tools: 'Standards Inventory Assessment', developed by National School Development Council (NSDC, 2001) was taken as a model to construct the specific scale in relation to the study. Then 'Questionnaire of Secondary School Teachers' Perception of Professional Development (QSSTPPD)' has been made by the researcher (2017). The scale was localized and standardized statistically, ascertaining reliability and validity to collect data from the teachers of private secondary schools towards their perceptions of professional development.

Population & sample: The population of the study consisted of all the teachers of Secondary Schools in West Bengal. But it is very difficult to conduct the study with huge population, thus sampling was necessary. The study was conducted to assess the perceptions of the secondary schools' teachers towards their professional development of 3 districts in West Bengal. Sample was drawn from the teachers teaching in the private secondary schools of Bankura Town, Burdwan Town & Bolpur Town (Birbhum) as urban category. And the teachers of private secondary schools of remote rural gram-panchayat areas of these three districts as rural category. Out of 200 teachers 100 were male and 100 teachers were female. Out of 200 teachers 100 teachers were from urban schools and 100 teachers from rural schools. And out of 200 teachers 100

teachers were selected from humanities group and 100 teachers were selected from science group. Therefore, sample was collected belonging to the subgroups mentioned below.

Hence, multistage sampling technique has been adopted to select 200 respondents for this study.

Table – 1 Showing sample distribution.

RESPONDENTS GROUPS	PRIVATE SECONDARY SCHOOLS				TOTAL
	Urban		Rural		
	Humanities	Science	Humanities	Science	
Male	25	25	25	25	100
Female	25	25	25	25	100
					200

8. Analysis and Interpretation of Data:

Table – 2 Showing the Mean and Standard Deviation scores of the Teachers of Private Secondary Schools based on the Perception of Context of Professional Development.

Parameter	N	Mean	SD
Context	200	72.71	7.36

Table – 3 Showing the Mean and Standard Deviation scores of the Teachers of Private Secondary Schools towards the perception of context of professional development according to their gender category, location category and stream of subject category.

WITHIN PRIVATE SECONDARY SCHOOLS					
		Male Teachers		Female Teachers	
Parameter	N	Mean	SD	Mean	SD
Context	200	71.74	7.62	73.69	6.98
Teachers of Urban Schools					
		Teachers of Urban Schools		Teachers of Rural Schools	
Context	N	Mean	SD	Mean	SD
	200	70.91	8.42	74.52	5.60
Humanities Teachers					
		Humanities Teachers		Science Teachers	
Context	N	Mean	SD	Mean	SD
	200	72.85	7.79	72.58	6.94

Table – 4 Showing t values between the mean perception scores of the teachers of Private Secondary Schools towards the perception of **context of Professional development** [Comparison between different category of the teachers]

	Between Groups	N	Mean	SD	SE _D	t	df	Level of Significance
a	Male Teachers of Secondary Schools	100	71.74	7.63	1.02	1.88	198	NS
	Female Teachers of Secondary Schools	100	73.69	6.98				
b	Teachers of Urban Secondary Schools	100	70.91	8.42	1.00	3.56	198	0.01
	Teachers of Rural Secondary Schools	100	74.52	5.6				
c	Humanities Teachers of Secondary Schools	100	72.85	7.79	1.03	0.26	198	NS
	Science Teachers of Secondary Schools	100	72.58	6.94				

Interpretation: Above table reveals the comparison between the teachers of Private Secondary Schools under the context parameter by adopting ‘t’ test. The result indicates that only in case of location of schools, the value of ‘t’ is significant

at 0.01 level, meaning thereby, the teachers of Urban and Rural private secondary schools differ significantly regarding the perception of context of Professional Development. But in cases of gender and the streams subjects of the teachers, the

values of 't' are not significant at 0.05 level. The results lead to infer that teachers of urban and rural private secondary schools differ their views in the perception of context of professional development, but male and female teachers, and teachers of humanities and science subjects do not differ significantly on the basis of their perceptions of context of professional development. Hence, ' H_{01a} ', & ' H_{01c} ' are retained but ' H_{01b} ' is rejected.

9. Discussion & Conclusion

From the above results and its interpretations pertaining to the table no. 04, it has been found that in relation to the perception of context of professional development, there exists no significant differences between the male and female teachers of private secondary schools. Similar type of result has been found in the case of streams of subject category. But in case of location category, there is significant differences exist in between urban & rural teachers. In case of streams of subjects, humanities teachers have shown a slightly higher mean score of perception of professional development than that of the science teachers. Female teachers have slightly higher mean score than their counterpart in the gender

category, although the differences are insignificant. Moreover, all teachers are having proper academic qualifications for the job but the gender and streams of subjects have failed to impact in terms of their perception of professional development. The priority of self-development to serve better in the profession may vary in between the teachers of urban & rural schools. Private schools are pushing their boundary from metropolitan to the rural sectors where still the government run schools are predominating. Therefore, the aspiration of professional development of the teachers may be high to face such competition with the public schools.

The teachers of private schools may vary in their perception of professional development in terms of their priority of self-development and the component of self-learning for professional upgradation while they might have similar kind of ability to adapt professional skills as per andragogy. It is doubtless that there is a dire need of sea change in policy level in administering the schools, especially in public sector to inculcate a positive professional culture for continuous professional development, that only in turn might bring the desirable positive changes in the class room teaching-learning practices in 21st century.

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