



RESEARCH PAPER

A Study on the Attitude of the Secondary School Teachers towards the Continuous Professional Development in District Lahore

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ABSTRACT

The study was performed to investigate teachers' attitude towards continuous professional development and to evaluate teachers' performance after continuous professional development. The study was delimited to Lahore district. All public school teachers teaching secondary classes were the population of the study. One hundred and forty four secondary school teachers from 22 secondary schools in three towns of City Lahore were selected on random basis. The study was descriptive and survey technique was adopted for data collection and evaluation was done on data analysis. The results indicated that continuous professional development had positive effects on the attitude of secondary school teachers. Continuous professional development improves performance of the secondary school teachers. Continuous professional development training programs may be regularly arranged for uplifting the teaching and learning process.

Introduction

Education is considered to be a very important role in any country both advanced and back word alike. No country can dream of increasing the socio-economic status of its population without a strong educational system. Teacher is the most important factor in the reconstruction of education. But teaching is not everybody's "cup of tea" as Ruskin says "teaching is a painful, continuous and difficult work to be done. Teaching is an art and the quality of teaching depends on

love, dedication and devotion of the teachers towards the subject of knowledge. Gupta demonstrates that the task of teachers is central of education.

The importance on teachers' continuous professional development is being too much emphasized today. Quality of education in Sindh is low and not fulfilling the demands and expectations of the society. The planners and managers have to put in powerful interventions with powerful administration and management to regain the status of quality education in the country. It was concluded that public teachers training has positive effect on professional development of teachers. It helped teachers to improve pedagogical skills. Professional development enhances the capabilities of teachers for delivery education to the future generation. So teachers are equipped with advanced knowledge of subject matter and advanced strategies to modernize the society. Many problems were faced by teacher training institutions for proper conduct of in-service teacher training programs. It includes short duration of training programs, shortage of teacher training institutions, non-availability of standardized textbooks, lack of coordination, lack of professional interest of trainees, lack of monitoring and evaluation, lack of transport, security and residential facilities, shortage of competent teaching staff, shortage of physical and instructional facilities (Arshad, Ahmed, Shams, & Noreen, 2019).

In general, the following are also some of the key challenges related to professional development in education sector (Anees, 2015). Equipping teachers with the appropriate and right skills is also a challenge. Teachers must be prepared with applicable knowledge and teaching skills that can enhance student achievement by providing them pertinent guidance. Low down levels of education and weak training are leaving teachers awarding certificates/degrees from teacher training Institution/Universities without the essential subject knowledge and pedagogical skills to provide the paramount conceivable instruction for every student. Lack of resources in teacher training institutions/Universities is another challenge while discussing quality teacher. It has been observed that teacher training education institutions have often been lack of resources including laboratories, libraries, reading materials, building, and information and communication technology facilities etc. all these affect professional development of teachers. Unfair distribution of qualified and effective teachers can be another challenge. In numerous countries, on one hand, well-trained teachers prefer to teach in schools located in urban areas where there salaries are relatively high and they can have amenities. As a result, students' achievement is undesirable, where even parents unwantedly take out their children from school in rural areas.

Almost all the classroom practices of the primary school teachers are being exercised either infrequently or rarely, and none of the practices falls under the category of most frequent practice. It can be concluded that classroom practices of the primary school teachers as result of the mentoring program under the CPD framework of DSD have not been improved significantly. The ineffective implementation of the CPD framework may be one of the reasons of the poor performance of govt. primary schools in Punjab. This pathetic situation is not un-

understandable. This study explored various issues/challenges, presented in previous sections, faced by DTEs during the implementation of mentoring program under the CPD framework of DSD. If these issues are addressed properly by the competent authority, district teacher educators would be in a position to execute the mentoring program more effectively. This might add to make the classroom practices of primary school teachers more effective that in turn may add in the performance improvement of govt. primary schools (Munir & Amin, 2018).

Despite the fact that in-service training improves one's attitude and behavior towards profession and enhances one's efficiency, the availability of INSET opportunity remained scarce up to the recent past. The teachers, especially working at school level, seldom came across any training program in their entire service career. Once entered in the profession, a large number of them were content with their qualifications acquired before their recruitment. Professional qualifications such as PTC/CT/ or B. Ed. were either considered enough, or sometimes enhanced for the sake of promotion or financial increment purposes. Majority of teachers preferred to enhance their academic or professional qualifications as private candidates. No doubt, they studied much in their spare times, or even performed in practice sessions as compulsory components of these courses. Benefit of these sorts of qualifications was more in financial terms for the incumbents rather than for academics and training of the students. Consequently, the quality of school education could not improve significantly (Dastgeer, Tanveer, Atta, & Ahmad, 2017). DSD currently known as QAED has well knitted plans towards licensing of teachers and has already sought agreement of the Punjab Government. All the existing and new teachers will be required to obtain license for teaching to become eligible for teaching in public or private sector institutions. In Punjab, the responsibility of QAED has to give trainings to all public school teachers (Khalil, Butt, Haider, Naweed, & Khan, 2015).

According to Shukla (2014), attitude is the "behavioural dispositions acquired by conditioning or implicit responses or through schema constructed from a perceptual template". Attitude serves as an indicator of how we think and feel about people, objects and issues in our environment. In addition, there can provide secret code to future behavior, predicting how we will act while encountering the objects of our beliefs (Petty & Krosnick, 2014), (Horst, 2007). Loucks-Horsley, et al (2009) described that two factors of socialization social learning and personal experience are important in the attitude formation as well as its evaluation (Barabe, 2007). (Yang, et al, 2004)

Teacher Continuous Professional Development and Attitude

Loucks (2009) reported different results about change in attitude. He reported significant loss in present -post test and mean scores during student teaching. The students who had gained in scores reported the teaching experience as very satisfactory, and those who had lost, reported it as unsatisfactory (Mehrabian, 2008), (Qi, X, 2004).

The research evidence as presented above suggests that teacher education programs generally achieve the objective of bringing about positive changes in attitudes of student teachers towards teaching, particularly by theory courses. The change, or at least part of it, is carried over to teaching situations, wherein it is significant as compared to untrained teachers (Lessing, 2007), (Craft, 2007).

It is true that some professionals are driven by passionate interest in their work. They show a deep level of enjoyment and involvement in which they do Hutchinson, (2003). Theorists call the passion for a profession as deep task involvement and elation (Day, 2002). This background gives us the theoretical assumption, which leads to visualize that the stable personality characteristics seem to be essential for teaching profession (Eagly & Diekman, 2005), (Adesoji, 2008).

Continuous Professional Development of Teachers

Continuous professional development and professional attitude is very vital for each professional. Continuous Professional development is extremely indispensable for each expert part to stretch out in their calling. They need to battle to advance their execution quality. A constant expert improvement program gives likelihood for the advancement of individual's calling through workshop, course, research, travel and amid working with other individual and associates the individuals who are more qualified. Distinctive constant expert advancement courses are offered for the instructor everywhere throughout the world. On the off chance that ceaseless expert advancement educational programs enhances the value of instructing, then they can give all the more enthusiastically the rising occupants. In Pakistan instructor's readiness foundations, exercises like courses, meetings, preparing hones and studies and so on., are utilized and educators' execution is survey through intelligent diaries, accumulation, bunch work, classroom perception, discussion and presentation. Information and communication technology (ICT) had positive effects on delivery of instruction, evaluation and assessment system for the effective teaching learning process (Ahmed, Arshad & Tayyab, 2019).

Different human advancements are attempting to change their instructive framework. Educator's consistent expert advancement is the urgent normal for these changes. Human progress concurred that amid instructor's nonstop expert advancement; they can have productive change in their social orders. It is just conceivable through on the off chance that we deliver talented and completely arranged educator who bolster the current instruction framework and bring hopeful change for the change of this instructive framework.

There are a few instructors preparing organizations in Pakistan yet unfortunately these establishments are not working effectively. Some causes are found by Reimers (2003) because of which instructive guidelines are not totally met. He reported elements for low quality execution which contains uninterested staff and understudies, absence of organization and lethargic Deans.

There is critical need in Pakistani establishments to give careful consideration to obtain information through course readings, addresses, classes, workshops, gatherings furthermore to get capability in the related field. Nonstop Professional advancement gives tremendous consideration towards the ability, comprehension, and state of mind.

Consistent expert improvement has extraordinary contract of significance for the instructors as it is transparently associated with understudies' learning. Constant expert improvement not just overhauls the comprehension and ability of the educators additionally augment the effectiveness and capability of the instructors and in addition understudies' prosperity. It is recommended that educators need ceaseless expert advancement opportunities and cooperation which create proficient development and change.

Nonstop expert improvement is introduced to alter instructor's practices, states of mind and convictions. Educator constant expert advancement programs have critical part in instructor's vocations be that as it may, if instructors are not focusing in these courses or the projects are inadequate, productive results won't be accomplished. Makrani (2010) confirmed that larger part of the projects did not accomplish their points and goals as educators don't take much enthusiasm for these projects to enhance their expert ability. They simply go to these projects for testaments. Inyega & Inyega, (2017) founds that needs and participatory oriented in-service professional development programs for teachers is beneficial and leads to positive change in teachers' attitude towards teaching and learning objectives, use of appropriate teaching strategies and approaches, work planning, ability to overcome teaching limitations, and conducting practical work. In-service training is a long-term investment to develop skills and professionalism of teachers. From this perspective, TVET reform support and other stakeholders introduced in-service training in technical education, which seems to be very effective for the growth of in-service teachers. Nevertheless, along with the in-service teaching training programs, new teaching-learning concepts should be introduced to make such programs more effective. For example, learning method and desirable teaching can make the teaching sounder. Therefore, it is with different teaching perspectives in their mind. It will assist the teachers, particularly vocational background (Junejo, Sarwar, & Ahmed, 2017).

A teacher is needed to have a higher level of professionalism because of rapidly changing circumstances. Basic concern of teacher continuous professional development is to bring changing in the attitude of the teachers. Attitude is important to understand human behavior. in the area of attitude change or to modify the attitude the basic concern of the teacher continuous professional development is to have desirable changes in the teachers attitude their students as well as to their profession (teaching). Continuous professional development is very crucial to do whole range of different jobs. Continuous professional development is necessary for teachers to enable teachers to develop the potential of their pupils.

The national education policy (1998-2010) also embraces to update the quality of teachers training programs by introducing advanced technology.

Material and Methods

Research Design

The present study was descriptive and to attain the research objectives, the researchers used survey method (Gay, Mills & Airasian, 2009).

Population

Lahore is the largest populated district of the Punjab. Lahore city was commonly speaking as the city of colleges. All secondary schools of public sector in district Lahore was taken as the population of this research. There are 179 female public schools and 152 male public schools of secondary level while there are 5360 female teachers and 3629 male teachers in the secondary level schools of public sector in Lahore district.

Sample

One hundred and forty four (144) female secondary schools teachers (SST) from 22 public secondary schools in three towns (Allama Iqbal Town, Nishtar Town and Raiwind Town) of City Lahore were selected as population sampling while there are 345 female secondary school teachers (SST) in Tehsil Lahore City.

Table 1
Sampling of Teachers

Sr. No	City Lahore	No. of Schools	No. of Teachers
1	Iqbal Town	16	115
2	Nishtar Town	04	25
3	Raiwind Town	02	04
	Total	22	144

Tool for Collection of Data

The self-made questionnaire was used by the researcher that was consist of 30 items by looking at the relevant themes from the literature containing teachers' perceptions, attitude of teachers towards continuous professional development. The researcher was collecting the data through questionnaire. The researcher visited the sample of the study and administers the questionnaires to the respondents. The researcher was guide and instructs the respondents regarding the filling of the questionnaire.

Data Analysis and Presentation of Data

Table: 2
Change in Attitude of Teachers

Statement	Level	SA	A	UN	DA	SDA	Mean Score	Std Dev
Teachers' continuous professional development brings change in attitude of teachers	F	34	104	6	0	0	4.19	.492
	%	23.6	72.2	4.2	0	0		

Above table shows that most of the respondents 104 (72%) among 144 respondents are found to be agreed whereas 34 (24%) strongly agreed only 6 (4%) are found to be undecided with the statement "Teachers' continuous professional development brings change in attitude of teachers". Mean score of teachers is found 4.19 and S.D is found .492. It shows that teachers' continuous professional development brings change in attitude of teachers.

Table 3
Promotions of Professional Skills of Teachers

Statement	Level	SA	A	UN	DA	SDA	Mean Score	Std Dev
Continuous professional development promotes many professional skills	F	30	96	13	3	2	4.03	.714
	%	20.8	66.7	9.0	2.1	1.4		

It is cleared from the above table that maximum of the participants 96 (66%) are agreed among 144 participants with the statement, 30 (21%) are strongly agreed whereas 13 (9%) who undecided but 3 (2%) strongly disagreed and 2 (1%) participants are disagreed with the statement. Mean score of teachers is 4.03 and S.D is .714. It is found that continuous professional development promotes many professional skills.

Table 4
Improvements in Class Management Skills of Teachers

Statement	Level	SA	A	UN	DA	SDA	Mean Score	Std Dev
Class management skills can be improved through continuous professional development courses	F	44	84	6	5	5	4.09	.892
	%	0.6	8.3	4.2	3.5	3.5		

Above table shows that when it is asked "Class management skills can be improved through continuous professional development courses" most of teachers 84 (58%) and 44 (31%) out of 144 respondents are agreed and strongly agreed respectively with the statement while 6 (4%) undecided whereas 5 (3%) and 5 (4%) respondents strongly agreed and agreed respectively. It is observed that mean score of teachers is 4.09 but S.D is .892. It shows that class management skills can be improved through continuous professional development courses.

Table5
Modify Teachers Attitude towards Teaching

Statement	Level	SA	A	UN	DA	SDA	Mean Score	Std Dev
Continuous professional development can modify teachers' attitude towards teaching	F	31	101	7	2	3	4.08	.710
	%	21.5	70.1	4.9	1.4	2.1		

It is examined from the above table that out of 144 participants, most of the participants 101 (70%) are agreed with the statement and 31 (25%) participants are strongly agreed whereas 7 (5%) are undecided with the statement and 3 (2%) participants disagreed with the statement while 2 (1%) participants are strongly disagreed. There are also observed 4.08 Mean score of teachers and .710 S.D. It shows that continuous professional development can modify teachers' attitude towards teaching.

Conclusion

Mean value table exposed attitude of teachers, most of the statements from strongly disagree to strongly agree that portrayed positive result. This indicated that teachers' continuous professional development brings change in attitude of teachers. It was found that continuous professional development promotes many professional skills. It showed that class management skills can be improved through continuous professional development courses. The continuous professional development can modify teachers' attitude towards teaching.

Recommendations

The study recommends that Continuous professional development training programs should be regularly conducted after a specific period for uplifting and enhancing the teaching and learning process.

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