

Attitude towards Professional Development of In - Service Teachers of Children with and without Hearing Impairment: a Survey

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Abstract

Teachers should have the necessary teaching skills and competencies to perform their tasks efficiently in schools (Houang, R. 2011). The professional development would address the teachers to pursue long term goal of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching. MHRD, UGC and DPWDs are more aware to update all professions as well in-service teachers. In this context, it is very essential to look at the opinion of the in-service teachers about the professional development. The present study was compared the mean score of the attitude towards professional development of in – service teachers of children with and without hearing impairment. Researcher made opinionnaire, developed and validated by the experts was use as a study tool. The participants were 20 of the randomly selected 25 in-teachers of students with hearing impairment, and 20 of the randomly selected 25 in-teachers of students without hearing impairment. The participants marked their opinions on a 4-point scale; paired‘t’ test was applied for the data analysis. The major finding was that both the in-service teachers have more favorable attitude towards their professional development. The professional development program is a key to empower teacher's skills, competencies, and innovation for effective teaching in the classroom. In this context it is important to study whether professional development program influence the teaching attitude of teachers.

KEYWORDS: Attitude, in-service teacher, professional development, Children with and without Hearing Impairment

INTRODUCTION:

A teacher plays a vital role in the all round development of the students. They acknowledge, guide, inculcating the right values and principles every time in learning processes. It is very important to have professionally qualified, skilled and innovative teachers to ensure the right development of students and to achieve higher standards in education. Like other countries, the importance of having good teachers is enormous even in India. The teachers in classrooms are expected to use the best practices and strategies to meet challenges and demands of their career. If the teachers are well trained, refresh and highly motivated, than they can meet the expectations of syllabus, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning (MHRD, 2012). Very often, professional development programmes act as a catalyst in refreshing, updating and motivating such teachers. Usually most of the teachers tend to take an easy path after getting employment in educational institutions. Very few teachers enhance their skills, knowledge and competencies further after getting the teaching profession. Performance is always monitored and salary increments are

linked to better performances by the teachers. Therefore, it is very important to have professionally qualified teachers to ensure the right development of students and to achieve higher standards in education. It is well documented that the major purpose of any professional development activity/programme is to prepare forthcoming in-service teachers to meet challenges in the innovative classrooms (Gray 2005).

The professional development of in-service teachers must emphasize upon the up gradation of knowledge of school subject, their pedagogical knowledge, communication skills, use of information communication technology, knowledge about the planning of dynamic lessons, knowledge of classroom management, convert to heterogeneous class in homogeneous class, knowledge about new act and policies for students with special needs, their evaluation techniques, preparation question papers and teaching learning material for curriculum framework and transaction strategies, knowledge about new and emerging issues and teachers' concerned, knowledge about sign language, auditory and speech training, parental issues and psychosocial issues of students and also classroom dynamism.

National Curriculum Framework (NCF, 2005) placed effectiveness of professional development for in-service teachers are reflected in the teaching in the classrooms. The performance of a teacher for effective delivery of instructions is related to the knowledge and skills that they have acquired during training by the skill development, continuing rehabilitation in education program, workshops and seminars. Professional development should be imparted so effectively with effective methods and strategies that the in service teachers may be able to perform in a better way in a classroom situation. According to Holcomb (2008) the impact of professional development on teacher performance indeed supporting both professional growth and doing so in manner that reflected itself into the classroom.

Professional Development:

Professional development is a process of improving and developing capabilities of teachers through access the education, training and hands-on activity in the workplace. It helps to build morale and increasing capabilities of quality of education. Professional development includes all types of learning opportunities like academic degrees, skill development, workshops, continuing rehabilitation in education, seminars, conferences and non formal learning opportunities (TOI, 2017). The in-service teachers are interested in lifelong learning, acquiring the skills, knowledge, competencies and improving professional competence keep learning new technologies and enhancing career growth. Nand (2015) revealed in continuous professional development of teachers that strength and success of any educational organization depends primarily on the professional competence, self-less devotion of teachers and the extent to which they know and love their subjects and pupils.

NEED FOR THE STUDY:

The quality of instruction depends on the quality of teachers. The quality of teachers plays a crucial role in realizing to achieve and to ensure that all children will develop the

knowledge comprehension and skills required to reach their full potential. Skill development, workshop, seminar orientation program and continuing rehabilitation education program in a part of professional development of in-service teacher to upgrade their knowledge and achieve the quality of education in classroom. Hence the present study has great relevance which will enable them to ensure the quality and equality of education and fulfill the aim of RTE and RPWDs act.

AIM:

To study the attitude towards professional development of in – service teachers of children with and without hearing impairment

OBJECTIVES:

1. To compare the mean scores of attitude towards workshop/seminar of teachers of children with and without hearing impairment.
2. To compare the mean scores of attitude towards orientation program of teachers of children with and without hearing impairment.
3. To compare the mean scores of attitude towards skills development program of teachers of children with and without hearing impairment.
4. To compare the mean scores of attitude towards additional qualification of teachers of children with and without hearing impairment.

HYPOTHESES:

- i. There is no significant difference in the mean scores of attitude towards workshop/seminar of teachers of children with and without hearing impairment
- ii. There is no significant difference in the mean scores of attitude towards orientation program of teachers of children with and without hearing impairment
- iii. There is no significant difference in the mean scores of attitude towards skills development program of teachers of children with and without hearing impairment
- iv. There is no significant difference in the mean scores of attitude towards additional qualification of teachers of children with and without hearing impairment

RESEARCH METHODOLOGY:

SUBJECTS:

20 teachers of children with hearing impairment from special schools and 20 general teachers of children without hearing impairment from general schools were selected randomly as the subjects of the study. They were matched on the parameters like qualification, teaching experience and language known.

RESEARCH DESIGN:

Considering the aim and objectives of the study, the research design was ‘Survey’.

SAMPLES:

- (i) Teachers of children with hearing impairment, (ii) teachers of without hearing impairment

SAMPLING:

The sampling techniques was the random sampling for this study.

TOOL

The researchers developed an opinionnaire and got it validated from five experts. The opinionnaire included 52 statements based on the professional development program selected for the study. A four point scale was selected for marking the responses. The blue print and sample items are given in tables 1 &2.

Table 1 : Blue print of the opinionnaire

Items	No. Of Statements								Total
	Workshops/seminar		Orientation Program		Skill Development		Additional Qualification		
Professional Development Program	Desirable	Undesirable	Desirable	Undesirable	Desirable	Undesirable	Desirable	Undesirable	52
		11	3	12	2	10	3	7	

Table2: Sample items in the opinionnaire

Professional Development	Sample statements
Workshop	Undergoing the workshop helped me to fine tune the teaching skills
	After attending the workshop, there is no mismatch between the learning objectives and content of teaching.
Orientation Program	Orientation program helped the teachers in creating interest and curiosity for knowing more about the topic amongst students.
	I think orientation program not for me because I'm totally skilled for teaching to my students.
Skill Development Program	Skill development program enabled me in understanding the methods and techniques of delivering the content while teaching.
	Skill development program is gives the idea for better thinking but not related to specific curriculum contents.
Additional Qualification	Additional qualification helped me job satisfaction in teaching.
	Additional qualification is not readily accessible me because I can't go anywhere.

DATA COLLECTION

As a part of data collection procedure, the first step carried out by the researcher was to contact the special schools of Bhavnagar, NAB, SSA, BRC and regular schools in

Bhavnagar, Nana Khakhara, BRC Palitana and Paniyala schools in Bhavnagar district and obtained consents from teachers for participation. Based on the schedule developed, the opinionnaire was given to both the Group-A (n=20) and B (n=20) personally. The teachers with and without hearing impairment were requested to follow the instructions given by the researcher and mark their opinion (tick mark) on the most appropriate column which they feel at the right hand side of each statement. All the duly filled opinionnaire of special teachers (Group-A) and general teachers (Group-B) were collected. The qualitative data converted into quantitative data for convenience of data analysis. Paired t test was used for statistical analysis.

RESULTS AND DISCUSSION

(i) Attitude towards workshop/seminar of teachers

Paired 't' test was applied to see, whether there exists no significant difference or not in the attitude of Group-A and Group-B in towards workshop/seminar of teachers. The calculated values of mean (x), standard deviation (SD), 't' and 'p' are shown in table 3.

Table 3: 't' test analysis: toward workshop/seminar

Parameter	Groups	Mean (x)	SD	Df	't'	P (2- tail)
workshop/seminar	Group-A n=20	41.4	4.23	38	0.4652	0.6444
	Group-B n=20	41.2	4.64			

The obtained mean and SD of group A were 41.4 and 4.23, similarly group-B were 41.2 and 4.64. The obtained value of 't' is 0.4652. The corresponding 'p' (2-tail) value at degree of freedom 38 is 0.6444. This 'p' value is greater than the significant level of 0.05. This suggests that the obtained 't' value was statistically not significant; the null hypothesis was retained. That is, "there exists no significant difference in the mean scores of attitude towards workshop/seminar of teachers of children with and without hearing impairment" was retained. Thus the result obtained was **"there exists no significant difference in the mean scores of attitude towards workshop/seminar of teachers of children with and without hearing impairment"**. Both the teachers of children with and without hearing impairment have more aware about the professional development by the workshop/seminar.

Workshop/seminar is a way to professional development for the in-service teachers. Training by workshop/seminar update and enables the in service teachers to plan the aims, objectives, content, learning experiences, and evaluation of lessons well in advance.

The special teachers and general teacher have to more favorable for update their knowledge, attitude with the professional development for rehabilitate to children with hearing impairment. Very often, training by the workshop/seminar often acts as a solution

to solve the problems in updating in in-service time as a professional development. Hence, it is obvious that general educators and special educators both are the more favorable to professional development.

(ii) Attitude towards orientation program of teachers

Paired 't' test was applied to see, whether there exists no significant difference or not in the attitude of Group-A and Group-B in towards orientation programme of teachers. The calculated values of mean (x), standard deviation (SD), 't' and 'p' are shown in table 4.

Table 4: 't' test analysis: toward workshop/seminar

Parameter	Groups	Mean (x)	SD	Df	't'	P (2- tail)
Orientation Programme	Group-A n=20	41.4	3.62	38	0.5780	0.5666
	Group-B n=20	41.9	3.80			

The obtained mean and SD of group A were 41.4 and 3.62, similarly group-B were 41.9 and 3.80. The obtained value of 't' is 0.5780. The corresponding 'p' (2-tail) value at degree of freedom 38 is 0.5666. This 'p' value is same than the significant level of 0.05. This suggests that the obtained 't' value was statistically not significant; the null hypothesis was retained. That is, "there exists no significant difference in the mean scores of attitude towards orientation program of teachers of children with and without hearing impairment" was retained. Thus the result obtained was **"there exists no significant difference in the mean scores of attitude towards orientation program of teachers of children with and without hearing impairment"**. Both the teachers of children with and without hearing impairment have more aware about the professional development by the orientation program. This is a way to professional development for the in-service teachers. Training by orientation program enables the in-service teachers to update the knowledge, attitude belief and prepare for set the objectives, content, learning experiences, well in advance.

The special and general in-service teachers have to more favorable for update their knowledge, attitude with the professional development for rehabilitate to children with hearing impairment. Hence, it is obvious that general educators and special educators both are the more favorable to professional development.

(iii) Attitude towards skills development program of teachers

Paired 't' test was applied to see, whether there exists no significant difference or not in the attitude of Group-A and Group-B in towards skills development program of teachers. The calculated values of mean (x), standard deviation (SD), 't' and 'p' are shown in table 5.

Table 5: ‘t’ test analysis: toward skills development program

Parameter	Groups	Mean (\bar{x})	SD	Df	‘t’	P (2- tail)
Skills development program	Group-A n=20	38.2	3.32	38	0.3658	0.7165
	Group-B n=20	37.1	4.49			

The obtained mean and SD of group A were 38.2 and 3.32, similarly group-B were 37.1 and 4.49. The obtained value of ‘t’ is 0.3658. The corresponding ‘p’ (2-tail) value at degree of freedom 38 is 0.7165. This ‘p’ value is greater than the significant level of 0.05. This suggests that the obtained ‘t’ value was statistically not significant; the null hypothesis was retained. That is, “there exists no significant difference in the mean scores of attitude towards skills development program of teachers of children with and without hearing impairment” was retained. Thus the result obtained was **“there exists no significant difference in the mean scores of attitude towards skills development program of teachers of children with and without hearing impairment”**. Both the teachers of children with and without hearing impairment have more aware about the professional development by the skills development program. This is a way to professional development for the in-service teachers. Training by skills development program enables the in-service teachers to update the knowledge, attitude belief and prepare for set the objectives, content, learning experiences, well in advance.

The special and general in-service teachers have to more favorable for update their knowledge, attitude with the professional development for rehabilitate to children with hearing impairment. Hence, it is obvious that general educators and special educators both are the more favorable to professional development.

(iii) Attitude towards additional qualification of teachers

Paired ‘t’ test was applied to see, whether there exists no significant difference or not in the attitude of Group-A and Group-B in towards additional qualification of teachers. The calculated values of mean (\bar{x}), standard deviation (SD), ‘t’ and ‘p’ are shown in table 5.

Table 6: ‘t’ test analysis: toward additional qualification

Parameter	Groups	Mean (\bar{x})	SD	Df	‘t’	P (2- tail)
Additional qualification	Group-A n=20	32.5	8.87	38	0.4829	0.6319
	Group-B n=20	31.15	3.08			

The obtained mean and SD of group A were 32.5 and 8.87, similarly group-B were 31.15 and 3.08. The obtained value of 't' is 0.4829. The corresponding 'p' (2-tail) value at degree of freedom 38 is 0.6319. This 'p' value is greater than the significant level of 0.05. This suggests that the obtained 't' value was statistically not significant; the null hypothesis was retained. That is, "there exists no significant difference in the mean scores of attitude towards additional qualification of teachers of children with and without hearing impairment" was retained. Thus the result obtained was **"there exists no significant difference in the mean scores of attitude towards additional qualification of teachers of children with and without hearing impairment"**. Both the teachers of children with and without hearing impairment have more aware about the professional development by the additional qualification. This is a way to professional development for the in-service teachers. Training by additional qualification enables the in-service teachers to update the knowledge, attitude belief and prepare for set the objectives, content, learning experiences, well in advance.

CONCLUSION:

The special and general in-service teachers have to more favorable for update their knowledge, attitude with the professional development for rehabilitate to children with hearing impairment. Hence, it is obvious that general educators and special educators both are the more favorable to professional development.

EDUCATIONAL IMPLICATIONS:

Professional development is always a never-ending process. There is no place for stagnation so in-service teacher always expected to equip with new concept in tune with the shifting time. The in-service teacher of students with and without hearing impairment must have some accountability toward their professions. They should continuously be involved in their professional growth in terms of attending refresher program, workshop, seminar, CRE programs, attending the conferences, mentoring to colleague, presenting the papers, writing research papers and adding the appropriate qualifications etc. This will uplift and grownup professionalism among the in-service teachers and they shall able to provide the positive knowledge and fullness to their disciples.

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