# CHAPTER I
## INTRODUCTION

<table>
<thead>
<tr>
<th>S.No</th>
<th>CONTENT</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>The teacher</td>
<td>3</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Teachers in the Vedic Period</td>
<td>3</td>
</tr>
<tr>
<td>1.2.2</td>
<td>Teachers in the medieval period</td>
<td>4</td>
</tr>
<tr>
<td>1.2.3</td>
<td>Teachers in the Buddhist Period</td>
<td>5</td>
</tr>
<tr>
<td>1.2.4</td>
<td>Teachers in the modern period</td>
<td>6</td>
</tr>
<tr>
<td>1.3</td>
<td>Teaching profession</td>
<td>7</td>
</tr>
<tr>
<td>1.4</td>
<td>Concept of teaching profession</td>
<td>9</td>
</tr>
<tr>
<td>1.5</td>
<td>Meaning of professional development</td>
<td>9</td>
</tr>
<tr>
<td>1.6.</td>
<td>Concept of professional development</td>
<td>10</td>
</tr>
<tr>
<td>1.7.</td>
<td>Characteristics of professional development of teachers</td>
<td>19</td>
</tr>
<tr>
<td>1.8</td>
<td>Status of teachers in various countries</td>
<td>21</td>
</tr>
<tr>
<td>1.8.1</td>
<td>Status of teachers in India</td>
<td>21</td>
</tr>
<tr>
<td>1.8.2</td>
<td>Social status of teachers in Pakistan</td>
<td>22</td>
</tr>
<tr>
<td>1.8.3</td>
<td>Social status of Teachers in Taiwan</td>
<td>22</td>
</tr>
<tr>
<td>1.8.4</td>
<td>Teachers and their training in U.K.</td>
<td>22</td>
</tr>
<tr>
<td>1.8.5</td>
<td>Status and In-service Training of Teachers in Russia</td>
<td>23</td>
</tr>
<tr>
<td>1.8.6</td>
<td>Status of Teachers in France</td>
<td>24</td>
</tr>
<tr>
<td>1.8.7</td>
<td>Status of Teachers in U.S.A.</td>
<td>24</td>
</tr>
<tr>
<td>1.8.8</td>
<td>Education and status of teachers in Western Germany</td>
<td>25</td>
</tr>
<tr>
<td>1.8.9</td>
<td>Education and status of teachers in Eastern Germany</td>
<td>25</td>
</tr>
<tr>
<td>1.8.10</td>
<td>Status of Teachers in Denmark</td>
<td>26</td>
</tr>
<tr>
<td>1.8.11</td>
<td>Status of Teachers in Japan</td>
<td>26</td>
</tr>
<tr>
<td>1.9.</td>
<td>Wider concept of quality in education</td>
<td>27</td>
</tr>
<tr>
<td>1.10.</td>
<td>Narrow view of quality in education</td>
<td>27</td>
</tr>
<tr>
<td>1.11.</td>
<td>Routes towards teachers’ continuing professional development</td>
<td>28</td>
</tr>
<tr>
<td>1.12.</td>
<td>Performance of teachers</td>
<td>29</td>
</tr>
<tr>
<td>1.13.</td>
<td>Professional development in educational commissions</td>
<td>29</td>
</tr>
<tr>
<td>1.13.1</td>
<td>Secondary education commission (1952-53)</td>
<td>30</td>
</tr>
<tr>
<td>1.13.2</td>
<td>Indian education commission (1964-66)</td>
<td>31</td>
</tr>
<tr>
<td>1.13.3</td>
<td>National Policy on Education (1986)</td>
<td>32</td>
</tr>
<tr>
<td>1.13.4</td>
<td>Revised National Policy on Education (1992)</td>
<td>32</td>
</tr>
<tr>
<td>1.14.</td>
<td>Professional development in five year plans</td>
<td>33</td>
</tr>
<tr>
<td>1.15.</td>
<td>How to improve quality of teachers?</td>
<td>33</td>
</tr>
<tr>
<td>1.15.1</td>
<td>How to improve Assessment of Performance of Teachers?</td>
<td>34</td>
</tr>
</tbody>
</table>
1.16. Continuing professional development and support for service teachers

1.17. Meaning: in-service teacher education

1.17.1 Objectives of In-Service Education

1.17.2 Orientation of Secondary School Teachers

1.17.3. In-service Training Activities

1.17.4. Commissions and Committees on Teachers’ in – service Education

1.18. Some important agencies of in-service education

1.18.1 University grants commission

1.18.2 State Institute of Education

1.18.3 Central Institute of English and Foreign Language

1.18.4 Teacher Organization

1.18.5 Foreign and International Agencies

1.19. Innovative instruction

1.20. Professional experience

1.21. Personal attitudes and skills

1.22. Teachers’ job satisfaction

1.23. Concept of teachers’ job satisfaction

1.23.1. Job Satisfaction with teaching profession

1.23.2. Job Satisfaction with job security

1.23.3. Job Satisfaction with institutional climate

1.23.4. Job Satisfaction with authorities of school management

1.24. Teacher’s self-efficacy

1.25 Need of the study

1.26 Significance of the study

1.27 Scope of the study

1.28 Statement of the problem

1.29 Title of the study

1.30 Operational definition of key terms

1.30.1 Professional development

1.30.2 Job satisfaction

1.30.3 Self-efficacy

1.30.4 Teachers of Higher Secondary School

1.31 objective of the study

1.32 Research Questions

1.33 A brief resume of the succeeding chapters

1.34 Conclusion
CHAPTER -I

INTRODUCTION

1.1 INTRODUCTION

Education system has to be geared to changing demands of the society. No system of education, however comprehensive in content and form, can meet these changing demands at higher secondary school level, unless a teacher, who is main agent, is fully equipped with academic and professional competency.

Education is one of the most crucial activities in any nation. It differs from other services in that it involves large capital outlays and technical expertise, both human and material and there are long gestations periods in reaping the fruits of education. The basic raw material in any field of education process is man and the finished product is also man. (Kasinath, H.M. 2012)

The field of education is developing immensely through technological, social, institutional changes in recent years. Teachers are important and make a difference in various fields being a teacher is that most rewarding job in the world. But it is not at all a bed of roses for them. It is not uncommon for a teacher to be confronted with hard problems and tough situations. And that is why these measures are in place to reward each and every teacher for conquering the challenges for their unwavering dedication with the greater career options, professional development, and more flexibility in managing their career and personal values (Aruna.V & Bhanu Shree, 2012). Teaching is one of the major areas in which teaching can also be analysed in terms of teachers’ quality. It is very difficult to define what is good teaching and it is a crucial factor in promoting effective learning in schools.
Teachers start their career as matriculate teachers and during the course of their stay in the profession improve their academic qualifications. They do it through formal or non-formal channels of education. Teacher education helps the teachers for continuous growth in the capacity to teach. Since the teachers’ role is the most important component in school education, it is necessary to continuously upgrade the quality of teachers through attending extra qualifying programmes. Professional development refers to skills, knowledge and competency attained for both personal development and professional enhancement for the betterment of their personal lives. There are a variety of channels to attain professional development including brain based teaching skills, print based materials and teaching of information and communication technologies, and reflective monitoring work with technical supports.

Individuals may participate in professional development because of an interest in lifelong learning and enrich the personality of their disciples by imparting ethical and academic knowledge, through continuous upgradation.

“Better than a thousand days of diligent study, is one day with a great teacher” –

*Japanese Proverb.*

Professional development may also come in the form of in-service training activities like workshops, short and long term courses, seminar, symposia, group discussion, educational conferences, organized orientation programmes, refresher courses, reading or writing professional literatures, group dynamics and team building, and sandwich study programmes. At the heart of career development is the individual interest in lifelong learning and enhancing their own skills, knowledge and competency.
I.2 THE TEACHER

1.2.1. Teachers in the Vedic Period

They were autonomous in their work and they followed several methods of admission and assessment. A Teacher was the sole pedagogic authority to decide whether the students were fit for admission and also decide whether they had completed their studies.

According to Narain, the study of the ancient literature indicates that the undermentioned kinds of modes and tests were followed by the ancient teachers.

1) Screening test for admission
2) Entrance test for higher education
3) Continuous assessment for grading the students.
4) Terminal test
5) External check on evaluation standard through learned assemblies.

Under the Vedic system of education, all the three processes of education, i.e., teaching, learning and evaluation were entirely integrated.

The ‘Acharya’ was the teacher as well as the evaluator and exercised full supervision over the students who were treated as family members. There was no external control or supervision over the work of the teacher.

A.R. Rather (2004) points on the teachers’ role in the Vedic age,

1. Teacher (the guru) was used to be a spiritual personality. There was a direct conduct between the guru and students. They used to contact gurus and receive education as per their perception of Education.

2. Routine duties were generally performed by the students while living with the gurus.
3. Teachers used to teach & make general arrangement for students for required life style.

4. Teachers used to be encouraging in their attitudes.

5. Teachers used to be scholars in many areas.

6. Teachers used to develop in students a desire of education.

7. Teachers used to teach social skills to the students.

8. Teachers used to develop self study habits in their students.

9. They evaluated orally

10. They used to develop various life oriented skills and vocational skills.

1.2.2. Teachers in the Medieval Period

During medieval period, Muslim rulers started a new system of education which is popularly known as Maktab - Madarsah system (or) Muslim system of education. Side by side the old Pathshala system was also continued for Hindu students.

The ideal life of the teacher, the deep thirst for intense pursuits in the field of knowledge, attempts at the understanding of the terse mysteries of the world, approach in right earnest to the seeking of the ultimate truth, all these are the general characteristics exhibited by the teachers of this period. This was the necessary apparatus with the teacher to conduct experiments successfully in the laboratory of knowledge.

The teacher besides looking to instruction aside would equally be responsible for other developments and attitudes of the pupils. The teachers had even to see the future calling of the students in charge and also his food and clothing. The teachers enjoyed great literary titles.
The pupil was to find the teacher. He must live with him as a member of his family and was treated by him as his own son.

The pupil belonged to a teacher and not to the school. Education was individual and individual was the chief concern and center of it. There was an intimate relationship between the teachers and taught.

1.2.3. Teachers in the Buddhist Period

During Buddhist Period the place of teacher in the scheme of education was very important. There were the categories of teachers - Acharya and Upadhyaya. According to Mahavagga, the Upadhayoya was the higher authority entrusted with the duty of instructing the young Bikshu in the sacred texts and doctrines, while the Acharya assumed responsibility for his conduct and was thus, called also Karmacharya in reference, probably, not merely to his part in the ecclesiastical act but also his tutorial responsibility as regards discipline.

According to Buddhagosha, the Upadhyaya is to be of ten years and the Acharya of six years seniority. But of course, next seniority is no qualifications unless the monk was also learned and competent. Thus an Upasampanna bhikshu had to live under the control of two teachers for his mental and moral training.

Buddhist literature also prescribed the qualifications of a teacher. Without these monk was not entitled ‘to give a nissaya’ or ordain a novice’ the teacher enjoyed the whole hearted devotion of the pupil. In return, he should have the corresponding attitude towards his pupil.

Hiuen Tsang, the renowned visitor of Nalantha University with many distinguished teachers whom he met and with whom he conversed, says “I have always been very glad that I had the opportunity of acquiring knowledge from them personally, which I should otherwise never have possessed, and that I could refresh
my memory, of past study by comparing old notes with new ones,” To speak the truth, renowned teachers like Nagarjuna, Dharmapana, Arya deva, Vasubandhu, Shilabhadra and several attracted students from far and near. It was considered to be an honor to be associated with Nalanda University”.

1.2.4 Teachers in the Modern Period

Teacher makes difference in the student’s minds. Teachers are social builders to shape sensitized future citizens of the country. Education has been regarded to evolve the light of knowledge from the darkness of ignorance. In the today scenario, teachers’ position is mainly concerned with development of professional skills, work satisfaction and maintaining of self efficacy towards teaching profession. It demands good social responsibility and the teacher can solve the social and global problems which he/she faces in the life. Teachers are flourishing always and tend to transmit global scientific knowledge from generation to generation through standard education. Today’s teachers need to be made to acquire maximum quantum of knowledge on orientation service, counseling service and placement service through digital mode. Today, teaching is no longer a service but a profession. This profession demands non-discrimination, equality of opportunity and acquisition of self realization through the spark of internal potentiality. In modern trends, teachers stipulate innovative, demanding and adjustable behavior, but unfortunately they are not ready to handle life oriented skills to and have professional commitments. Teaching is a man making process which fulfills teachers’ innate and latent capacities to integrate all kinds of skills and also to make them for successful manner. In the world of learning, teachers should be constructive but not destructive, because the role of teacher is of paramount importance. Hence, teaching personnel’s should be seen to be upfront, up to date, up to their work skills to face courageously the problems and issues in digital world.
1.3 TEACHING PROFESSION

Teaching profession refers to the act of instructing, enlightening and inspiring learners. “Teaching is not a lost art, but the regard for it is a lost tradition” – Jacques Barzun.

“Teaching is leaving a vestige of oneself in the development of another. And surely the student is a bank where you can deposit your most precious treasures”– Eugene P. Bertin.

“Teaching is the profession that teaches all the other professions”. The teachers act as the guide for life, show the path towards success to bring out the untamed talents of their students and sharpen it in order to bring out the best results.

Teaching profession requires veteran teachers not only with improved knowledge and teaching competency but also with healthy professional attitudes and desirable qualities for teachers viz: affection, empathy, loyalty, truthfulness, honesty, punctuality, dedication, and cleanliness, humor and concern, and so on. The most of these traits or qualities are not taught but developed. All teachers including those in the process of becoming teachers make a conscious effort to acquire more and more of these traits so that they would continue to be more efficient and effective.

Professionalism of higher secondary school leads to the development of requisite skills, attitudes and values for imparting portfolio learning skills and teaching experience which can influence learning in the profession towards training in general and teaching in particular educational strategies.

‘We want that education by which character is formed, strength of mind is increased, and by which one can stand on ones’ own feet’. – Vivekananda.

He told that without the personal life of the teacher, there would be no education. With regard to the teacher, one must see that he/ she knows the spirit of the scriptures.
Swamiji proclaimed his thoughts on education as “Education is the manifestation of the perfection already exists in man”.

Teaching profession is the noblest one and it requires teachers not only with updating knowledge, learning new innovative ideas, various competencies on soft skills but also with healthy professional attitudes to make generation ‘Y’ good citizenship. Teaching profession requires persons with appropriate aptitude for teaching and learning as well as towards life and the teaching profession. (Sunil Behari Mohanty, 2008)

Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and prospective. A profession is characterized by a sufficiently long period of academic training, an organized body of knowledge on which the undertaking is based, an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity. (NCTE - 2009).

A profession is characterized by a sufficient long period of academic training in different modes like formal and informal with practical experience. (NCF, 2009)

Teaching Profession is a job that needs a high level of training and education. The term ‘Teaching Profession’ refers to the occupation that requires a course of study and skill training in the field of education (Premalatha .S, Rasul Mohaideen .S and Vijayal .P, 2012)

Good teaching is “the process of inviting students to see themselves as able, valuable and self-directing and of encouraging them to act in accordance with these self-perceptions” (Purkey & Novak, 1984)
1.4 CONCEPT OF TEACHING PROFESSION

A profession may be defined as an occupation which requires specialized knowledge or advanced learning. A professional is one who is able to acquire a fund of knowledge, range of skills and their application in the service of humanity. Hence professional means belonging to a profession, showing the skill of a trained person: doing specialized work for payment and not as a pastime. Thus, a teacher is considered as a professional because he/she is trained to teach and has acquired skills.

Oxford English Dictionary provides many variations in meaning for the term profession revolving around religious faith. One of the variations states, professions is “an occupation in which a professed knowledge of some subject, field or science is applied; a vocation or career especially one that involves prolonged training and formal qualifications.”

Profession is “an occupation, vocation or career where specialized knowledge of a subject, field or science is applied - Wikipedia, the online encyclopedia. Online business dictionary defines profession as occupation, practice, or vocation requiring mastery of a complex set of knowledge and skills through formal education and or practical experience. Australian Competition and Consumer Commission defines profession as a disciplined group of individuals who adhere to high ethical standards and uphold themselves to and are accepted by the public as possessing special knowledge and skills in a widely recognized, organized body of learning derived from education and training at a high level, and who are prepared to exercise this knowledge and these skills in the interest of others.

1.5 MEANING OF PROFESSIONAL DEVELOPMENT

Professional means a person who works in a job that needs a high level of training and (or) education for better and future career. Teachers explicit the real means of training to orient with new trends for outstanding records of their profession.
Professional development means one’s self development relating to his profession. For the development of one’s profession, one has to keep himself abreast with the recent developments that are taking place in his profession. It can be done in various educations, formal training courses, large-scale centrally supported professional development programmes including conferences, seminars and courses. (Shubhra Nath and Pankaj Roy (2015).

1.6. CONCEPT OF PROFESSIONAL DEVELOPMENT

The concept of professional development is broader than career development which is defined as the growth that occurs as the teachers moves through professional career cycle. Sometimes, staff development is considered synonymous to professional development though staff development is generally used in reference to in-service training and also established the new concept on quality which is different from competency.

The difference between competencies and quality is that quality refers to the standard of something as measured against other things of a similar kind; the degree of excellence of something on the other hand, Competency refers to the ability to do something successfully or efficiently. (Sundararajan. Nand Nanda Gopal.V.B-2015).

To be considered high quality, professional development must be delivered in a way that brings direct influence on teacher’s performance.

The quality of teaching is a crucial factor in promoting effective learning in schools. Effective teaching requires individuals who are academically able and who care about the well-being of children and youth.

Improving the quality of education depends on improving the up to date pedagogical knowledge of teacher’s with multi level training. Only when there is professional development that particularly is enhancing the skills of teachers, there will
be uplift and more powerful society of students in the work. Professional development is a process of developing ones’ knowledge, skills and competencies required in a profession (Anandha Krishnaveni A.R. and Francisca.S. 2012)

It is an attempt to increase the competency of the present staff through seminars, workshops, conferences, study groups, term courses, lectures, interschool visits, travelling, writing and the like. It includes all types of formal and informal programmes that contribute to the professional growth of the teachers who are already in service (Dash B.N, 2002)

Teachers are described as ‘social engineers working for the progress of the society. Along with the educational service they render to the society, they should also strive for the betterment of their personal lives. The following are some of the measures suggested in this direction.

i) They could raise their educational qualifications by joining distance education programmes conducted by reputed universities.

ii) They can become active members in subject teacher association and participate in its deliberations to study the text books prescribed, question paper construction, develop newer instructional methods and aids, and so on.

iii) They can participate in the in-service programmes sponsored by the education department

iv) Teachers should always consider themselves as an ardent student and get involved in learning by keeping in mind the words of Rabindranath Tagore stating that “A burning candle alone can light another one”

v) They should make use of the libraries to enrich their knowledge by going through the latest books that have come out in their field, research journals and periodicals.
vi) They should always seek the company of great people noted for their scholarship and good conduct.

vii) They could avail the railway concession available to teachers to visit other states to gain direct experiences with men and matter of different hues.

viii) They could participate in the proceedings of literary and fine arts clubs, which are not connected to any particular caste, creed or religion.

ix) If they are gifted with any specific talent like scripting stories, acting in plays, drawing and painting, exponents in delivering discourses, play writing, and so on, they could make the best use of their talents to win name and fame.

(Nagarajan. K. 2009)

The old saying that teachers are born and not made cannot be accepted anymore as true. As a modern, well trained teacher, one must first learn what and how to teach each child. He / She must know the materials that he / she has to teach, the nature of the child and the best methods of instruction. Much of what makes the teachers able to learn to teach and to enjoy teaching has come from their original nature and from the environmental forces that they encountered before they entered the teaching training programme. But without training, regardless of their interest, ability and personality, they cannot possibly perform at the level expected of the professional teachers in today’s school.

Teacher is apparently a central figure in any scheme concerning reform of education. The proposed restructuring of school and college classes under the new pattern necessitates revision of minimum qualifications for teachers wherever necessary and provision of appropriate pre-service and in-service training of teachers to meet the requirements of the new curriculum for both the academic and vocational courses.
As such, there is no investment in our country that will pay more dividends than investment on improving the quality of teachers by providing them professional training or in-service education in normal schools, government colleges of education, state institute of education, and district training institutes.

After short period training of a year or two, a person is expected to be a qualified teacher who knows a few tricks of the trade. But actually speaking, the college of education experience is only a prelude to the rich experience he is to gain during his entire service as teacher. The professional training is of little value unless reinforced by further experience and training during his service period (Dash, B.N. 2002). The in-service education is recent concept that is now acknowledged as the essential requisite of efficient teachers.

The only teachers who require formal professional qualifications before they are employed are those who teach in primary and secondary schools. There are hardly any pre-service courses for teachers in tertiary education and wherever they exist they are given to teaching assistants who are already in higher education system. But in-service training has now come to be recognized as a significant step in the evolution of education. Essentially this training includes short term courses (mandatory or voluntary) and includes an orientation to teaching profession, development or sharpening of instructional skills, classroom or institutional management and subject updating (David, 1988)

Centre for Professional Development in Higher Education (CPDHE) implies that a programme of faculty development, improvement, up gradation and updating is an activity in which teacher’s involvement at every stage of programme development is essential.

And also a teacher has to realize that the functions within the ambit of the institution in which he is working. Therefore, a right step in professional development
is to reinforce a culture that demands forewing of teachers towards realization of well thought out and well defined intuitional objectives (Uberoi, N.K. 2000)

In today’s world, no country can afford to remain unaware about the latest in every aspect of developmental activity including education. There is a paradigm shift in economy in terms of liberalization, globalization and privatization and concurrent changes in approach to higher education.

According to J.P. Naik, (1968) The education planners certainly did not ignore the task of the improvement of the teachers’ status, but the measures so far have been insufficient and uneven for the different categories of teachers. This is responsible for the poor status and low quality of our school teachers in particular and a lot of unrest in them. Their calling has so far not been able to emerge as a well established profession. (The Education Commission, (1964-66).

According to NPE, 1986 and revised NPE, 1992, the quality of education will have to be enhanced which would only be possible through continuous professional development of working teachers at schools and higher education level.

For school teachers, regular programmes of in-service training were mooted and for college and university teachers programmes of initial orientation followed by a series of refresher courses were planned.

At school level, organization of the professional development programmes for teachers are the responsibility of IASEs, CTEs, SCERTs and DIETs for different categories of teachers and teacher educators.

It is observed that teachers are more concerned with their certification for having attended programmes than their academic achievement and professional development. The professional preparation need to appreciate that,

i) Initial training and in-service education are inseparable and integrated parts of the entire process of teacher development.
ii) Teachers need to develop themselves personally and professionally in order to realize growth in students learning.

iii) Effective teacher development leads to pupil growth

iv) The scope for becoming a more effective teacher always exists provided the teacher has a positive attitude towards change.

v) The existing professional development programmes for teachers and teacher educators need to be made more professional in the content and organization and be monitored and evaluated on a continuing basis (Mohd.Akhtar Siddiqui, 2008)

vi) Quality of teachers is the most important determining factor for quality of education. Research studies have shown positive association between students achievement and teacher academic skills, level of content knowledge, years of experience and participation in content related professional development opportunities (UIS, 2007)

The Ministry of Education has always placed great emphasis on the continuous professional development of teachers and this is reflected in its 1994 policy of requiring all teachers to attend at least one in-service course a year. Those in-service training courses are planned according to the feedback received from the assessment of teacher’s needs of the various subjects, learning competencies and curriculum specifications. Different modes of delivery, including distance learning, on-site and in-site learning are offered to teachers to pursue their professional development (Gyanendra Kumar Rout et. al.; 2009)

Research affirms that the single most important determinant of what students learn is what their teacher knows. One of the most important factors in a high quality education is the knowledge, experience, and capability of the classroom teacher
In this regard orientation programmes foster desirable competencies in them which is helpful in achieving required quality. Refresher courses, seminars, conferences, workshops, extension lectures, and other training programmes can facilitate them with new approaches and methods of teaching skill, inculcation techniques, and communicative as well as analytical skills.

Professional development of teachers constitutes developing awareness about their role and responsibilities to the profession they are pursuing. It is often self-directed, involving reading, critical reflection, conscious analysis of oneself and one’s own work and a keen observation of learners and learning strategies (Singh, 2013).

Teacher development is a holistic term used in teacher preparation programmes. Programmes in teacher development should cater to the developing of the right skills, proper attitudes and adequate knowledge to implement the skills. Professional development could be a lifelong process which demands, on the part of the teacher, commitment to the work (Mohanraj. S, 2009).

Teacher development is contrasted with teacher training and teacher education which can both be offered by outside agencies, while development can happen only by one’s own involvement. (Wallace, 1991) Teacher development can also be perceived as a sense of maturity that the teachers gain in the course of their profession after acquiring the necessary skills and the basic content. In this sense, teacher’s development is a precursor to professional development.

Professional development consists of all natural learning experience and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the class room. (Bimal Charan Swain, 2011)

The main purposes of professional development are the acquisition of subject or content knowledge and teaching skills (Hoyle, 1980) According to the view of Hoyle,
there should be provision of attending more refresher courses after attending the required number of refresher courses. Participant’s presentation in orientation and refresher courses should be properly evaluated to improve their professional competence.

Some what is added but fortunately the past decades have without a radical shift in the way. Teaching is managed in classrooms around the world, with a radical shift. The focus of the class room has now become the student rather than the teacher. Teaching has never been a profession, it’s been a vocation.

‘I have known from a very young age that, I wanted to teach, not so much to transfer knowledge but to learn continually through interaction with students of different age groups. And if in recent times teachers have transformed from being oracles and fonts of wisdom in to continuous co-learning, it is only fair that we should be humble and admit to human being’ (Ashima Bath, 2010). 21st century teachers should not be constructed by the wall of their classrooms. Today the best teachers are facilitators who create conducive classrooms and beyond learning environments, and prepare children for the complex workplaces of this century.

H.M. Kasinath (2013) stated his views in article professional development; teacher is long term oriented and has direct impact on institutional effectiveness. He proposed some general professional skills: commitment to society, higher order cognitive skills, effective communication, organizational development, handling social and cultural differences in the class rooms, as well as dealing with text books and syllabus, classrooms management, design classroom instruction, maintaining time-on-task, and so on. He evolved six aspects identified as efficient management of teaching profession as follows
i) Decision making

ii) Professional growth

iii) Status of teachers

iv) Self efficacy

v) Autonomy

vi) Impact

Faculty development initiatives, in proper sense, are expected to help teachers overcome their professional inadequacies besides creating among them the culture of working collegially, and collaboratively. Indian institutions of higher learning have not displayed desirable enthusiasm for the development and nurturance of their faculty. The demand should have emerged from within the four walls of individual institutions. But somehow that culture is missing on the campuses of Indian institutions.

However, it may not be fair to put the entire blame on them as most of them do not have necessary budgetary provisions. Since it requires a number of provisions ranging from additional manpower to infrastructural facilities, both at the centre and the states, may consider launching major initiatives for faculty development by earmarking specific grants without which it will neither be possible, to achieve excellence in teaching and learning nor in research and innovation and nor in engagement and the ultimate result would be losing out globally (Ved Prakash, 2010)

Thus quality issues and determinants thereof such as ensuring availability of trained teachers, good curriculum and innovative pedagogy that impact upon learning outcomes of the children must be addressed on priority basis.

Quality as mandated under the RTE shall have to be realized in tangible terms failing which it will be difficult to wean students away from private tuitions that are prohibited under the RTE.
What else does the teacher need? So that he may select the best and continue to improve them, he needs a knowledge of the different methods and aims in the teaching of his subject; and so far as possible of the result attained by each. Instead of expecting each inexperienced teacher to start afresh, he should set out armed with the epitomized and digested teaching experience of those that have gone before him, (Dharmesh Sharma, 2006)

A teacher is concerned not only with the intellectual development of his students but also with their moral, emotional, civic, aesthetic, and even career development. Thus, a teacher’s task has become a challenging one.

To be a good teacher, an individual should have a number of qualities of heart and head. All these show that a teacher, to be effective, should develop several personal qualities and professional competencies.

It has already been noted that a teacher requires several personal traits as well as professional skills to do the job successfully. As a teacher, one requires a certain amount of teaching competencies such as the capacity to plan instructional sessions, to prepare appropriate instructional material, to conduct group and individualized instruction, and to assess students’ progress.

1.7. CHARACTERISTICS OF PROFESSIONAL DEVELOPMENT OF TEACHERS

Based on a review of the literature, teacher’s professional development exhibits the following characteristics.

i) Professional activities involve scholarly work that is planned and purposeful interaction governed by the needs of the school, students and society.

ii) Focus on core content and having new identity for the content.
iii) Emerging from experience and interaction in a collaborative network among the colleagues.

iv) Evolving potentialities and resourceful management in classroom activities.

v) Solving difficulties faced in supervising and evaluation work by using various techniques and foresight.

vi) Inculcation of high quality and to set higher standards through new pedagogical strategies.

vii) Inclusion of embedded follow-up and revitalizing justification.

ILO / UNESCO Recommendations on the Status of Teachers: (1966)

As per these views perceived by the literary works of C.S.Nagaraju (2009), there are two standards setting instruments for status of teachers: One recommended the International Labour Organization (ILO) and UNESCO; and second approved by the UNESCO. The first instrument agreed on status of teachers and covered all teachers at school level from pre-primary through secondary level working in government and private sectors in all type of schools. The second was ratified in 1997. The instrument complemented the first by including personnel working in higher education sector. The range of job included teachers, scholars, researchers and others providing student services.

The document (1966) consists of 146 short paragraphs organized in 13 sections. The first section deals with definitions and defines ‘teacher’ as those persons in schools who are responsible for education of pupils and the expression ‘status’ used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation and their competence in performing it and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.
1.8 STATUS OF TEACHERS IN VARIOUS COUNTRIES

In the bygone days teaching was the profession of the wisest and the best among the community, in the pioneer level, teaching profession has become the profession of common man and consequently the educators have lost their position in society. Also the teachers started losing the touch with the society in all parts of world. It is necessary to bring an important tenet of teacher’s beneficial packages and other perks. Their low salary was another factor which influences their status. The profession is becoming better paid again. It is again being adopted as a respectable profession. This work will help the educator to resume their social status in the community.

The standard literature on professions suggests that their members acquire their professional status during a long-lasting education, over which the profession has a strong control and influence for designing. The professions have further developed ethical and quality standards for the performance of the profession, which they exercise by autonomy’s with their own organization (Chandrappa, 2014)

1.8.1. Status of teachers in India

Teachers, as an occupational category, do not constitute a homogeneous group. The status of primary teacher is lower than the status of secondary teacher and both the categories come below teachers in higher education. Even if anyone category of teachers is taken, their status is perceived as low as compared to other jobs in the government requiring equivalent general qualifications. (C.S.Nagaraju, 2009)

National Commission on Teachers-1 (1985) states in their report that the school teachers do not enjoy high social status every Commission before and after independence has bemoaned the fact. University Education Commission regretted that school teaching was a much ‘denigrated profession’ while Mudaliar and his team expressed their dissatisfaction in no uncertain terms that the social status given to the
school teacher in the country was unsatisfactory as also his salary and other conditions of service.

1.8.2 Social status of teachers in Pakistan

The social status of teachers in Pakistan is by and large not up to the mark, that is, teachers do not enjoy higher occupational prestige and overall greater satisfaction with their jobs than their counterparts in other professions. It refers to the relative standing of teaching as an occupation in a hierarchy of all occupations. This is an important area of inquiry that provides insight into the significance attached to education in each part of the country.

1.8.3 Social status of Teachers in Taiwan

Taiwan gives great respect to teachers. A study, conducted by a group of researchers, titled “The social status of teachers in Taiwan” published in a U.K. Journal of Education (Comparative Education, 2002 Vol.38 (2) indicated that the teachers in Taiwan enjoy a relatively higher occupational prestige and are fully satisfied with their profession. The research has studied on teachers’ work perception; it found that most teachers are satisfied with intrinsic and extrinsic factors. Most of the survey indicates that their dissatisfaction had increased over the years and some of them considering the possibility of leaving the job for good.

1.8.4 Teachers and their training in U.K.

Mostly the training of these teachers depends on work experience. The experienced persons of the concerned subjects are appointed from industrial and commercial institutes. It is not necessary that they should possess high level qualifications. Their experience is more important. The Education Ministry has laid
down some minimum qualifications for them according to the Natural Advisory Council. This minimum qualification is mainly their efficiency in the subject concerned.

In Great Britain, the teachers are appointed on the basis of service agreement between the teacher and management. According to service conditions, the matter of termination is kept completely, confidential and not publicized; because the management which does not want that the teacher may find it difficult to get an appointment in some other schools. Generally the post of the teacher is more secure than other professional services.

The status of the teacher is honorable, and services are secured. In the early period, the teacher had personal importance. Now they have governmental, social and national importance. They enjoy freedom. If any teacher possesses some higher educational qualifications or some special training, he is paid additional salary.

The salary of secondary and higher secondary teacher is determined on the basis of their qualifications. Burnham Committee prescribed the pay scales in which male teacher get more salary than the lady teachers.

1.8.5 Status and In-service Training of Teachers in Russia:

The Russian government has made provision for the training of those teachers also who continue to teach in some school. This position is of two types which have been determined on the basis of related items. The first purposeful arrangement is refresher training in this; the teacher becomes familiar with those researches and most recent teaching techniques which are modern and scientific. The other purpose is for semi-trained and untrained teachers who get teaching diploma after competing it.
Department of Education has provided in-service training for rural areas where educational information and counseling facilities are available. In cities, the secondary education institutions have provided two year evening courses for teachers and for the benefit of teachers organize debates, exhibition, seminars and conferences. Correspondence training has also been provided for in-service teachers. The salary is from 450 Rubles to 1000 Rubles according to teachers’ qualifications. Extra salary is paid for extra work. All government facilities like medical aid and leaves are available.

1.8.6 Status of Teachers in France

The teachers of public schools are government servants. They are appointed by the government or its representative. The Education minister appoints teachers of higher primary schools and secondary schools also.

On breach of discipline, a teacher may be depromoted or his license may be cancelled or he may be suspended. Teachers have their unions for pressing their legitimate demands before the government. There is a federation - general d’el Enseignement for protecting the right of teachers and this federation works for unity amongst teachers. They are respected by the government public in general.

1.8.7 Status of Teachers in U.S.A.

In U.S.A., the status of a person is determined by his financial position. This applies to teachers also. In the beginning the teacher had no high status in society because he was paid poor salary and his services were not properly recognized. But by the end of the 19th century, sufficient development took place in the field of education and with this development attention was paid on the needs, conditions and facilities of teachers.
In U.S.A. the services of the teachers are based on an agreement according to Government rules between the management and teacher. The status of the teachers is assessed on the basis of his salary scale. Local board decides the salary of teachers according to their condition and needs.

The post of the teacher is considered dignified honorable. The teachers enjoy working with youth and spend their leisure in social work and making conduct with people. They discuss educational problem with the honorable members of the society and community and organize conferences. Most of them are getting higher places in educational services.

1.8.8 Education and status of teachers in Western Germany

More than 100 teachers colleges are in Western German. There is Separate arrangement for training of elementary and secondary schools teachers. There are tuition fees, and stipends are given for in-service courses. Teachers are poorly paid. They are free to follow any political faith. In rural areas the teachers are respected more. Working conditions are not good. Women teachers are paid ten percent less.

1.8.9 Education and status of teachers in Eastern Germany

In the beginning of the Soviet Dominion, about 70 percent of the teachers were dismissed and in due course of time new recruitment were made. Teachers have to participate in communistic activities. Promotion of teachers generally depends on their active participation of communal works. In-Service training is organized in each district from time to time for demonstration of latest teaching devices. Teachers are facing hard times but authorities are of the view that all type of workers is facing difficult days.
1.8.10 Status of Teachers in Denmark

In Denmark, the religious leaders felt the need of educating the people in order to that they could understand the basic tenets of Christianity. In Copenhagen there is a teacher high school for training the already employed teachers in teaching of some special subjects. The courses for this specialization are both part-time and full-time. The desiring teachers are granted leave with full pay for specializing in teaching of some subject in the teachers’ high school.

1.8.11 Status of Teachers in Japan

Before the reorganization of education the status of teachers in Japan was quite pitiable. Neither had they enjoyed any social prestige nor adequate emoluments. Therefore, able persons never aspired to enter into teaching profession. The teachers were overworked and many of them used to fall victims to such fatal diseases as T.B. Therefore the Ministry of Education had established a sanatorium in each prefecture. Education Department has opened universities for training of teachers. Lady teachers in the family way were granted financial help and special leave. Teachers are sent sometimes to U.K., U.S.A. and France for especial training. There is a provision of refresher courses also.

Teachers must enjoy a respectable position in society. The Government should make a position of teachers strong by giving them handsome salaries and other beneficial package. The teachers should consider themselves as social workers. The teacher is the maker of the nation. He produces various types of professionals and other type of worthy citizens. Teachers should be honored with verbal, material and social awards. Unless teachers, are respected they will not respect themselves and they will fail in their sacred duty of producing sensitized human ware for the nation.
OFSTED (Office for Standard in Education)

Office for standard in Education inspects aims to improve standards of achievement and quality of education through regular independent inspection, public reporting and informed advice. OFSTED is responsible for assessing the quality of initial teacher training.

Queensland State Education - 2010 (QSE - 2010)

QSE - 2010 is the endorsed statement of strategic direction for education in Queensland. The goals of QSE - 2010 are to improve the quality of the education, experience and increase the number of Queensland students who successfully complete 12 years of schooling.

1.9. WIDER CONCEPT OF QUALITY IN EDUCATION

According to J.C. Aggarwal, the quality in education need to be defined in the wide sense of the overall aim of education as the all round development to social objectives wise, and viewed in this context, there is no doubt that vigorous efforts will have to be made to improve these to suit the changing needs of the country. It has become increasingly evident that the relevance of education, its significance, its validity for personal aspiration, its link with societal needs and goals, its efficiency and impact are the basic parameters of every educational system.

1.10. NARROW VIEW OF QUALITY IN EDUCATION

According to narrow interpretation, educational standards are judged from examination results. An educational institution that shows high pass percentage is considered to be an institution of great standard or quality.
1.11. ROUTES TOWARDS TEACHERS’ CONTINUING PROFESSIONAL DEVELOPMENT

Keeping in mind the aim of in-service programmes for professional development, there is a need to recognize the variety of types of in-service programmes and experiences that can contribute towards and sustain professional development. This is especially so in the context in which 20 days of training for all elementary teachers is being mandated by the governments.

i) Short and long-term courses

ii) Use of distance media

iii) Sabbatical study and research

iv) Professional conferences and meetings.

v) Professional forum, resource rooms, and materials.

vi) Faculty exchange visits and fellowships.

National Curriculum Framework for Teacher Education - 2009 implies that

➢ Explore, reflect on and develop one’s own practice.

➢ Deepen one’s knowledge of and update oneself about one’s academic discipline or other area of school curriculum.

➢ Research and reflect on learners and their education.

➢ Prepare for other roles professionally linked to education / teaching, such as teacher education curriculum development or counseling.

➢ To break out of intellectual isolation and share experiences and insight with others in the field, both teachers and academics are working in the area of specific disciplines as well as intellectuals in the immediate and wider society.

Good teachers are not born, nor are they made by tutors, but they made themselves. A starting point in teacher development is an awareness of what the teachers’ current knowledge, skills and attitudes based on self-appraisal. Effective
teachers are always those who are continually learning how better to teach. (Jahitha Begam, A and Mahesh Bhargava, 2013).

There is a need for setting up of professional development centers for the teachers. The centre will be responsible for organization of in-service and continuing professional development programmes round the year. At least one professional development center could be setup in each district preferably attached to DIETs/CTEs/IASEs etc. These professional development center will take care of in-service and continuing education of the teachers through face - to - face and distance mode (Mohd. Akhtar Siddiqui and Battacharjee D.K., 2009)

Faculty members is the most crucial factor in the teacher education process. It is a colossal task to meet the faculty needs of the rapidly expanding teacher education system. There is an acute shortage of high quality teacher educators. (Singh J.D, 2013).

1.12. PERFORMANCE OF TEACHERS

There should be a “Staff Appraisal Scheme” for annual assessment of teachers giving due weightage to quality of teaching and contribution to periodicals of international repute in their respective areas of specialization. This assessment should be basic criterion for promotion of teachers to senior faculty positions. (Farque M.N. & Ishrat Ali Qureshi, 1999)

1.13. PROFESSIONAL DEVELOPMENT IN EDUCATIONAL COMMISSIONS BEFORE INDEPENDENCE

The Wood’s Despatch (1854), Till 1853, the authorities were not clear about education of Indians but later it was felt that education of Indians would be of great help to the British. The recommendation of the Wood’s despatch emphasized the
training of teachers. The despatch advocated the need for establishing different types of training institutions and for giving stipends to teachers under training.

**The Hunter Commission (1882)**

This commission recommended that normal schools for training of teachers be opened.

**AFTER INDEPENDENCE**

**1.13.1 Secondary Education Commission (1952-53)**

Third Reprint 1956, P. 155, emphasised on status of teachers, ‘we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it. Priority of consideration must, therefore, be given to the various problems connected with the improvement of their status’.

The good teacher, in our recognized school, will endeavor to win the love and confidence of his children and establish his prestige on sincerity, integrity, hard work and a sympathetic handling of their problems.

It further states in the item XII, 5 that teachers working in the high schools should be graduates with a degree in education; those who teach technical subjects should be graduates in the subject concerned with the necessary training for teaching it. Teachers in higher secondary schools should possess higher qualifications somewhat similar to those prescribed in some universities for teachers of the intermediate colleges (Item XII, 4)
In order to relieve teachers from anxieties about their own and their dependents' future which will affect the efficiency of their work, the system of triple benefit scheme, pension-cum-provident fund-cum-insurance, should be introduced in all states (Item XII, 7) (Dr. Pandey R.S., 2008)

The Secondary Education Commission also expressed the hope that in public and ceremonial function; teachers could be invited and treated as honored guests. Their sense of personal responsibility could be strengthened if the state consulted teachers of outstanding merit in some important educational matters.

A discussion paper on major problems of secondary education issued by the Educational Commission in 1965 said about Mudaliar Commission as follows.

‘The commission rightly underlined the need of providing higher secondary education to children according to their individual abilities, aptitudes and interests and in a way which may ensure adequate preparation for the various professions they might have to choose in their later life. The commission’s concrete suggestion regarding the provision of guidance is extremely valuable. The training and appointment of career masters was a corollary to this recommendation. The commission also made significant recommendation regarding the necessity of raising the economic and social status of teachers’.

1.13.2 Indian Education Commission (1964-66)

The efficiency of the teaching profession and its contribution to national development in general and educational improvement in particular, will depend largely on its social status and morale. This will in turn, depend largely upon two inter-related factors: economic status and civil rights of a teacher, and their professional competence, character and sense of dedication.
An eminent educationist Dr. R.S. Pandey extracts some main theme from Indian Education Commission (1964-66) report on professional education of Teachers. A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investments in teacher education which can yield very rich dividends are small when measured against the resulting improvements in the education of millions. In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tend to perpetuate the traditional methods of teaching.

The essence of a programme of teachers education is ‘quality’ and in its absence, teacher education becomes an only a financial waste but a source of overall deterioration in educational standards. The highest importance to this programme of qualitative improvement is to be attached.

1.13.3 National Policy on Education (1986)

The document of Plan of Action emphasizes that “It is proposed to organize especially designed orientation programmes in teaching methodologies, pedagogy, educational psychology etc for all new entrants at the level of lecturers and school teachers and to organize refresher courses for serving teachers to cover every teachers at least once in five years. According to 1994 policy of the Ministry of Education in Malaysia, on-site and in-site learning are offered to teachers to enhance their professional development.

1.13.4 Revised National Policy on Education (1992)

Emphasizing secondary education level, the qualitative improvement, modernization and diversification, programmes for heads and teachers of secondary schools for professional development have been designed. This policy also indicated for strengthening the DIETs, CTEs, IASEs, and SCERTs for teachers pre-service and
in-service activities and for establishing and strengthening of new department in NCTE for updating the current trends in curriculum framework and accountability of teachers.

1.14. PROFESSIONAL DEVELOPMENT IN FIVE YEAR PLANS

VI Five year Plan

There has been a sustainable development programme for English teachers sponsored by the Ministry of Human Resource Development since 1985 during the VI five year plan. These programmes are designed to train teachers at the secondary school level. The entire project called the District centre scheme is funded by the central government and monitored by the erstwhile Central Institute of English and Foreign Languages, Hyderabad. The training programme is offered at two levels, at the level of trainers and at the level of teachers. (Mohan Raj. S, 2009)

X Five year Plan

It is stated that strengthening professional development of teachers and development of courses for in-service education of teachers may carry credits and linking these to promotions and benefits (Shardindu, 2005)

1.15. HOW TO IMPROVE QUALITY OF TEACHERS?

The National policy document suggested a better deal for teacher (Art. 7.2). It also stated that “The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community” (Art. 9.1)
“The methods of recruiting teachers will be recognized to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desired objectives of uniform emoluments, service conditions and grievance removal mechanisms for teachers throughout the country.

“Teachers associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a code of Professional Ethics for Teachers and see to its observance” (Art. 9.3)

1.15.1 How to improve Assessment of Performance of Teachers?

The NPE 1986 stated that “Teachers’ performance will be systematically assessed. All posts will be filled on the basis of merit” (Art.5.31)

It also stated that, “A system of Teachers evaluation - open, participative and data - based will be created and reasonable opportunities of promotion to higher grades provided.

Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementations of educational programmes (Art. 9.2) that are taken into consideration”.

Unfortunately, skill in teaching has been overlooked at the time of selection of higher education teachers of different categories (or) at the time of promotion to a higher post.
At present, there are many schemes under which a teachers in-service in the field of higher education are engaged for programmes being conducted by open universities, distance education programmes of conventional universities, private coaching centers run by institution for SC and ST students, self-financed programmes being run by university department and colleges and so on.

1.16. CONTINUING PROFESSIONAL DEVELOPMENT AND SUPPORT FOR IN-SERVICE TEACHERS

The NPE (1986) maintained that Pre-service and in-service teacher education are inseparable for the development of teachers. The Government agencies like IASE and DIETs give enormous support for teacher’s continuing education. These institutions, together with SCERTs, in states, provided space for conducting in-service course for teachers. NGO initiatives in several parts of the country have developed and implemented models for teacher’s professional development. There is thus a plethora of opportunities and avenues for the continued professional development of teachers. The approach to teacher’s professional needs continues to be determined, planned, implemented and monitored extrinsically, compromising on the concept of teaching profession and with little or no basis for the design of the interventions.

A more ‘soulful’ education seeks to open the mind, warm the heart and awaken the spirit of each student. In soulful education, the teacher’s role is important for nurturing self-transcendence of students towards spiritual activities. If the teacher brings his or her own soul to the classroom, then the subject being taught takes on a vital energy. In the soulful teacher’s class the students can sense the teacher’s commitment to learning. Two qualities that the soulful teacher can usually bring to the classroom are presence and caring. Presence arises from mindfulness where the
teacher is capable of listening deeply. The present trends of outcomes based education and accountability of teachers to drain the vitality from our classrooms.

1.17. MEANING: IN-SERVICE TEACHER EDUCATION

The term is self-explanatory. It refers to the education a teacher receives after he has entered into the teaching profession. The teacher may have received his professional education in a teaching institute or in a college of education or working in schools but he continues his education and should possess three types of competence as under:

i) Competency in academic field

ii) Competency in teaching methodology

iii) Competency in classroom interaction analysis and application.

1.17.1 Objectives of In-Service Education

Dass. B.N, (2002) stated that the teacher needs orientation in various fields of education. This is necessary to enable him refresh his knowledge in the light of progress and new developments in the field of education. The teachers have to achieve the following objectives.

- To equip the teachers with the latest content (or) subject matter in their specialized fields.

- To initiate the teachers in the habit of self study with the ultimate aim of keeping them abreast of the latest developments in their own and allied fields.

- To help the teachers to learn economical and effective methods of teaching.

- To develop suitable and varied programmes to meet individual needs, school needs, and the needs of the state with regard to educational extension.
To follow up the teachers who undergo in-service education to reinforce the objective of their training.

Two National Commissions were set up by the Government of India in 1983, one to look into issues related to the teachers at the school stage and the second for the teachers of higher education. The commission for the school stage addressed the following issues in its terms of reference.

Measures to give to the teacher the status he needs and deserves to help him do his duties at the highest possible level a performance through attending in-service training regularly. Enrichment of resources of teachers includes all activities engaged in by the teachers during their service and designed to contribute to professional growth. Major activities for professional enrichment of teachers are including long-term programmes of inter related courses, long-term courses, short-term courses, individualized support and self-directed learning.

Teachers frequently enroll in long-term courses usually at a college or University even though they are not specific degree programs. Often these courses are related either to certification requirements or to salary advancement (Kasinath H.M, 2012).

The teachers quite willingly become involved in short-term course particularly if a course is designed to help them to learn a specific skill that can be immediately applied in the classroom.

**Training program:**

A schedule of the training specifications in terms of units of instructions or learning experience was set out in chronological sequence and showing the time allowed for each the place, the method of instruction to be used, and the person responsible for giving it.
1.17.2 Orientation of Secondary School Teachers

Since the teacher is the most important component in school education, it is necessary to continuously grow the quality of teachers through in-service education programmes. There is a great regional disparity in the provision for secondary teacher training institutions in the country. There are regions such as the north-easter region for example, that do not have enough teacher training facilities compared to other states. State level planning will be necessary for ensuring adequate number of trained teachers and their continuous enrichment. Besides the conventional in-service education programmes, it will be necessary to develop a mechanism whereby secondary school teachers will be able to share their experiences and learn from each other, thereby developing a learning community and culture. An orientation programmes for the teachers teaching the secondary classes need to be planned and operationalised through NCERT. (Planning Commission Report, 2011).

According to POA of 1986, the policy focused on the upgradation of the functioning of teacher. Immediately a centrally sponsored drive to orient all teachers was taken up to improve their professional competence. This was called ‘Mass Orientation of School Teacher (MOST)’. The MOST was followed by the programme in the form of setting up of the District Institute of Education and Training (DIET) as centrally sponsored scheme. The main objectives of DIET are to provide quality pre-service and In-service training of teachers and functionaries of the formal, non-formal and adult education.

Similarly, at the secondary level, centers for in-service teacher training were established by upgrading secondary teacher education institutions to make them Institutes of Advanced Study in Education (IASE).
Special Orientation Programme for Primary school Teachers (SOPT) was realized by DIETs that most PMOST was a programme of generating awareness among school teachers about the major issues appropriate at each stage of school education. It was launched on a scale and mode of training similar to PMOST during 1993-94. It was also a centrally sponsored scheme which continued till the end of the Eighth Five year plan.

The Sarva Shiksha Abhiyan (SSA, 2001) has also placed emphasis on continuous in-service teacher education requiring each teacher to receive 20 days of training every year (NCF, 2009).

In-service programmes must build on the principles of creating ‘spaces’ for sharing experiences of communities of teachers among themselves, to build stronger shared professional basis of individual experiences and ideas. Giving teachers a space to develop and hear their own voices is of utmost importance. Programmes also need to include a plan for post programme support and include training / orientation of support faculty in the same (NCF, 2009).

As per the view of an eminent educationist Mohan Raj, presently in-service programmes (INSET for short) are offered to teachers both at school and college levels. Though there has been a concerted effort on the part of the government to provide INSET to all the teachers with the number of teachers who need to be trained, it has not been possible to organise these programmes successfully to saturation levels.

A massive training programme was undertaken across the country involving all the teachers of English teaching at the secondary school level. Each training programme was of ten days duration and the contents included helped the teachers become aware of the design of the package and the methodology to be adopted for teaching.
There has been a sustained development programme for English Teachers sponsored by the Ministry of Human Resource Development since 1985 during IV five year plan. These programmes are designed to train teachers at the secondary school level. The training programme is offered at two levels, at the level of trainers and at the level of teachers. This programme is funded by the central government and monitored by the CIEFL, Hyderabad. This programme has two major parts focusing on competence development and professional development. It is stated further that an in-service programme designed on the basis of general needs of the teacher and with the objective of professional development as under:

In-service training enables the teachers to

- develop proper attitude towards their profession
- learn to treat their learners with love and affection
- take care for syllabus and curriculum
- fulfill all the responsibilities related to their duties.
- motivate to update their knowledge from time to time
- become aware of resources for updating their knowledge
- value time as an important factor in their own life and life of their learners.
- become aware of the latest developments in teaching techniques (Mohan Raj. S, 2009)

Teacher’s in-service education is expected to bring qualitative improvement in the school education. Therefore, it should be planned as an integral part of the curriculum implementation strategy. It is not an ‘additional’ which may be arranged depending upon the availability of necessary resources, and a mere ritual to be performed for its own sake.
In-service education is not an end in itself as it is only one of the several means and strategies for the teachers continuing professional development (Amrita Maheshwari, 2011)

1.17.3. In-service Training Activities

In service training is expected to be the longest and relatively more important. The initial training is only meant to supply a teacher with a ‘license’ for teaching and provides him access to the career of a teacher. However, it provides only the minimum knowledge and teaching skills required for the profession. But to continue working effectively, a teacher requires continuous personal and professional renewal in knowledge and teaching skills and redirection of tasks and expertise as the changing society necessitates. Hence every teacher needs to pursue training beyond his / her initial certification.

In-service training is unquestionably an issue that every teacher needs to pursue. Therefore, no teacher should and would not be satisfied with the initial and induction training that he has received. He requires in-service training to move forward in expertise and specialization. It is also required to equip a teacher with competencies required for taking up new responsibilities.

The major purposes may be thought of as under

- To provide adequate professional training for effective teaching
- To keep teachers abreast of new developments in the profession.
- To develop skills and attitudes responsive to emerging national development goals and programmes.
- To develop necessary skills and attitudes to enable them to be effective change agents in the community.
To disseminate specific information and undertake educational innovations, such as curriculum change, SUPW, population education etc.

To find solutions for the problems encountered while functioning in a school. In-service education or training of teachers while in jobs is essential for helping them to teach pupils more effectively for continuing professional growth of teachers and for helping teachers absorb and adjust to change and innovative approaches.

1.17.4. Commissions and Committees on Teachers’ in – service Education

Amrita Maheshwari’s document focused on Teacher’s in-service education. Its importance was highlighted exactly hundred years ago in the first Formal Educational Policy Resolution (1904) and again by Hartog Committee (1929) and Sergeant Plan (1944) during the British period. After independence, the University Education Commission (1949) recommended organization of refresher courses for teachers to become a learner. Muthaliar’s Secondary Education Commission (1952-53) recommended extension service programme for the secondary teachers. It was the first attempt to create a network for teachers’ in-service education in India. These extension service departments / units were finally handed over to the State Government in (1969), Meanwhile in 1964 State Institute of Education (SIE) were set up to provide in-service training to the primary teachers, teacher educator and primary education’s supervisors.

The Education Commission (1964 – 66) made strong plea for the organization of large scale programmes of teachers’ in-service education by the universities, teacher training institutes and teacher organization of 2-3 months duration to every teacher in every five years of service. Every policy document after the Education Commission (1964 – 66) endorsed the commission recommendation for teachers’ in-service education. During the VI Five Year plan, Centers for Continuing
Education (CCE) were established in different parts of the country to support the SIE. National Commission (1983) adopted six step models for in-service teacher education namely 1) Selection of major theme 2) Identification of knowledge skills and attitudes to be developed 3) Selection of faculty 4) preparation of course material 5) Training 6) Evaluation.

It also recommended that every teacher should be provided an opportunity to undergo in-service education of three weeks duration once in 5 years of service as a pre requirement for the grant of senior scale or promotion to senior positions.

The National Policy on Education (1986) is the most important milestone in the growth of teachers’ in-service education. It also highlighted the need for creating new structures and strengthening the existing ones to institutionalized teacher in-service education as a means of teachers’ continuous professional development with the implementation of the DPEP, in-service education of the primary teachers got impetus and in 1996 with the National Action plan, which envisaged a multimode strategy, training through television and face – to – face training at Block Resource Centers in the country.

1.18. SOME IMPORTANT AGENCIES OF IN-SERVICE EDUCATION

State Departments of Education have their own agencies for the improvement of quality of education. Among such agencies, mention may be made of the State Bureau of Educational and Vocational Guidance, State Evaluation Units, State Institutes of Science, State Institutes of Education, Educational Research Bureau and Audio – visual Education Bureau.

1.18.1 University Grants Commission

It is a statutory body organizing in-service programme for teachers of secondary schools through science institutes. It is started in 1963 with four summer
institutes enrolling 154 teachers of science and mathematics. The NCERT and the National Science Foundation are collaborating in this programme.

1.18.2 State Institute of Education

It has been set-up in the states with the assistance provided by the Central Government and is at present concerned with in-service programmes at the primary level. They are organizing programmes for Primary Teacher Educators and Inspecting Officers. Gradually, the State Institutes of Education are expected to assume responsibility for in-service education programmes at the secondary level also.

1.18.3 Central Institute of English and Foreign Language

A massive teacher training programme known as the MELT (Madras English Language Teaching) campaign was organized to train all teachers in the new methodology in 1950. Later the CIEFL, Hydrabad and RIEs at Bangalore and Chandigarh also propagated in-service education for English teacher and teacher educators.

1.18.4 Teacher organizations

There is several teachers’ organization all over the country at the national, regional and state level, which also take up in-service education programmes occasionally.

1.18.5 Foreign and International Agencies

Certain agencies like USAID, (the United States Educational Foundation in India), the British Council, and UNESCO, and so on provide opportunities for in-service education in the country. In this connection mention may be made of the in-service programmes in English, organized by the British Council and seminars,
workshops organized by the United States Educational Foundation in India and the training provided by the UNESCO at the Asian Institute of Educational planning and Administration, New Delhi (Dass. B.N, 2002).

1.19. INNOVATIVE INSTRUCTION

The situation in our country demands innovation in teaching profession, which cannot be achieved unless the teachers do not attend professional meetings, periodical in-service training and continuing education for self development towards facing the new trends in their working field.

In our teaching field, many teachers are passive and no organised efforts are being made to improve their knowledge, competency and soft skills systematically. Teachers should know how about the teaching with proctors in multicultural settings, applying lateral and critical thinking for strengthening the brainstorming and brain calming. Teacher may attempt to handle recent techniques and e-resource technology along with remaining up-to-date information in their specialties.

Is the teacher willing to go for a change for better innovative instructional strategies in the class room?

When teachers’ problems are discussed there are so many unsolved questions in educational system. Some of them follow:

- Do teachers share ideas on experiential learning with colleagues?
- Do professional observations focus on projects, co-curricular and extracurricular aspects?
- Do they accept their necessity of innovation through electronic media accessories?
- Do they have sufficient qualifications to teacher current educational issues?
Are they sufficiently empowered to acquire the problems of learning disabilities?

Do they know sufficient knowledge to teach students with special learning needs with proper improvised material?

Is there creativity and, if yes, is it nourished in and out of the classroom tasks?

For the questions cited above, no one is ready to answer because the teachers are not possessing requisite capabilities especially the genetic skills of decision making, problem-solving, creativity, adaptability and learning to learn during working in the schools. They are not given a say in crucial matters deciding the issues related to the lack of involvement in the system of education.

1.20. PROFESSIONAL EXPERIENCE

Teaching is a process where there is a shift in the emphasis in learning environments from source experience to target experience, where teachers move from being the key source of information and transmitter of professional soft skills to becoming facilitator for overall learning.

Professional experience remains an integral part of teaching job which would provide effective teaching strategies in a variety of settings. Teachers’ activities emphasized on exchange of teaching aids with colleagues sharing ideas with them at staff meeting to discuss the academic achievement of the students. Teacher flourishes his / her thought in to organise various programmes for community development like NSS, NCC, JRCS, Scout & Guides, Red Ribbon club, Green Corps, conducting Health Camps and create awareness programmes among the students. In this regard, he / she would be mobilising community resources for school improvement through human resources and material resources.
The veteran teachers would have lifelong experiences. They evolve better mentoring work for newer. Guidance and Counseling programmes could be adopted at personal, educational and vocational level of new comers.

Teacher mentoring with proper planning may help them to overcome the hurdles as there are evidences of success stories of teacher’s mentoring programmes in many countries (Noora Abdul Kader, 2012).

In addition to this, there are also other methods of professional enrichment in which senior teachers visit one another’s classrooms, exchange their experiences more openly, and provide mutual support to one another. (Kasinath. H.M, 2012).

The more experienced teachers, after acquiring the necessary qualities of resource persons, may share the scrip of evidences through various incidents occurring, meeting relevant people and collecting informal evidences from their colleagues. However, the presence of such transformation in a teacher would enable him / her and transmit them to his/ her colleagues just like a lamp that lights another lamp in to equal brightness.

A skilled teacher who begins his/ her job with necessary knowledge, understanding and skills and with a high virtual will be able to devote his/ her full energy to his/ her duties in hand as he/she does not have to waste his/ her time hunting for information or resorting to trial and error.

Good teaching is neither measured nor recognised, nor rewarded, nor is bad teaching looked down upon. In fact in the absence of complaints, everybody is supposed to be a good teacher (Kapur. J.N, 1999).
1.21. PERSONAL ATTITUDES AND SKILLS

Attitude denotes the sum-total of a man’s inclinations and feelings, prejudice or bias, pre conceived notions, ideas, fears, threats and convictions about any specific topic. (Thurstone, 1929).

Allport G.W. (1935) defined an attitude as “Mental and neural state of readiness organised through experience exerting a directive or dynamic influence upon the individual’s response to all subjects and situations with which it is related”.

An attitude is enduring system that includes research component, skill component and competence tendency. Attitude formation is more or less associated with individual working skills and begins primary as a learning process during the every stage of an individual. Once the attitudes are formed cognitively, the manipulation of skill will be active mind. The attitude concerns with emotional activities and cognitive integrations and begins on favorable or unfavorable conditions towards teaching learning process.

It is the degree of positive or negative feeling associated with one’s profession. Professional attitude refers to how a person thinks or feels about the way in which he / she intend to act as a professional. It involves feelings about one’s professional development (Anandha Krishnaveni A.R & Francisca S, 2012)

Attitudes are formed through experience which means they are learned. Although attitudes of people tend to be relatively stable, they can be modified to some degree. Teachers with high attitude towards teaching skills may contribute much to the profession and seek pleasure in continuing in the profession. Attitude towards teaching profession is significantly related with success in teaching (Sumangala V & Ushadevi V.K, 2008)
The study was conducted by Premalatha.S, Rasul Mohaideen.S, and Vijayal.P, 2012) in which it is found that there is significant difference among the people in their attitude towards teaching profession in total and in different dimensions.

1.22. TEACHERS’ JOB SATISFACTION

At its most general level of conceptualization, job satisfaction is simply how content an individual is with his or her job. At the more specific levels of conceptualization used by academic researches and human resources professional, job satisfaction has varying definitions. Affective job satisfaction is usually defined as a one-dimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole. Hence affective Job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is usually defined as being a more objective and logical evaluation of various facts of job such as pay, pension arrangements, working hours, and numerous other aspects of their job – (from Wikipedia, The free Encyclopedia.)

Job satisfaction has been defined as the degree to which employee has a positive affective orientation towards employment by the organization (Price, 1997), Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job recruitment, demands and expectations of employees. Professional of higher degree leads to the development of requisite skills, attitudes and values for imparting successful learning and teaching experience characterized by practicability relevance and acceptability (Vandana Mehra, Harpreet Kaur, 2011)

Job Satisfaction is a primary requisite for any successful teaching – learning process. Job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. If the teachers get adequate job satisfaction, they will be
in a position to fulfil the educational objectives and national goals. (Sheweta Agarwal, 2012)

1.23. CONCEPT OF TEACHERS’ JOB SATISFACTION

Teachers’ job satisfaction is the overall needs of achievement in respect of job involvement and job satisfaction. The experience of teachers’ academic profile determines job satisfaction. It consists need pattern of subject acquisitions or content knowledge. Teaching skills, work adjustment and positive endurance are almost based on favorable satisfaction.

Broadly quoting, teachers’ job satisfaction depends upon the three aspects; (i) professional aspect, (ii) aspects hidden in the working places and (iii) aspects controlled by the authorities of institution. Every profession has two edges of margin in which certain aspects conducive for job satisfaction and dissatisfaction from one to another end. The following dimensions have been embedded in job satisfaction.

1.23.1. Job Satisfaction with teaching profession

Teaching is a noble profession that takes into consideration of good academic profiles and considerable influence on job performance. Teachers are imparting good to the general society and they shoulder soul responsibilities and role to mould young students as end products through their job satisfaction. Well satisfied teachers can produce good citizens only if they would commit work satisfaction.

1.23.2. Job Satisfaction with job security

Job security is a cardinal coverage for working teachers. Suppose if the teaching staffs have a negative impact on job security, they would perceive stress on the academic development. They should be given privilege to gain sufficient salary,
promotional ordering, service conditions consideration for professional experiences, retirement benefit, and so on.

1.23.3. Job Satisfaction with institutional climate

Teachers’ job satisfaction is important for institutional climate and its improvement. Satisfactions of teachers indicate how they feel about their nature of work and holding the degree of adjustment in surrounding working campuses. Today’s teacher is more enlightened, more knowledgeable and more ambitious. This teacher needs self concept and self autonomy for job satisfaction. He / she decides do’s and don’ts in classrooms and self-realisation during the career. Teachers generally have to feel pleasurable while interacting with co-workers and so right platform for sharing experiences is provided.

1.23.4. Job Satisfaction with authorities of school management

School Management has a pioneer role in three prime areas. Firstly, they should maintain well equipped infrastructure with many kinds of learning resources, secondly it should keep high quality and set higher standard workers through autonomic innovations of staff. Lastly, by and large, the management of schools could not focus on personal grievance of teachers, working conditions and teachers’ job satisfaction. They should consider only on the harvesting the results of students. Job satisfaction is considered synonymous to job involvement and depends how he / she works with satisfaction or dissatisfaction.

Hence the deteriorating scenario must be changed according to attitude of teachers for improvement of school management; otherwise, poor level of satisfaction spoils tomorrow’s generation.
1.24. TEACHER’S SELF-EFFICACY

Self-efficacy is specific to a particular set of behaviors and to bring actual inter changes in personal capacity and total mechanisms of personal agency. Bandura (1986) describes self-efficacy as individuals’ confidence in their ability, through choices of behaviors amount of effort and perseverance expanded on an activity. All teachers have the ability to teach better but what aspects are more important to teach better. The present study aimed at investigating the impact of teachers’ self-efficacy on their nature of work in schools.

The investigator of this study employed Banduras’ instrument to investigate the contribution of teachers’ role, in inside of the school and outreach activities’. For the purpose, the instrumental scale of Bandura’s comprises seven dimensions as given below.

1. **Efficacy to influence decision making.**

   It makes the teacher to become influential person both inside and outside the class. The teacher can convey his/ her view, visionary plan as much as possible for the welfare of the school.

2. **Efficacy to influence school resources**

   Through this the teacher gets the instructional materials and equipment for the effective class. A good teacher is a well utilizer of both the instructional materials and equipments.

3. **Instructional self-efficacy**

   It helps the teacher to influence the class sizes in the school. He / she can come across the most difficult students, how to promote learning, how much to increase students memory of what they have been taught in previous class, how to motivate the
slow-learners, how to overcome the influence adverse community conditions on learning and how much to get children to do their homework.

4. **Disciplinary self-efficacy**

   It is so helpful to the teacher for making children follow classroom rules, controlling disruptive behavior in the classroom and also preventing problem behavior on the school ground.

5. **Efficacy to enlist parental involvement**

   It consists of getting parents to become involved in school activities. It assists them in helping their children do well in school. It finally makes them feel comfortable coming to school.

6. **Efficacy to enlist community involvement**

   The teacher is associated with getting community group involved in working with the schools, worshiping places in the school, getting business involved in working with the school and to get local colleges and universities involved in working with the school.

7. **Efficacy to create a positive school climate**

   It leads a teacher to make the school a safe place, to make students enjoy coming to school, to trust teachers, to help other teachers with their teaching skills to enhance collaboration between teachers and the administration to make the school run efficacy, to reduce school dropout to reduce school absenteeism and get students to believe they can do well in school work.
1.25. NEED FOR THE STUDY

Even the most talented sculptor cannot chisel a figure or statue with improper materials, however he is efficient or skillful. He also needs required equipment for creation and rejuvenation. As such, for the modern and present generation, it seeks innovation and up to date information. At present the student population is not in a position to find correct ways and means for solving their problems and taking decision on their own accord. There are also shortages of such teachers and educational system as for their guidance and counselling. They have also less opportunity for rethinking and reconstruction.

In order to bring up the full fledged capabilities and skills of the students, it becomes possible only by efficient and dedicated teachers. The teachers should also develop their skills and efficiency every now and then. This will be helpful to the students and the nation in fostering their prosperity. In short, the above and most efficient teachers alone can provide the standardized education and this will in turn, no doubt, develop and uplift the student’s community (society). But, no separate mechanism is available to find out professional development of practicing teacher. As far as the studies reviewed by the researcher are concerned, no study has been done so deeply to find out the professional development of teacher of higher secondary school. This professional development is hardly correlated with job – satisfaction and self – efficacy. It is also found from the related literature that the background variables gender, professional cadre, types of management, school location and educational qualifications of the teacher play vital role in the performance of the teachers. The present research, therefore, is undertaken to find out the professional development of teachers of higher secondary school in relation to their job satisfaction and self-efficiency. These are analysed with reference to the background variables namely gender,
professional cadre, types of management, school location and educational qualifications of teachers.

1.26. SIGNIFICANCE OF THE STUDY

Teacher is obviously a central nucleus in any process concerning reform of education. The proposed restructure of school and college classes under the new pattern necessitates revision of minimum qualifications for teachers wherever necessary and provision of appropriate pre-service and in-service training of teachers to meet the requirements of the new curriculum for both the academic and vocational streams.

Only the teachers who require formal professional qualifications before they are employed are those who teach in primary and secondary schools. There are hardly any pre-service courses for teachers in tertiary education and wherever they exit they are given to teaching assistants who are already in higher education system.

Professional development of teachers constitutes developing awareness about their role and responsibilities to the profession they are pursuing. It is often self-directed, involving reading, critical reflection, conscious analysis of oneself and one’s own work and a keen observation of learners and learning strategies (Singh, 2008). Teacher development is contrasted with teacher training and teacher education which can both be offered by outside agencies, while development can happen only by one’s own involvement (Wallace, 1991).

It is felt by the investigator in this context that it is need of the hour to find out the professional development of the teachers in higher secondary schools in relation with job satisfaction and teacher’s self-efficacy. A few studies have been undertaken to find out the teacher’s professional growth and other professional activities related to teaching professions. But as far as the studies reviewed by the researcher are
concerned, few studies have been done on the professional development of elementary and secondary school teachers. Besides, teacher’s professional development has hardly been correlated with job satisfaction and teacher’s self-efficacy. The present study, therefore, is conceived and carried out to find out the professional development of teachers and to find out the relationship of this aspect with job satisfaction and self-efficacy of teacher.

1.27. SCOPE OF THE STUDY

Having entered the profession of teaching in order to pursue a career in the same requires certain mind set in terms of intrinsic benefits of teaching in schools. According to Dr. ZAHIR HUSIAN, the teachers are the architects of our National School experience and enrichment programmes. This study focuses on the issues of teacher’s professionalism to impart knowledge with latest technologies and teaching strategies and transform them for the upliftment. The study is restricted to higher secondary school teachers of Ramanathapuram District.

1.28 STATEMENT OF THE PROBLEM

Problem of the present study stated that, professional development of teachers is necessary for the present and future of education to help students to reach their full potential. Professional development is a necessity for all teachers in order to meet the educational needs of the new generation. Innovative technology allows teacher to improve their professional development. The absence of adequate knowledge about innovative technologies can affect the professional growth and development of the teachers.
1.29 TITLE OF THE STUDY

The title of the study is stated as “Professional Development of Teachers at Higher Secondary Schools”. The study has been done with school teachers who are working in the higher secondary schools located in Ramanathapuram District. Though there are three variables, the main independent variable of the study is Professional development of the teachers at higher secondary schools. However, the variables Job satisfactions and Self efficacy are also given primary importance.

1.30 OPERATIONAL DEFINITION OF KEY TERMS

1.30.1. (i) Professional development: It refers to one’s existing knowledge, utilizing experience and obsolete skills with life-long learning in order to keep abreast of up to date resources. It is defined in this study, as the activities that develop an individual’s skills and knowledge attained for both personal development and career advancement after appointment till date

1.30.2 Job Satisfaction: It is the extent of individual’s satisfaction with particular facets of their jobs. Job satisfaction is the level of contentment employees feel about their work which can affect performance. Job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces.

1.30.3 Self-Efficacy: It’s the extent or strength of one’s belief in one’s teaching ability to complete tasks and reach goals in teaching field. Self-efficacy refers to an individuals’ belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one’s own motivation behavior and social environment.

1.30.4 Teachers of Higher Secondary School: This refers to the teachers working in Higher Secondary Schools and handling classes of XI and XII standards. A teacher is a
person who provides education for students. Higher Secondary school Teachers provide education for VI to XII standard students. School is a place that gives students qualification at the level of education up to 12th standard.

1.3.1. OBJECTIVES OF THE STUDY

The investigator of the present study framed the following objectives:

1. a. To find out the level of professional development of teachers in total.
   b. To find out the level of professional development of teachers with respect to the dimensions.
      i) In-service training activities.
      ii) Innovative instruction
      iii) Professional experience
      iv) Personal attitudes and skills.

2. a. To find out the level of job satisfaction of teachers in total.
   b. To find out the level of job satisfaction of teachers with respect to the dimensions.
      i) Satisfaction with teaching profession
      ii) Satisfaction with job security
      iii) Satisfaction with institutional climate
      iv) Satisfaction with authorities of school management

3. a. To find out the level of self-efficacy of teachers in total.
   b. To find out the level of self-efficacy of teachers with respect to the dimensions.
      i) Efficacy to influence decision making.
      ii) Efficacy to influence school resources
      iii) Instructional self-efficacy
iv) Disciplinary self-efficacy
v) Efficacy to enlist parental involvement
vi) Efficacy to enlist community involvement
vii) Efficacy to create a positive school climate

4. a. To find out the significant difference, if any, in the professional development of teachers in total and in the different dimensions with respect to the following variables.
   i) Gender
   ii) Professional cadre
   iii) Type of management
   iv) Location of the school
   v) Educational Qualifications

b. To find out the significant association, if any, between the professional development of teachers in total and in the different dimensions and the following variables.
   i) Age
   ii) Years of experience

5. a. To find out the significant difference, if any, in the job satisfaction of teachers in total and in different dimensions with respect to the following variables.
   i) Gender
   ii) Professional cadre
   iii) Type of management
   iv) Location of the school
   v) Educational Qualifications
b) To find out the significant association, if any, between the job satisfaction of teachers in total and in different dimensions and the following variables.
   i) Age
   ii) Years of experience

6. a. To find out the significant difference, if any, in the self-efficacy of teachers in total and in different dimensions with respect to the following variables.
   i) Gender
   ii) Professional cadre
   iii) Type of management
   iv) Location of the school
   v) Educational Qualifications

b. To find out the significant association, if any, between the self-efficacy of teachers in total and in different dimensions and the following variables.
   i) Age
   ii) Years of experience

7. To find out the correlation between the professional development and job satisfaction of teachers and among the dimensions of these variables

8. To find out the correlation between the professional development and self-efficacy of teachers and among the dimensions of these variables

9. To find out the correlation between job satisfaction and self-efficacy of teachers and among the dimensions of these variables.

10. To find out the influence of professional development on job satisfaction and self-efficacy of teachers.
11. To analyse qualitatively the attitude of teachers towards skills attained by the open-ended questions.

1.32. RESEARCH QUESTIONS

1. What is level of professional development of teachers at higher secondary schools in total and in the dimensions? namely:
   i) In-service training activities.
   ii) Innovative instruction
   iii) Professional experience
   iv) Personal attitudes and skills.

2. What is level of Job satisfaction of teachers at higher secondary schools in total and in the dimensions? namely:
   i) Satisfaction with teaching profession
   ii) Satisfaction with job security
   iii) Satisfaction with institutional climate
   iv) Satisfaction with authorities of school management

3. What is level of Self-efficacy of teachers at higher secondary schools in total and in the dimensions? namely:
   i) Efficacy to influence decision making.
   ii) Efficacy to influence school resources
   iii) Instructional self-efficacy
   iv) Disciplinary self-efficacy
   v) Efficacy to enlist parental involvement
   vi) Efficacy to enlist community involvement
   vii) Efficacy to create a positive school climate
4. a) i) Is there any significant difference between the male and female teachers with respect to professional development in total and in the dimensions?

ii) Is there any significant difference between the B.T teachers and P.G teachers in their professional development in total and in the dimensions?

iii) Is there any significant difference among the professional development of teachers working in government, aided and self-financing schools in total and in dimensions?

iv) Is there any significant difference among the professional development of the teachers working in rural, urban, and semi-urban schools in total and in the dimensions?

v) Is there any significant difference among the professional development of the teachers with different educational qualifications in total and in the dimensions?

4. b) i) Is there any significant association between the age and the professional development of the teachers in total and in the dimensions?

ii) Is there any significant association between the years of experience and the professional development of the teachers in total and in the dimensions?

5. a) i) Is there any significant difference between male and female teachers with respect to job satisfaction in total and in the dimensions?

ii) Is there any significant difference between the B.T teachers and P.G teachers in their job satisfaction in total and in the dimension?

iii) Is there any significant difference among the job satisfaction of teachers working in government, aided, and self-financing schools in total and in the dimensions?
iv) Is there any significant difference among the job satisfaction of the teachers working in rural, urban and semi-urban schools in total and in the dimensions?

v) Is there any significant difference among the job satisfaction of the teachers with different educational qualifications in total and in the dimensions?

5. b) i) Is there any significant association between the age and the job satisfaction of the teachers in total and in the dimensions?

ii) Is there any significant association between the years of experience and job satisfaction of the teachers in total and in the dimensions?

6. a) i) Is there any significant difference between the male and female teacher in their Self-Efficacy in total and in the dimensions?

ii) Is there any significant difference between the B.T teachers and P.G teachers in their self-efficacy in total and in the dimensions?

iii) Is there any significant difference among the self-efficacy of teachers working in government, aided, and self-financing in total and in the dimensions?

iv) Is there any significant difference among the self-efficacy of the teachers working in rural, urban, and semi-urban schools in total and in the dimensions?

v) Is there any significant difference among the self-efficacy of the teachers with different educational qualifications in total and in the dimensions?

6. b) i) Is there any significant association between the age and the self-efficacy of the teachers in total and in the dimensions?

ii) Is there any significant association between the years of experience and the self-efficacy of the teachers in total and in the dimensions?
7. Are there any significant positive correlations between the professional development and the job satisfaction of teachers in total and among the dimension of these variables?

8. Are there any significant positive correlations between the professional development and the self-efficacy of teachers in total and among the dimensions of these variables?

9. Are there any significant positive correlation between the job satisfaction and self-efficacy of teachers in total and among the dimensions of these variables?

10. Is there any influence of professional development on job satisfaction and self-efficacy of teachers?

11. Have the teachers positive attitude towards skills attained by the open-ended questions?

1.33. CHAPTERIZATION

On the whole, this work of dissertation is presented in five chapters. The first chapter produces the literary backgrounds, standard commentaries, concepts on the research area in general and enhancement of professional skills in particular.

The second chapter gives a brief review of related studies in India and abroad on teachers professional development, job satisfaction of teachers and teachers’ self-efficacy.

The third chapter gives details of the study under with regard to Methodology followed, sample selected, construction and administration of the fools used, the statistical technique applied and delimitations fixed.

The fourth chapter is a heart of the study which deals with interpretation of the data analysed by administering the tools.
The fifth chapter gives the major findings of the present investigation and on the basis of findings, recommendations as educational implications and suggestions for further research work are also given. In this study, there are many resource supported. The books, journals and websites referred are listed under ‘Bibliography’. And the copy of the tools used in the investigation are given in the appendices.

1.34 CONCLUSION

In this study the investigator elaborates upon how the professional knowledge can be used for teachers’ career advancements. Teachers have to devise constantly new ways of teaching and imparting new professional development programs in their teaching careers. In order to achieve success in their profession, they move to search the new attributes that are required to make fully satisfaction and attainment of self-efficacy adequately.