

CONTINUOUS PROFESSIONAL DEVELOPMENT AS A TOOL FOR IMPROVING THE PERFORMANCE OF TEACHING FACULTY IN PRIVATE HIGHER EDUCATION INSTITUTIONS AT BANGALORE

L.Harathy

Research Scholar, Auxilium College (Autonomous), Thiruvalluvar University, Serkkadu,
Vellore - 632 115, Tamil Nadu, India

Dr.Beulah Suresh

Assistant Professor & HOD – PG and Research, Department of Business Administration,
Auxilium College (Autonomous), Vellore - 632 006, Tamil Nadu, India

Abstract

Higher Education Institutions use Continuous Professional Development (CPD) to enhance the faculty members' knowledge and skills and to assure that they remain updated and relevant throughout their career. The purpose of this research is to examine the perception of the faculty members of the private higher education institutions in Bangalore and to identify how CPD is related with their work performance. The survey was utilised as the method of inquiry, and the researchers relied on a quantitative research paradigm. SPSS programme version 26 was used to analyse the data, and descriptive statistics and a t test were used to draw conclusions. The research showed that CPD is widely embraced by faculty at private universities, where it is seen as the key to unlock more opportunities for personal development, institutional success, and student learning. In addition, they believed that although the techniques for CPD implementation were adequate, much more should be done to include stakeholders in the process. The performance tends to improve by the CPD training considering the factors such attractiveness of the programme, opportunities for learning on the job, faculty's roles as role models, appealing educational programmes, and an emphasis on faculties' accomplishments were taken into account.

Keywords: Continuous Professional Development, Higher Education Institutions, Faculty members, Performance

Introduction

Continuous Professional Development (CPD) is a programme that helps workers in a broad range of industries and occupations acquire and use new skills and information to better carry out their duties (Hakvoort et al., 2022). Consistent professional development is generally recognised as crucial for advancing educational outcomes. Educators have placed a premium on ongoing professional training for teachers, although this term has a wide range of possible meanings. An organisation that fosters continuous professional development and offers a welcoming space for employees to learn will be more competitive than its rivals. Continuing professional development (CPD) is generally recognised as being of major significance in the

lives of schools, contributing to staff professional and personal growth and enhancement of teaching and learning. Professional development, or CPD, encompasses a wide range of learning opportunities provided by formal institutions of higher education, both public and private. Teachers can only improve their own performance and the level of student success via professional development of this kind. Teachers can only improve their own performance and the level of student success via professional development of this kind. When individuals talk about "continuous professional development," they generally imply anything like attending a conference or seminar; working together with co-workers on a project; or enrolling in a college or university course.

Saleem & Dogar, (2020) believes that the term "professional development" encompasses not just formal training but also "all natural learning experiences and those intentional and planned actions that are meant to be of direct or indirect value to the person, group, or school". To rethink, refresh, and broaden one's pedagogical practices. CPD refers to a series of continuing endeavours in the realms of teaching, studying, and helping others. Professionals should engage in continuing professional development (CPD) to keep their skills and knowledge current and relevant throughout their working lives.

Abakah, Widin, & Ameyaw, (2022) CPD was defined as "a process of continuing education and training that helps employees realise their full potential and make positive contributions to their workplaces and their communities." According to (Brekelmans, Poell, & van Wijk, 2013), there is a large amount of research disproving the claim that education has no effect on economic development. CPD programmes should encourage educators to reflect on their own teaching and learning methods in order to generate fresh ideas, reinforce a growth mindset, and effect good institutional and student-level changes. It's the sole tool available to organisations of all types (government, industry, non-profit) for boosting employee output. However, CPD may also take place in less formal settings, such as during conversations with co-workers, individual reading and study, job observations, and other forms of learning from peers. Staff development, in-service training, professional learning, continuing education, or any of a number of other titles all serve the same purpose: to better teachers and their students' educational experiences. Workshops, seminars, and training courses are common forms of continuing professional development (CPD).

Effective education does not happen by chance. Although some teachers have more natural talent than others, the best teaching is always the product of preparation, reflection, and practice. There is no such thing as having too much information regarding how students learn, what hinders their learning, and how an educator's teaching might improve their learning. Teachers can only acquire this kind of information via ongoing professional development. According to (Nichols, 2004), high-quality professional development is beneficial for all students, regardless of their current academic standing. Due in large part to the intense rivalry in the field, private universities in Bangalore are completely captivated by the CPD idea. Private universities in Bangalore are competing with public universities for students by emphasising the need of continuing professional development (CPD) for their faculty. Therefore, the study's overarching goal was to assess how well CPD courses improve faculty effectiveness at Bangalore's private universities.

Review of Literature

Continuous Professional Development (CPD) includes both unintentional learning opportunities and deliberate endeavours designed to improve the educational outcomes of a person, a class, or an entire institution (Batista, Torre, Sousa Lobo, & Sepodes, 2022). To improve the quality of the teaching and learning process, CPD might be defined as any professional development activities engaged in by teachers to increase their knowledge and abilities and provide them with opportunities to reflect on their own attitudes and approaches to education. CPD, or continuing professional development, is a strategy for ensuring that professionals' knowledge, skills, and abilities are continually developed and improved throughout their working lives. Studies in the field of education show that CPD programmes are effective in helping teachers advance in their careers. In reality, public school teachers at all levels—from elementary school through college—are required to participate in continual professional development. Ofsted's (2006) research shows that CPD is most successful in schools whose upper administration recognises and embraces it as a significant driver of school development (Hakvoort et al., 2022). Schools that integrated performance monitoring, school self-review and development, and CPD into a coherent cycle of planning increased the quality of teaching, according to Hakvoort et al., (2022), and CPD was essential to the schools' improvement planning where the highest outcomes occurred. Teachers may keep up with the latest developments and acquire novel research-based teaching tactics, approaches, and methodologies via continuing professional development (CPD). It is widely agreed that professionals benefit from continuing to learn and improve their craft. When teachers get professional development tailored to their specific areas of weakness, they are more likely to see gains in student achievement.

The Value of Continuing Education for Teachers

CPD's objectives are "to enable workers to expand and fulfil their potential; to contribute to work-based and personal development for assessment against competencies and organisational performance; and to develop activities that increase knowledge, experience, and understanding, and improves performance by enabling lifelong learning." Of all the tools at one's disposal, Collin, Van der Heijden, & Lewis, (2012) were the first to note that only human beings may learn and grow and be inspired to accomplish certain goals.

Human resource management (HRM) and optimal management are at the core of an organization's success since both depend on employees working to their full potential while also feeling fulfilled in their work (Hill, Rosehart, St. Helene, & Sadhra, 2020). CPD: An Argument In order to maintain their level of competence in their current positions, teachers need to participate in continuing professional development (CPD) programmes, as outlined by (Santamaría, Mondragon, Santxo, & Ozamiz-Etxebarria, 2021). These programmes are also designed to help teachers acquire the skills they'll need to adapt to changes in the workplace, take on new responsibilities, and grow as individuals and educators.

According to Chikari, Rudhumbu, & Svatwa, (2015), CPD includes all of a teacher's educational and professional development efforts, from pre-service training through retirement (Roman, 2020). When it comes to helping professionals, such as teachers, King et al., (2021) argues that continuing professional development (CPD) encompasses a definition that goes beyond the term "training," which implies merely the acquisition of new skills, and

instead includes both formal and informal means of doing so. To put it another way, professional development may be seen of as the growth of an individual's function in society. All members of a learning community will benefit from professional development since it increases their skillset for continuing their education throughout their lives.

Research Gap

The National Staff Development Framework must be adhered to and the professional development plan must be in line with district, state, and national requirements. Every teacher's strategy has to be approved by a superior, such the administrator or the board. There isn't a uniform strategy for professional development; rather, it's up to each individual educator to come up with their own plan. Educators and other school personnel, such as paraprofessionals, might benefit from staff development programmes that many institutions provide in addition to customised PD plans. In order to provide better service and to empower their employees, organisations should focus and develop a CPD plan.

Objectives of the study

- To identify factors that influence the continuous professional development as a tool for improving the performance of faculty in Private Higher Education Institutions at Bangalore.
- To quantitatively assess factors that influence the continuous professional development as a tool for improving the performance of faculty in Private institutes at Bangalore.

Hypothesis of the study

H₀: There is no significant difference in factors that influence institutional continuous professional development as a tool for improving faculty performance in Private Higher Education institutions at Bangalore.

H_a: There is significant difference in factors that influence institutional continuous professional development as a tool for improving faculty performance in Private Higher Education institutions at Bangalore.

Research Methodology

The research was conducted at private higher education institutions in Bangalore, and its purpose was to examine the efficacy of CPD in the workplace. Only professors teaching at private universities were included in the sample. Since this study utilised a descriptive survey methodology, it was possible to analyse the data using regression and ANOVA to spot patterns. The most recent version of SPSS, 26 was utilised for analysis. 120 professors were chosen at random as the sample for the study.

Result and Discussion

Table 1: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.839	4

Table 1 depict the estimated value of Cronbach alpha and stated that .839 (N=4) is the estimated value of Cronbach’s Alpha. Therefore, internal consistency among the variables are present and further statistical tools can be performed.

Table 2: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The attractiveness of lecturers’ Profession	240	1	5	4.31	.675
Opportunities of workplace learning	240	1	5	3.33	.775
Teacher as a role model	240	1	5	2.41	.928
Attractive education programs	240	1	5	3.87	.872
Focus on achievements	240	1	5	4.43	.548
Valid N (listwise)	150				

Table 2 elaborated the descriptive statistics and stated that “Focus on achievements” (Mean=4.43 and standard deviation=.548) is the most influencing variable understudy followed by “The attractiveness of lecturers’ Profession” (Mean=4.31 and standard deviation=.675). “Teacher as a role model” (Mean=2.41 and standard deviation=.928) is found to be the least influencing variable understudy. Therefore, achievements of lecturer considered to be the most influencing variable in Continuous Professional Development.

Table 3: Regression Analysis

Model Summary									
Model	R		Adjusted R Square	Std. Error of the Estimate	Change Statistics				
		R Square			R Square Change	F Change	df1	df2	Sig. F Change
1	3.679 ^a	3.461	3.446	0.652	3.461	31.017	4	145	0.000

a. Predictors: (Constant), The attractiveness of lecturers’ Profession, Opportunities of workplace learning, Teacher as a role model, Attractive education programs and focus on achievements.

Table 3 analysed the Regression analysis and stated that r square (3.461) and adjusted r square (3.446) value is close to each other and greater than 30%. Moreover, significance value is also 0.000. Therefore, all the independent variables, namely (The attractiveness of lecturers’

Profession, Opportunities of workplace learning, Teacher as a role model, Attractive education programs and focus on achievements) significantly influence the dependent variable (Factors influencing Continuous Professional Development) understudy.

Table 4: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.738	4	13.184	31.017	.000 ^b
	Residual	61.635	145	.425		
	Total	114.373	149			
a. Dependent Variable: Factors influencing Continuous Development Programme						
b. Predictors: (Constant), The attractiveness of lecturers' Profession, Opportunities of workplace learning, Teacher as a role model, Attractive education programs and focus on achievements.						

Table 4 analysed the ANOVA analysis and stated that significance value is .000. Therefore, all the independent variables, namely (The attractiveness of lecturers' Profession, Opportunities of workplace learning, Teacher as a role model, Attractive education programs and focus on achievements) significantly influence the dependent variable (Factors influencing Continuous Professional Development) understudy.

Hypothesis Testing

By applying descriptive statistics, Regression analysis and ANOVA , the findings of the study documented that null hypothesis which is “there is no significant difference in factors that influence institutional continuous professional development as a tool for improving Lecturer performances in Private institutes at Bangalore” rejected and alternative hypothesis which is “There is significant difference in factors that influence institutional continuous professional development as a tool for improving Lecturer performances in Private institutes at Bangalore” accepted.

Conclusion:

The foregoing results lead us to the conclusion that:

1. CPD is seen as a cure by professors at Bangalore's private universities for improving their careers, their institutions' operations, and their students' learning outcomes.
2. Many stakeholders felt that current CPD implementation strategies fell well short of their expectations.
3. The variables understudy namely, “The attractiveness of lecturers' Profession, Opportunities of workplace learning, Teacher as a role model, Attractive education programs and focus on achievements” have a positive influence on lecturer performance after CPD training.

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