Genuine Involvement In Continuous Professional Development:

How To See It?

I.G.A. Lokita Purnamika Utami
English Language Teaching graduate program
State University of Malang
Malang, Indonesia
lokitapurnamika@undiksha.ac.id

Abstract— **This article presents the synthesis on how genuine involvement in Continuous Professional Development (CPD) can be predicted. This synthesis derives from the findings of a phenomenological study involving in depth interviews toward 12 English teachers in Indonesia. Teachers are very often justifying their professional development by submitting in documents clarifying their professional development participation. However, the study found that the frequency of professional development participation is not the best way to see their genuine involvement. The study suggests that teachers' professional enthusiasm, i.e., professional motivation, perceived impact of CPD and sustainability effort, can be considerably important component to predict their genuine involvement. Research implications regarding the evaluation on teachers' professional development are also highlighted.**

Keywords— *CPD involvement levels, professional enthusiasm, genuine CPD involvement*

I. INTRODUCTION

Teachers have been expected to be professional. This professionalism is identified not only by their holding on a professional teacher certificate but more by their attitude toward their work. Researches around the world have found how professional attitudes influence the way teachers do their job in practice [1], [2], [3], [4] In Indonesian context, teachers' professionalism is measured by teachers' knowledge competency test (locally known as UKG) and teachers' performance test (locally known as PKG). The results of this two tests have been analyzed as having great discrepancy. The first has been far below the expected standard [5] and the latter has been excellently achieved [6].

PKG or Penilaian Kinerja Guru (teachers' performance assessment) is assessed by school principals, senior teachers or external-school assessors to assess teachers' teaching performance. They are required to observe a teacher teaching his class and write report about his teaching practice based on the provided indicators. Despite the low achievement on knowledge competency, many teachers are assessed to be excellent in their teaching practice. It is suspected that these difference lies on the failure on the assessment of teachers'

practice which is done by principal or senior teachers assigned by the principal. It is believed that the result of PKG is largely based on the assessor's assumption and not based on indicators as determined by the government [6]. Besides, colleagues' subjective judgment or *ewuh pakewuh* culture, as in cause no harm toward other's career, may cause why PKG result does not reflect teachers' real professionalism [7].

In addition to PKG and UKG, Indonesian teachers' professionalism is also measured by the extent of professional development participation. Practically it is done by having teachers submitting their professional development portfolio containing documents of their professional development engagement. This portfolio is later used as a document to support their career level advancement proposal.

The result of the phenomenological study from which this article derives has been reported previously. It appears that teachers have 6 levels of CPD involvement which are influenced by teachers' CPD participation and teachers' professional enthusiasm [4]. Thus, submitting portfolio containing evidence of participation may not be sufficient to predict teachers' genuine involvement. This article further elaborates on the indicators of CPD involvement level briefly reported in previous publication [4] and the synthesis on how to see genuine CPD involvement.

II. THEORETICAL REVIEW

A. The notion of teacher professional development

The term professional development actually has various terminologies. In fact, professional development may be called with different names in different school such as lifelong education, staff development, in-service training, professional learning, continuing education and Continues Professional Development or CPD [8] However, despite these various terms, it has a shared function to improve teacher's performance in doing their work which consequently help students to improve their learning quality and achievement.

Rejecting training-focused notions of teacher preparation, teacher development is increasingly seen as a continuing process which does not stop after initial qualification but continues for as long as a teacher in the profession. Hayes in [9] mentions that the term for professional development has been evolved from the term INSET or in-service teacher education training to ongoing or continuing professional development. The term which is currently found more widely is CPD or Continues Professional Development.

Teachers' perceptions of what activities constitute professional development is frequently limited to attendance at courses, conferences, often to meet national requirements. Professional learning, or "on the job" learning is regularly seen by teachers as separate from professional development, and something that is just done as part of the job [10]. Meanwhile, some scholars [11], [12], [13] believe that even exchange conversation or interaction between teachers about their problem in class or the new strategy they used recently and other topics of teaching and learning is a valuable professional learning

Professional development may be either initiated by schools administrator or people with educational authority or by the teacher themselves. [8]defines professional development as the efforts initiated by schools and school districts to have teachers engage in professional development activities. Unlike [8], Day in [14] emphasized that the efforts are not solely initiated by schools and schools district, but also teachers as individuals. Day's definition in [14] also clears up confusion on putting formal training and on-the job learning separately from professional development. Day's definition of professional development covers all aspects of the notion:

"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives." [14, p.4].

Thus, professional development is not only limited by formal meetings where scholars gathered to share ideas but can include a very informal talk between colleagues or personal reading. In short, professional development is any educational experience which related to an individual's work which help to improve their professional growth. These experiences may be either initiated or organized by educational authority or by the teacher themselves.

B. Factors Affecting CPD Involvement

Despite the findings of previous studies about the positive impact of professional development on students achievement and teacher practice quality [15], [16], [17] not all teachers participate in professional development activities. Lie's study [18] reveals that many Indonesian English teachers are not able to join in professional development program due to the overload work at school, low salary, other side jobs and low motivation to enhance professional development.

Accordingly, factors that hinder teachers to attend professional development activities also found by some studies. These factors are extra workload, insufficient time, absence of incentives in professional development trainings, theoretical oriented program, family responsibilities, teacher's conservativeness, lack of awareness regarding usefulness of training and conflict with teachers working schedule [19].

Participating in professional development is motivated by some factors such as to get certificate [19], [20] self-motivation, family support, supporting school culture, [1] freedom to pursue their education and implement their own project and freedom to participate in different professional networks and collaborative groups (e.g., local schools) [21]. In addition, the majority of teachers participate in professional development for the sake of getting certificate of participation [19], [20].

The review on the literature indicates teachers' CPD participation is motivated by many factors as mentioned above. However, studies have not sufficiently provided ideas to identify teachers' genuine CPD involvement.

III. METHOD

This study was approached qualitatively. Specifically, it took a phenomenological approach, which emphasizes the understanding of the subject' or participants' perspective [22].

In collecting data, 12 English teachers were interviewed through 5 months developmental interviews, as [23, p.105] has termed "the Non-Scheduled standardized interview". These teachers were selected purposively for their heterogeneous CPD experience. In addition, document checking, colleague checking, and member checking were also conducted to triangulate the data.

All data were interpreted through content analysis. The interviewed were transcribed, and followed by data reduction, coding processes, data analysis, and interpretation.

The study predetermined 5 CPD types to be studied: PIL (Personally-initiated Learning), OPD (Organized Professional Development), PIW (Publishing/presenting Innovative Work), UPQT (Upgrading Qualification into more Professional Teacher) and MAR (More Advance Role).

PIL involves personal reading, pursuing knowledge from more expert peers/people, learning from observing other teacher's teaching, developing material for teaching, lesson planning, developing syllabus, learning from self-evaluation or others' evaluation, etc. OPD involves attending workshop,

PLPG, seminar, training, school professional development, MGMP meeting, etc. PIW involves Publishing article, journal, research result report, course books, worksheet, modul, text book, inventing new discovery of efficient technology, developing innovative learning or teaching media, developing standard or test items used in national or province level, etc. Furthermore, UQPT is indicated by holding professional teacher certificate or holding S2 or S3 certificate. Lastly, MAR involves becoming a teacher trainer, senior teacher, instructional designer, test developer, material writer or mentor

Teachers' CPD participation was largely measured by recording their participation and categorized them into these 5 predetermined CPD types. Then their participation were categorized into high, mediocre and low CPD participation based on the frequency of their participation.

IV. FINDINGS AND DISCUSSION

A. Findings

As it has been reported in previous publication [4] there are 6 categories of CPD involvement levels found. These categories are: High CPD participation and High professional enthusiasm (HH), High CPD participation and Low professional enthusiasm (HL), Mediocre CPD participation and High professional enthusiasm (MH), Mediocre CPD participation and low professional enthusiasm (ML), Low CPD participation and High professional enthusiasm (LH) and Low CPD participation and Low professional enthusiasm (LL).

The study suggests indicators affecting these CPD involvement level. These indicators are CPD participation and professional enthusiasm, i.e. professional motivation, CPD perceived impact and sustainability effort. CPD participation can be categorized into high, mediocre and low depending on the extent of the breadth and frequency of professional development participation. Meanwhile, professional enthusiasm can be categorized into two broad levels: high and low. This is identified by looking at teachers' professional motivation and teachers professional attitude which involves the way the teachers see the impact of their professional development engagement and the way they sustain their CPD efforts.

With this finding, it is obvious that teachers' CPD involvement is not only affected by CPD participation. Teachers with certain level of CPD participation may have either high or low professional enthusiasm. Similarly teachers with certain level of professional enthusiasm may have high, mediocre or low CPD participation level. During the study, the need to answer the question about which of these two components a better indication of CPD genuine involvement, had been increasingly significant. The content analysis toward the interview sessions indicated that professional enthusiasm level surpass CPD participation level in indicating teachers' genuine CPD involvement.

B. Discussion

The study found that teachers' prevalent CPD participation were on PIL, OPD and UQPT. They reported their personal learning as the most feasible efforts to improve their professionalism. Their PIL activities limited to reading the text book they use for teaching, browsing information through the internet related to teaching strategy, games ideas, and other classroom activities ideas. Very few of them enjoyed reading article based on research result, since they see it do not help much in classroom practice. In fact only one teacher had experience in enrolling online course. Most teachers being interviewed reported their participation on attending workshop or seminar organized by school or certain institution.

The study suggests that active PIL participation, i.e. personal reading, doing research, joining online course, learning from various resources, PIW participation, i.e. publishing article, presenting ideas in conferences, and MAR participation, i.e. becoming a guest speaker, a teacher trainer, or instructional designer, are commonly indications of high professional motivation because these behaviors are extremely self-determined. Regarding self-determination theory, [24] states that self-determined behavior is determined by internal locus of causality. On the contrary, active participation in OPD and UQPT are more externally-determined. Thus, active participation in this type of CPD may be caused by external parties such as regulation, principal's assignment, professional development provider invitation, etc.

The analysis shows that teachers with high professional enthusiasm tend to have higher participation in terms of PIL, PIW and MAR compare to those with low professional enthusiasm. This is understandable since these three types of CPD need a considerable amount of time, energy and willingness. Teachers with low professional enthusiasm prefer to participate in professional development which is not self-determined such as attending school workshop, or training due to principal assignment. Besides, these teachers mentioned their unfavorable attitude toward the activities such as their refusal to participate fully during the program as in leaving out the workshop room before it ended, or refusing doing the workshop's tasks because they think it is pointless.

In other study by [1], PIL, as it is termed as self-directed learning in their study, is also become the preference of English teachers in Syria and Pakistan due to the scarcity of available professional development activities. Unlike this reason, the subjects of this study reported PIL preferences as it is the most feasible way to do professional development activities for their heavy workload which echoes Lie's finding in [18].

Teachers' huge burden has been an issue in Indonesia, especially with the regulation no 14 year 2015 which requires professional teachers to have a minimum 24 teaching hours. Teachers expressed their pessimism to leave schools for more time-consuming PD activities. In fact, their OPD participation was hardly their own initiative. They would rather stay at the school and finish their administrative obligation. Besides heavy workload and limited time, family responsibilities is also identified as factors which often inhibit their participation.

These findings reflect accordingly what previous research [25], [19], [1] discovered.

In addition to PIL and OPD, most teachers also participated in teacher certification program that required them to be active in various professional development activities. Most teachers expressed their urgent needs of having many certificate of attendance to fulfil this requirement and put so much effort in order to fulfilling it.

The analysis on teachers' motivation of their CPD participation indicates that teachers can be motivated by various things, such as learning desire, effective teaching satisfaction, reward/financial advantage, career advancement opportunities and government regulation fulfilment. Teachers with high professional motivation such as learning desire and effective teaching satisfaction displayed positive perception regarding the impact of their professional development experience. They also sustained their effort on enhancing professionalism. For instance, they apply concept of teaching they learned in certain training in their classroom, they modify teaching techniques that they found from reading resources or they continue attending certain professional activities regardless the absence of incentive.

On the contrary, teachers with low professional motivation, motivation other than improving professionalism such as to improve career position, to get reward, or to fulfil government regulation, displayed less excitement in sharing what positive impact they earned from their professional development participation. Besides, they were inclined to discontinue their professional development efforts. For instance they don't have the need to attend seminar anymore once they have earned professional teacher certificate. Besides, teachers with low professional motivation see participating professional development activities as a way to achieve something else. One teacher reported that he had once fabricated a research for the sake of participating in research writing competition. This kind of attitude certainly does not represent the purpose of doing research as professional development which is supposed to enhance teachers' personal and professional growth as they gained insight from the research they are doing [26].

Motivation to do professional development, or as it has been termed as PDM by [27] has been considered as an important aspect in scrutinizing teacher's professional development [28], [29]. Not all professional development participation is motivated by professional desire. Some teachers participate in professional development program without true learning motivation. This is most likely why their professional development participation hardly triggers professional learning.

The interview analysis reveals that professional learning yields from CPD participation which is motivated by the intention to improve professional practice. [30] and [31] agree with such disconnection that professional learning is not a direct result of professional development. This kind of disconnection may be caused by the program factor, as the ineffective implementation of the program [1],[25] and person factor, as in low enthusiasm and motivation [32].

Teachers' genuine professional development involvement is the one that stimulates learning and enhances teachers' professional growth. Thus, to see it ones should know what motivation teachers have underlying their action of professional development engagement. Besides, one can see from their professional attitude, the way they appreciate positively the benefit or impact of their professional development involvement or their continuous efforts to improve their knowledge and practice quality.

The study suggests teachers' professional motivation and professional attitude as indications of teachers' professional enthusiasm. The term *professional enthusiasm* in discussing professional development involvement has been mentioned in other literatures by other terminologies which essentially suggest similar meaning. For instance, Day in [14] states that 'CPD is essential if teachers are *committed* and *enthusiastic* about their work' (P.221). Furthermore, [33] mentions about *professional attitude* as personal factor which is more significant in predicting teachers' CPD involvement compare to task factor and work-environment factor. Kwakman's finding in [33] is reflected in the finding of this study. Professional attitude, as indicated by teachers' positive perception on CPD impact and their sustainability effort in this study, is considered to be essential in examining teachers' CPD engagement.

Based on the result of analysis, teachers with high professional enthusiasm were inclined to have positive perception toward their professional development experience and more sustained CPD efforts. Teachers with positive perception on the impact of CPD toward their practice expressed their experience of applying the learned concept in their teaching practice. They prepared their class enthusiastically as in selecting material or browsing for more classroom activities ideas, every time before teaching. Similar finding was found by [3]. They found positive correlation between job satisfaction and teachers' positive perception of their professional activity.

Meanwhile, teachers with high CPD participation did not always express similar positive perception regarding the impact of CPD. These teachers may find professional development participation pointless regardless their pursuit on professional development opportunities. Hence, high professional enthusiasm level is an indication of genuine professional development involvement. On the contrary, teachers' CPD participation level alone should be considered with caution as an indication of teachers' genuine CPD involvement. Teachers may have various motivation beyond improving their own professionalism.

Although CPD participation level and professional enthusiasm level, are both indicators affecting CPD involvement; these two are mutually exclusive. They are independent to each other. CPD participation level does not influence professional enthusiasm level. A teacher may have various CPD experiences and high frequency of CPD participation, but this may not indicate that he has high professional enthusiasm. In fact, he may turn out to have low professional enthusiasm.

Similarly, high level of professional enthusiasm may not directly an indication of high CPD participation. A teacher with high professional enthusiasm may have experience in some types of CPD based on his preferences and choose not to participate in other types of CPD because of lacking in interest. This way, his CPD range of experiences may not as high as those teachers with lower professional enthusiasm who participate in all CPD types to achieve their personal goals.

V. CONCLUSION

When a teacher has high CPD participation, one normally assumes it is derived from high professional enthusiasm. However, this study suggests that even teachers with high CPD participation may have low professional enthusiasm which cause them to have less genuine involvement. This is so, because they do not participate in professional development for the sake of doing the action but for other reasons than the action. When a teacher comes to a seminar and has something else in mind other than learning from the seminar, professional learning is not likely to happen.

Evaluation on teacher professional development should not overrate teachers' CPD participation frequency, but should rather consider the affective factors such as teachers' enthusiasm and motivation underlying their CPD engagement. Thus, regulatory bodies should find a way to identify the extent of teachers' professional enthusiasm in evaluating their CPD involvement. This may be done by continuous observation toward teachers' attitude and enthusiasm. School should be a place that provides professional enthusiasm atmosphere which may motivate teachers to enhance their professionalism genuinely. More importantly, school administrators should be aware of teachers' professional enthusiasm level since teachers' professional attitude is mostly observable at schools.

In addition, this study also suggests the need to nourish professional enthusiasm such as professional attitude and motivation to teacher candidate in any teacher preparatory colleges. Teacher candidates should be taught about being teacher as a professional choice and all of its consequences.

ACKNOWLEDGMENT

REFERENCES

[1] R. Dayoub and A. Bashiruddin, "Exploring English-language teachers' professional development in developing countries: cases from Syria and Pakistan," *Prof. Dev. Educ.*, vol. 38, no. 4, pp. 589–611, 2012.

[2] D. Newell and C. Cunliffe, "Attitudes toward research in undergraduate chiropractic students.," *Clin. Chiropr.*, vol. 6, no. 3, pp. 109–119, 2003.

[3] B. Cristina-Corina and A. Valerica, "Teachers' Perceptions and Attitudes Towards Professional Activity," *Procedia - Soc. Behav. Sci.*, vol. 51, pp. 167–171, 2012.

[4] I. G. A. L. P. Utami, A. Saukah, B. Y. Cahyono, and S. Rachmajanti, "Levels of Involvement in the English Teachers' CPD (Continuous Professional Development): The Degree of Professional Enthusiasm," *J. Asia TEFL*, vol. 14, no. 2, pp. 336–345, 2017.

[5] A. Baswedan, "Gawat Darurat Pendidikan di Indonesia (Speech of The minister of Education and Culture delivered in the gathering of ministers and the head of provincial and district education department on December, 1st, 2014," 2014.

[6] Jaharuddin, "Penilaian UKG-PKG tidak sinkron.," *Upeks.co.id epaper Harian Ujung Pandang Ekspres 17 Desember 2015*, 2015.

[7] M. Paulus, "Penilaian Kinerja Guru (PKG) sebagai Upaya Peningkatan Profesionalisme Guru Sekolah Dasar.," 2015.

[8] H. Mizell, *Why Professional Development Matters.* Learning Forward, 2010.

[9] D. Hayes, "In-service teacher Development: Theory and Practice," in *Practices and Issues in English Language Teacher Development*, M. E. Vethamani and M. K. Kabilan, Eds. Malaysia: Vivar printing Sdn. Bhd, 2008, pp. 138–180.

[10] D. Hustler, J. Howson, O. McNamara, J. Jarvis, M. Londra, and A. Campbell, "Teachers' Perceptions of Continuing Professional Development.," London, 2003.

[11] N. Haigh, "Everyday Conversation as a Context for Professional Learning and Development.," *Int. J. Acad. Dev.*, vol. 10, no. 1, pp. 3–16, 2005.

[12] I. S. Horn and J. W. Little, "Horn, I.S., & Little, J.W. 2010. Attending to Problems of Practice: Routines and Resources for Professional Learning in Teacher's Workplace Interaction.," *Am. Educ. Res. J.*, vol. 47, no. 1, pp. 181–217, 2010.

[13] M. Weimer, "'Learningful' Conversations: The Value of Exchanges with Colleagues.," 2011. [Online]. Available: http://www.facultyfocus.com/articles/teaching-professor-blog/learningful-conversations-the-value-of-exchanges-with-colleagues/.

[14] C. Day, "Professional development and reflective practice: Purposes, processes and partnerships," *Pedagog. Cult. Soc.*, vol. 7, no. 2, pp. 221–233, 1999.

[15] L. Darling-Hammond, *Doing What Matters Most: Investing in Quality Teaching.* 1997.

[16] S. B. Neuman and C. L. Cunningham, "The Impact of Professional Development and Coaching on Early Language and Literacy Instructional Practices," *Am. Educ. Res. J.*, vol. 46, no. 2, pp. 532–566, 2009.

[17] C. E. Domitrovich, S. D. Gest, S. Gill, K. L. Bierman, J. A. Welsh, and D. Jones, "Fostering High-Quality Teaching With an Enriched Curriculum and Professional Development Support: The Head Start REDI Program," *Am. Educ. Res. J.*, vol. 46, no. 2, pp. 567–597, 2009.

[18] A. Lie, "Education Policy and EFL Curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Test Scores," *Teflin J.*, vol. 18, no. 1, pp. 1–14, 2007.

[19] M. Muzaffar and S. Y. Malik, "Attitude of Teachers towards Professional Development Trainings," *LANGUAGE IN INDIA Strength for Today and Bright Hope for Tomorrow*, vol. 12, no. August, pp. 304–322, 2012.

[20] H. Hastuti, B. Sulaksono, A. Akhmadi, M. Syukri, U. Sabainingrum, and R. Ruhmaniyati, "Implementation of the 2007 Certification Program for Practicing Teachers: A Case Study of Jambi, West Java, and West Kalimantan Provinces," Jakarta, 2009.

[21] P. Hökkä and A. Eteläpelto, "Seeking New Perspectives on the

Development of Teacher Education: AStudy of the Finnish Context.," *J. Teach. Educ. Vol 65(1) 39–52*, vol. 65, no. 1, pp. 39–52, 2014.

[22]   R. . Bogdan and S. K. Biklen, *Qualitative Research for Education. An Introduction to Theories and Methods 5th ed.* boston: Allyn and Bacon., 2007.

[23]   N. Denzin, *The research act: A Theoretical introduction to sociological methods.* Englewood Cliffs: Prentice-Hall, 1989.

[24]   E. L. Deci and R. M. Ryan, "Overview of self-determination theory: An organismic dialectical perspective," in *Handbook of self determination research*, E. L. Deci & R. M. Ryan, Ed. 2002, pp. 3–33.

[25]   D. Evans, S. Tate, R. Navarro, and M. Nicolls, "Assessment Of Indonesia Higher Education Institutional Capacity In Selected Geographic And Subject Areas," 2009.

[26]   S. Herbert and M. Rainford, "Developing a model for continuous professional development by action research," *Prof. Dev. Educ.*, vol. 40, no. 2, pp. 243–264, 2014.

[27]   S. A. Karabenick and A. Conley, *Teacher Motivation for Professional Development*. Ann Arbor: Math and Science Partnership - Motivation Assessment Program, University of Michigan, 2011.

[28]   B. Avalos, "Teacher professional development in Teaching and Teacher Education over ten years," *Teach. Teach. Educ.*, vol. 27, no. 1, pp. 10–20, 2011.

[29]   D. Rzejak, "Facets of teachers' motivation for professional development–Results of a factorial analysis," *J. Educ. Res. online*, vol. 6, no. 1, pp. 139–159, 2014.

[30]   L. B. Easton, "From Professional Development to Professional Learning.," *Phi Delta Kappan, 89(10) 755-759.*, vol. 89, no. 10, pp. 755–759, 2008.

[31]   M. Fullan, "Change the Terms for Teacher Learning.," *J. Staff Dev.*, vol. 28, no. 3, pp. 35–36, 2007.

[32]   Sumardi, "Efektivitas Program Revitalisasi MGMP Bahasa Inggris Sebagai Media Pembinaan Profesionalisme Guru," 2012.

[33]   K. Kwakman, "Factors affecting teachers' participation in professional learning activities," *Teach. Teach. Educ.*, vol. 19, no. 2, pp. 149–170, 2003.