



A Study of Professionalism of Secondary School Teachers

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Available online at: www.isca.in, www.isca.me

Received 18th August 2014, revised 27th November 2014, accepted 26th January 2015

Abstract

A professional teacher needs to be confident without being arrogant. Nobody can expect to have all the answers, so if a student asks a weird doubt, the professional teacher should be able to admit defeat but offer to find out more for the student and they must carry that promise out. Proper preparation is another crucial requirement of professionalism. When the teacher enters the classroom s/he should have all the required materials and the lesson plan ready. The researcher has pursued a study on such professionalism of teachers, as to how a teacher is aware towards his / her professional ethics, and how such awareness can bring results in the rewards and achievements of students. The study was conducted on 1044 teachers of secondary schools in saurashtra Region comprising of 11 districts of Gujarat. The study was conducted using a self constructed scale "Secondary School Teachers Professionalism Scale". The variables under study were Nature of Job, Qualification, Professional Qualification, Family Background, and Education Board. The method of research was descriptive survey research. The tool comprised of ten components viz. Time Keeping, Content Mastery, Contemporary Knowledge, Communication with Students, Communication with Colleagues, Delivery Mechanism, Pro-Activeness and Follow up, Parents Counseling and Students Counselling. The findings of research are Nature of Job as a variable affect the Contemporary Knowledge and Physical Appearance of the Teachers. The Qualification of Teachers affected the Time Keeping, Contemporary Knowledge, Communication with Students, Communication with Colleagues, Pro Activeness and Follow-up, Parents Counselling and Students Counselling. The Professional Qualification affected the Students Counselling of Teachers. The Family Background affected the Parents Counselling of Teachers. The Education Board affected the Time Keeping, Content Mastery, Contemporary Knowledge, Delivery Mechanism, Parents Counselling and Students Counselling. Schools and Educational institutes can use the tool to measure the professionalism of teachers and can device training programmes to enhance professionalism for relevant components. The findings highlights key components where Other Board teachers are score better in professionalism and the same can used to device training programme for Gujarat Board teachers to improve for such key components. Over all, the research will help the teacher in general to measure the professionalism of self and motivate development of professionalism.

Keywords: Professionalism, SSTPS (secondary school teachers professionalism scale), time keeping, content mastery, contemporary knowledge, delivery mechanism, pro activeness and followups, parents counselling, students counselling, teachers beliefs, professional qualification, nature of job, gender, education board, family background, type of school location, type of organization.

Introduction

Teachers are more inclined to regard students as active participants in the process of acquiring knowledge than to see the teacher's main role as the transmission of information and demonstration of "correct solutions". Teacher's beliefs, practices, and attitude¹ are important for understanding and improving educational processes. They are closely linked to teacher's strategies for coping with challenges in their daily professional life and to their well being and they shape students learning environment and influence student motivation² and achievement.

Teachers can be popular just because they are friendly and helpful, but to be truly professional and effective they need other qualities. Students may not be able to put their finger on just why one teacher is more effective than another but we need

to be able to identify the skills and behavior we require in a true professional.

A professional teacher¹ needs to be confident without being arrogant. Nobody can expect to have all the answers, so if a student asks a weird doubt, the professional teacher should be able to admit defeat but offer to find out more for the student and they must carry that promise out.

Proper preparation is another crucial requirement of professionalism. When the teacher enters the classroom s/he should have all the required materials and the lesson plan ready. A teacher must observe punctuality² and appropriate tidiness and dress: it is not possible to demand such behavior from students if the teacher doesn't set the standards.

All the understanding that is gained from the above paragraph points to only one aspect, that is, the professionalism¹ of a teacher. The researcher has pursued a study on such professionalism of teachers, as to how a teacher is aware towards his / her professional ethics, and how such awareness can bring results in the rewards and achievements of students.

The study has brought to surface the professional awareness³ of teachers and will serve as the criteria to formalize such professional training if required.

Statement of Problem: A Study of Professionalism of Secondary School Teachers. The researcher has performed a study of Professionalism of Secondary School Teachers of Saurashtra Region comprising of 11 districts of Gujarat. The researcher has developed a tool "Secondary School Teacher Professionalism Scale (SSTPS)" with which a survey of a sample of teachers of 9 and 10 std of saurashtra region and teaching in different education boards was conducted. The study of professionalism contains study of different components of professionalism that are Time Keeping, Content Mastery, Contemporary Knowledge, Communication with Students, Communication with Colleagues, Delivery Mechanism, Pro Activeness and Follow up, Parents Counselling and Students Counselling. The variables considered under study were Gender, Teaching Experience, Geographical Area, Subject, Type of Organization, Nature of Job, Qualification, Professional Qualification, Family Background, and Education Board.

Importance of Study: The present research is undertaken to study the professionalism of secondary school teachers, the study comprises of a comprehensive tool to measure the professionalism that will help educators in hiring teachers with proper attitude. The tool is also helpful for self assessment of teachers. The tool will further highlight the importance of professional awareness of a person engaged in teaching. The tool will also enable recognition of components of professionalism that requires attention for teacher training. The survey will bring to surface the professionalism of teachers with different components which will enable better teacher training programs to the education board in future.

Objectives of Study: To study the professionalism of secondary school teachers in the context of following different variables under study:

- OB1. To compare the professionalism of Male and Female secondary school teachers.
- OB2. To study the professionalism of Secondary School Teachers with respect to Teaching Experience.
- OB3. To study the professionalism of Secondary School Teachers with respect to the Geographical Area.
- OB4. To study the professionalism of Secondary School Teachers with respect to Subject.
- OB5. To study the professionalism of secondary school teachers with respect to Type of Organization.

- OB6. To study the professionalism of secondary school teachers with respect to Job Stability.
- OB7. To study the professionalism of secondary school teachers with respect to Qualification of Teacher.
- OB8. To study the professionalism of secondary school teacher with respect to Professional Qualification.
- OB9. To study the professionalism of secondary school teachers with respect to Family Background of teacher.
- OB10. To study the professionalism of secondary school teachers with respect to Education Board.

Hypothesis of Study

- H1. There will be no significant difference in the mean scores of professionalism of Male and Female Teachers.
- H2. There will be no significant difference in the mean scores of professionalism of teachers with respect to Teaching Experience (Less Experience and More Experienced.).
- H3. There will be no significant difference in the mean scores of professionalism of teachers with respect to Geographical Area (Urban Teachers and Rural Teachers).
- H4. There will be no significant difference in the mean scores of professionalism of teachers with respect to Subject (Science/Math Teacher and SS/Language/Other Subject Teachers).
- H5. There will be no significant difference in the mean scores of professionalism of teachers with respect to Type of Organization (Private School Teacher and Non-Private School Teacher).
- H6. There will be no significant difference in the mean scores of professionalism of teachers with respect to Job Stability (Permanent Teachers and Contractual Teachers)
- H7. There will be no significant difference in the mean scores of professionalism of teachers with respect to Qualification (Graduate and Post Graduate Teachers).
- H8. There will be no significant difference in the mean scores of professionalism of teachers with respect to Professional Qualification (Trained and Un-Trained Teachers).
- H9. There will be no significant difference in the mean scores of professionalism of teachers with respect to Family Background (Teaching Background and Non-Teaching Background).
- H10. There will be no significant difference in the mean scores of professionalism of teachers with respect to Education Board (Gujarat Board Teachers and Other Board Teachers)

The above Hypotheses are tested with following components Time Keeping, Content Mastery, Contemporary Knowledge, Physical Appearance, Communication with Students, Communication with Colleagues, Delivery Mechanism, Pro Activeness and Follow up, Parents Counselling, and Students Counselling.

Operational Definition: Professionalism: Operational Definition: Professionalism in this study refers to time keeping, content mastery, contemporary knowledge, physical

appearance, communication skills, delivery mechanism, pro-activeness and follow – up, counseling skills of a teacher.

Measurable Operational Definition: i. Professionalism means the mean scores obtained in the self constructed Secondary School Teacher Professionalism Scale. ii. The higher the score obtained the better the professionalism.

Secondary School Teacher Professionalism Scale (SSTPS): A self constructed tool prepared by the researcher.

Experience: Teacher having 10 years or more teaching experience will be considered as More Experienced and the teacher having less than 10 years of experience will be considered as **less experienced**.

Geographical Area: The geographical area is divided into two parts Urban i.e. area falling within major cities of the District and Rural i.e. area falling outside the major cities of the districts.

Type of Organization: This is divided into two parts i. Private Org. (self financed school) and ii. Non Private Org. (Govt. Schools or Grant in Aid Schools).

Nature of Job: For the purpose of research Job Stability is divided into two categories: i. Permanent: Appointed as Full term teacher and ii. Contractual: that does not fall in the definition of a Permanent Teacher.

Qualification: The teacher who is possessing mere graduation degree will be referred to as Graduate Teacher and the teacher possessing Post Graduation Degree will be referred to as Post Graduate Teacher.

Professional Qualification: The teacher possessing B.Ed. / M.Ed. qualification will be referred as Trained Teacher and the teacher not possessing above qualification will be referred to as Un-Trained Teacher.

Table-1
Research Variables under study

Sr. No.	Type of Variable	Name of Variable	Categories of Variable
1	Independent Variable	Gender	Male
			Female
2	Independent Variable	Experience	Less Experienced (Having less than 10 years of teaching experience)
			More Experienced (Having 10 years or more teaching experience)
3	Independent Variable	Geographical Area	Urban
			Rural
4	Independent Variable	Subject	Science/ Math
			SS / Lang. / Other Subjects
5.	Independent Variable	Type of Organization	Private Organization (Self – Financed School)
			Non – Private Organization (Govt. Schools / Grant in Aid Schools)
6	Independent Variable	Nature of Job	Permanent: Appointed as full term Teacher
			Contractual – Probationary appointment or on contract.
7	Independent Variable	Qualification	Graduate
			Post Graduate.
8	Independent Variable	Professional Qualification	Trained (Having B.Ed. / M.Ed. Qualification)
			Un-Trained (Not having above Qualification)
9	Independent Variable	Family Background	Teaching Background (Family Background in Teaching)
			Non Teaching Background (Family Background not in Teaching)
10	Independent Variable	Education Board	Gujarat Board
			Other Board
11	Dependant Variable	Professionalism Score obtained by the teacher as per the tool to measure the professionalism of teacher (Components covered in this objective are Time Keeping, Content Mastery, Contemporary Knowledge, Physical Appearance, Communication with Students, Communication with Colleagues, Delivery Mechanism, Pro Activeness and Follow up, Parents Counselling, and Students Counselling.)	

Family Background: This is divided into two categories:

Family Background in teaching: A teacher whose Father or Mother is/was also a teacher will be considered as having Teaching Background.

Family Background not in teaching: A teacher whose Father or Mother is/ was not in teaching will be considered having Non-Teaching Background.

Education Board: It is the Board of Education through which the school has sought affiliation. i. Gujarat Board (GSEB), ii. Other Board: any other education board other than GSEB.

Delimitations of Study: The research is delimited to English and Gujarati medium schools of Education Boards available in Gujarat.

Method of Research

The study of professionalism of Secondary School Teachers required the researcher to study a sample of such teachers that are working with GSEB and other Educational Boards and record the professional traits of teachers working in secondary school. A research that studies the current status of any phenomena is considered to be a

Descriptive Survey Type Research: The present research studies the professionalism of teachers, thus the method of research is **Descriptive Survey Type**.

Population: Since the researcher has undertaken a study of secondary school teachers of schools affiliated with different educational boards the population of the study is the total number of teachers in the secondary section of schools in Saurashtra region comprising of 11 districts of Gujarat.

Sample and Sample size: A sample of 1044 candidates of secondary school teachers from all education boards existing in Saurashtra region of Gujarat comprising of 11 districts was considered. The Saurashtra Region was divided into 5 zones, North, East, West, South and center. Proportionate candidates were taken from all the zones.

Tool for Research: Secondary school teacher professionalism Scale (SSTPS) for measuring professionalism was prepared by the researcher in association with the guide and expert of the field. The tool is a five point likert type scale that contains ten different components of research, that are time keeping, content mastery, contemporary knowledge, physical appearance, communication with students, communication with colleagues, delivery mechanism, Pro Activeness and Follow up, Parents counselling, and students counselling. The following steps were executed for construction of tool: collection of items, pre – pilot, experts' feedback, piloting, analysis of items and construction of final tool.

Data Collection: The data was collected using the tool from the sample with prior approval of the school.

Analysis of Data: Data was analyzed using **t-Test** Statistical method using SPSS software

Summary of Research: As far as Gender is concerned, there was no considerable difference between the mean scores of male and female for time keeping, content mastery, contemporary knowledge, physical appearance, communication with students, communication with colleagues, delivery mechanism, pro activeness and follow up, parents counselling and students counselling. Thus it can be said that Gender as a variable does not affect the professionalism of secondary school teachers.

So far as teaching experience is concerned, the less experienced teachers were found to be better in contemporary knowledge than more experienced teachers where as more experience teachers were found to be better in physical appearance than less experienced teachers. However there was no considerable difference between the two for time keeping, content mastery, communication with students, communication with colleagues, delivery mechanism, Pro Activeness and follow up, parents counselling and students counselling.

With respect to school location type is concerned, the rural school teachers were found to be better than urban school teachers in communication with students, communication with colleagues, and pro activeness and follow-up. Whereas, the urban school teachers were found to be better than rural school teachers in delivery mechanism. However there was no considerable difference between the two for time keeping, content mastery, contemporary knowledge, physical appearance, parents counselling and students counselling.

As far as Subject is concerned, the SS/Lang./Other Sub. Teachers were found to be better than science/maths teachers for parents counselling. However there was no considerable difference between the two for time keeping, content mastery, contemporary knowledge, physical appearance, communication with students, communication with colleagues, delivery mechanism, Pro Activeness and follow up and students counselling.

So far as type of school is concerned, the non-private school teachers were found to be better than private school teachers on physical appearance. However, there was no considerable difference between the two for time keeping, content mastery, contemporary knowledge, communication with students, communication with colleagues, delivery mechanism, Pro activeness and follow up, parents counselling and students counselling.

With respect to nature of job is concerned, the permanent teachers were found to be better than contractual teachers for

contemporary knowledge and physical appearance. However, there was no considerable difference between the two for time keeping, content mastery, communication with students, communication with colleagues, delivery mechanism, proactiveness and follow-up, parents counselling and students counselling.

As far as qualification is concerned, the graduate teachers were found to be better than post graduate teachers for time keeping, communication with students, communication with colleagues, proactiveness and follow-up and parents counselling. However, there was no considerable difference between the two for content mastery, contemporary knowledge, physical appearance, delivery mechanism and students counselling.

So far as professional qualification is concerned, the un-trained teachers were found to be better than trained teachers for students counselling. However, there was no considerable difference between the two for time keeping, content mastery, contemporary knowledge, physical appearance, communication with students, communication with colleagues, delivery mechanism, pro activeness and follow-up and parents counselling.

With respect to family background is concerned, the teachers having teaching background were found to be better than teachers having non-teaching background for parents counselling. However, there was no considerable difference between the two for time keeping, content mastery, contemporary knowledge, physical appearance, communication with students, communication with colleagues, delivery mechanism, pro activeness and follow up, and students counselling.

As far as education board is concerned, the other board teachers were found to be better than Gujarat board teachers for time keeping, content mastery, contemporary knowledge, delivery mechanism, parents counselling and students counselling. Whereas the Gujarat board teachers were found to be better than other board teachers for communication with students and pro activeness and followups. However, there was no considerable difference between the two for physical appearance and communication with colleagues.

Conclusion

From the present research we can conclude that many factors affect the professionalism of teachers. However, the variable understudy like Gender, Family Back Ground, Geographical location of the school, type of the school, subject do not affect

the professionalism of the teachers. Whereas, the variables like teaching experience, nature of job, qualification, professional qualification and education board do have a considerable effect on the professionalism of the teachers. The more the teaching experience the better the professionalism, the teacher adopts better professionalism with permanency in job. The higher the qualification the better the professionalism and having professional qualification improved the professionalism. The professionalism of other board teachers were found to be better in terms of time keeping, content mastery, contemporary knowledge, delivery mechanism, parents counselling, students counselling. Whereas, the professionalism of Gujarat board teachers were found to be better communication with students and Pro Activeness and follow-ups.

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