A STUDY OF PROFESSIONALISM OF SECONDARY SCHOOL TEACHERS

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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 Counseling.

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 Followup, Parents Counseling and Students Counseling. The Professional Qualification affected the Students Counseling of Teachers. The Family Background affected the Parents Counseling of Teachers. The Education Board affected the Time Keeping, Content Mastery, Contemporary Knowledge, Delivery Mechanism, Parents Counseling and Students Counseling.

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; Secondary School Teachers Professionalism Scale; Content Mastery; Student Counseling; Parents Counseling; Teaching Practices

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 attitude are important for understanding and improving educational processes. They are closely linked to teachers strategies for coping with challenges in their daily professional life and to their well being and they shape students learning environment and influence student motivation 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 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.

Interaction with the group needs professional standards of behavior: polite, firm and fair just about sum it up. And in orchestrating the class the teacher must give everyone their chance to contribute and should be flexible enough to modify lessons if they are obviously not going to plan. Indeed a fall-back position is part of good planning.

It stands to reason also that teacher must observe punctuality 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 professionalism of a teacher. The researcher is trying to pursue 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 will bring to surface the professional awareness 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&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 Counseling and Students Counseling. 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.

RATIONALE 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:

1. To compare the professionalism of Male and Female secondary school teachers.
2. To study the professionalism of Secondary School Teachers with respect to Teaching Experience.
3. To study the professionalism of Secondary School Teachers with respect to the Geographical Area.
4. To study the professionalism of Secondary School Teachers with respect to Subject.
5. To study the professionalism of secondary school teachers with respect to Type of Organization.

HYPOTHESIS OF STUDY

H1. There will be no significant difference in the mean scores of professionalism of Male & Female Teachers.

It is 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 Counseling, and Students Counseling.

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.).

It is 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 Counseling, and Students Counseling.

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).

It is 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 Counseling, and Students Counseling.

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).

It is 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 Counseling, and Students Counseling.

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).

It is 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 Counseling, and Students Counseling.

Research Variables

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Variable</th>
<th>Name of Variable</th>
<th>Categories of Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Independent Variable</td>
<td>Gender</td>
<td>Male, Female</td>
</tr>
<tr>
<td>2</td>
<td>Independent</td>
<td>Experience</td>
<td>Less Experienced (Having less than 10 years of teaching)</td>
</tr>
</tbody>
</table>
Variable | 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 | 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 Counseling, and Students Counseling.)

Operational Definitions of the Terms

Professionalism:

**Operational Definition:** Professionalism in this study refers to time keeping, content mastery, contemporary knowledge, physical appearance, communication skills, delivery mechanism, proactiveness and follow-up, counseling skills of a teacher.

**Measurable Operational Definition:** Professionalism means the mean scores obtained in the self constructed Secondary School Teacher Professionalism Scale.

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 **A) Private Org.** (self financed school) and **B) Non Private Org.** (Govt. Schools or Grant in Aid Schools)

**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.
1: Population: Since the researcher has undertook 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.

2: 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.

3: 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 tools 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 Counseling, and Students Counseling. 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.

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

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

MAJOR FINDINGS

The following is the summary for the research conducted.

1. 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, ProActiveness and Follow Up, Parents Counseling and Students Counseling. Thus it can be said that Gender as a variable does not affect the professionalism of Secondary School Teachers.

2. As 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 the was no considerable difference between the two for Time Keeping, Content Mastery, Communication with Students, Communication with Colleagues, Delivery Mechanism, ProActive and Follow up, Parents Counseling and Students Counseling.

3. As far as 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 Active and Followup. 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 Counseling and Students Counseling.

4. As far as Subject is concerned, the SS/Lang./Other Sub. Teachers were found to be better than Science/Maths Teachers for Parents Counseling. 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, ProActive and Follow up and Students Counseling.

5. As 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
EDUCATIONAL IMPLICATIONS

The present research is in the field of professionalism. The study highlights ten different components of professionalism, that are, Time Keeping, Content Mastery, Contemporary Knowledge, Physical Appearance, Communication with Students, Communication with Colleagues, Delivery Mechanism, Pro Activeness and Follow up, Parents Counseling, and Students Counseling. The Secondary School Teachers Professionalism Scale (SSTPS) tool can be useful in identifying the attitude and practices of teacher in service and for hiring teachers with better attitude and approach. The findings of the study will help the teacher mentors to device training programmes that will cover the skills for relevant components of professionalism. One can use the tool for self assessment as a teacher.

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.

REFERENCES

Thesis & Other Such Literature


Websites


