



A Study of Attitude towards Professionalism of Primary Teachers

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ABSTRACT

This study was aimed to study the attitude towards Professionalism of Primary Teachers and to compare it by the different variables. Teacher professionalism has relevant significance in education that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach the students in a meaningful way, thereby developing innovative approaches to mandated content while motivating, engaging and inspiring young adult minds to prepare for the ever-advancing technology. A representative sample of 499 teachers was taken. A five point professional attitude scale by Ambasana was administered for data collection and data analysed by using t-test and ANOVA.

KEYWORDS: Professionalism, Professional attitude index

Introduction

Education is the field that serves knowledge and understanding to the society. In the beginning, economy and facilities were the substitutes for the field. But as the time passed, social, economical and technological changes came to human life. As a part of empowerment and socialization, technology cannot be divorced from the education field. With these changes, government thought to improve our education system. For this purpose, it opened plenty of government funded institutes as well as private institutes for school and higher education, and because of these private institutes, the education sector became commercial. This division of government, semi-government and self-financed institutes of education field, its competition and commercialism brings the theme of professionalism in education.

By defining the term professionalism, individuals within a certain occupation are able to establish boundaries for themselves and others working in the same profession. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding and professional skills. They provide clarity of the expectations at each career stage. Professionalism in the school environment is very different than it is in most other work settings. In the school, you're not only keeping things professional with your co-workers and administrators but you're also setting an example for your students and establishing what is and what is not acceptable in your classroom. While the same principles apply in the school as they do in a business office, they are both more important and more difficult to maintain. Proper dress, fairness, honesty, self-discipline, and diligence are the keys to "keeping it professional" in class.

Significance of the study:

The present study intends to know about professional attitude of school teachers which affects the quality of teachers. The quality of education depends upon the quality of teachers and so the professionalism of teachers concerns with quality education.

Objectives:

- To find out whether there is any significant difference between the attitudes towards professionalism so far as the gender of the teachers is concerned.
- To find out the effect of teaching experience of teachers on their attitude towards professionalism.
- To know whether there is any significant difference among attitude towards professionalism of teachers working in the school of city and villages.
- To know whether there is any significant difference among attitude towards professionalism of teachers working in different type of schools like government and self finance.
- To know whether there is any significant difference among attitude towards professionalism of teachers having different education qualification.

Method of the study:

The present study is a Quantitative type of research. And survey method was used to collect the related data.

Sampling Technique:

Through stratified random sampling method a representative sample of 499 teachers of 48 school of Bhavnagar District were selected. Among them 214 were male teachers and 285 were female teachers.

Instrument:

Professional Attitude Index From Ed. By Anil Ambasana.

Statistical Technique:

Keeping in view of objectives of the study the data so collected was statistically analyzed by utilizing t-test and ANOVA.

Analysis and Discussion:

Table-1.1

Mean, Standard Deviation and t-value of Professional Indexes according to Gender

No.	Gender	N	Mean	SD	t-value
1	Male	214	52.72	12.131	.605
2	Female	285	53.36	11.416	

The mean professional index of 285 female teachers is 53.36 and the mean professional index of 214 male teachers is 52.72. Obtained t-value is .605 which is less than 1.96 so it is not significant at the 0.05 level. Thus there was no difference between the index towards professionalism so far as the Gender of teachers were concerned.

1.2 Analysis According to the Experience of the Teachers

Teachers were grouped according to years of teaching experiences. The data was analyzed utilizing one way analysis of variance to compare the mean professional indices of the five groups. Result of the analysis was presented in table 1.2.

Table - 1.2

Results of ANOVA Analysis According to the Experience of the Teachers

SECTION – A : Descriptive					
Group	N	Mean	S.D.	Minimum	Maximum
Up to 5 years	241	53.89	11.571	32	77
6 to 10 years	93	53.26	12.224	30	72
11 to 15 years	88	51.30	12.434	33	74
More than 15 years	77	52.40	10.635	32	72

SECTION-B: ANOVA

	Sum of Sq.	Df	Mean Square	F	Sig.
Between Groups	477.455	3	159.152	1.160	.325
Within Groups	67927.839	495	137.228		
Total	68405.295	498			

SECTION-C : Multiple Comparisons					
Group	Mean	Mean difference			
		Up to 5 years	6 to 10 years	11 to 15 years	More than 15 years
Up to 5 years	53.89	-	-	2.59*	-
6 to 10 years	53.26	-	-	1.96*	-
11 to 15 years	51.30	-	-	-	-
More than 15 years	52.40	-	-	-	-

* The mean difference is significant at the .01 level.

** The mean difference is significant at the .05 level.

From section – C it was observed that there was significant difference between mean professional indices of the teachers having different years of experience.

1.3 Analysis According to area of the School

Teachers were grouped according to the area of the school in which teachers are working.

Table - 1.3
Mean, Standard Deviation and t-value of Professional Indices according to Area

	Area	N	Mean	SD	t-value
SCORE	City	62	55.65	12.297	1.842
	Village	473	52.72	11.605	

Overhear obtained t-value is 1.842 which is less than 1.96 so it is not significant at the 0.05 level. Thus there was no difference between the indices towards professionalism so far as the Area of School was concerned.

1.4 Analysis According to Type of School

Teachers were grouped according to the type of school in which teachers are working.

Table 1.4
Mean, Standard Deviation and t-value of Professional Indices according to Type of School

	Type of School	N	Mean	SD	t-value
SCORE	Government	246	51.13	11.480	3.724
	Self Finance	253	54.99	11.660	

Overhear obtained t-value is 3.724 which is more than 2.58 so it was significant at 0.01 level. Thus there was a clear difference between the indices towards professionalism so far as the Type of the School was concerned.

1.5 Analysis According to the Education Qualification

Teachers were grouped according to their Education Qualification. The data was analyzed utilizing one way analysis of variance to compare the mean professional indices of the three groups. Result of the analysis are presented in table 1.5.

Table 1.5
Results of ANOVA Analysis According to the Experience of the Teachers

SECTION – A : Descriptive					
Group	N	Mean	S.D.	Minimum	Maximum
PTC	295	53.61	11.711	32	77
B.Ed. and more	149	52.72	11.466	33	72
Untrained	55	51.25	12.429	30	72

SECTION-B : ANOVA					
	Sum of Sq.	Df	Mean Square	F	Sig.
Between Groups	284.971	2	142.485	1.037	.355
Within Groups	68120.324	496	137.339		
Total	68405.295	498			

SECTION-C : Multiple Comparisons				
Group	Mean	Mean difference		
		PTC	B.Ed. and more	Untrained
PTC	53.61	-	-	2.36*
B.Ed. and more	52.72	-	-	-
Untrained	51.25	-	-	-

* The mean difference is significant at the .05 level.

From section – C it was observed that there was significant difference between mean professional indices of the teachers having different Education Qualification.

Conclusion:

- The effect of the Gender was not found at all over the attitude towards professionalism in primary teachers.
- It was observed that the teachers who had experience up to five years had higher attitude towards professionalism than teachers who had experience of six to ten years, eleven to fifteen years and more than fifteen years.
- The effect of the school area was not found at all. It means teachers who are working in city and village have the same attitude towards their professionalism.
- The effect of the type of School over the attitude towards professionalism was clearly observed in primary teachers. The teachers working in Government school had high and positive attitude towards the professionalism than the teachers working in Self finance schools.
- The teachers whose Qualification is PTC had higher attitude towards professionalism than teachers with the Qualification of B.Ed. and more than that and untrained teachers.

Implications and Recommendations:

1. This study can help the policy makers to draw such a plan to make the teachers more professional so that the Education becomes qualitative. Timely teacher Orientation programs regarding their professionalism should be organized. Through these programs a teacher can know about all the aspects of their profession.
2. This study can be helpful for school principals. They should give proper guidance to his or her teachers so that they should focus on different techniques like innovative and activity based teaching for students. There should be discussion among the teachers and the principal about the job satisfaction effectively. It will help a teacher for the professional development.
3. This study can also help the teachers to get a proper idea about the professionalism. Some literatures which develop moral and professional values among teachers should be studied by the teachers.

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