

Comparative Analysis of Attitude Towards Professionalism



Education

KEYWORDS : Professionalism

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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 401 teachers was taken. A five point professional attitude scale by Ambasana was administered for data collection and data analysed by using t-test and F-test.

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 quality of education depends upon the quality of teachers. The present study intends to know about professional attitude of secondary school teachers which affects the quality of teachers 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 401 teachers of 48 school of Bhavnagar District were selected. Among them 294 were male teachers and 107 were female teachers.

Instrument:

Professional Attitude Index Form developed by Ambasana.

Statistical Technique:

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

Analysis and Discussion:

Table-1.1

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

	Gender	N	Mean	SD	t-value
SCORE	Male	294	53.16	11.555	.977
	Female	107	51.89	11.567	

The mean professional index of 294 male teachers is 53.16 and the mean professional index of 107 female teachers is 51.89. Obtained t-value is .977 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	144	52.58	10.957	32	75
6 to 10 years	69	52.86	11.186	33	72
11 to 15 years	61	53.23	12.174	34	75
16 to 20 years	44	50.41	12.061	31	74
More than 20 years	83	54.20	12.182	32	72

SECTION-B: ANOVA					
	Sum of Sq.	Df	Mean Square	F	Sig.
Between Groups	433.777	4	108.444	.810	.519
Within Groups	52994.652	396	133.825		
Total	53428.429	400			

SECTION-C: Multiple Comparisons						
Group	Mean	Mean difference				
		Up to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years
Up to 5 years	52.58	-	-	-	2.17**	-
6 to 10 years	52.86	-	-	-	2.45**	-
11 to 15 years	53.23	-	-	-	2.82*	-
16 to 20 years	50.41	-	-	-	-	-
More than 20 years	54.20	-	-	-	3.79*	-

* 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	59	56.12	12.608	2.386
	Village	342	52.25	11.289	

Overhear obtained t-value is 2.386 which is more than 1.96 so it was significant at 0.05 level. Thus there was a clear 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	245	53.93	11.921	2.429
	Self Finance	156	51.08	10.769	

Overhear obtained t-value is 2.429 which is more than 1.96 so it was significant at 0.05 level. Thus there was significant 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. Result of the analysis was presented in table 1.5.

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

	Type of School	N	Mean	SD	t-value
SCORE	B.Ed. and more	356	53.36	11.936	2.620
	Untrained	45	48.60	6.648	

Overhear obtained t-value is 2.620 which is more than 2.58 so it was significant at 0.01 level. Thus 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 secondary school teachers.
- It was observed that the teachers who had experience more than 20 years had higher attitude towards professionalism than teachers who had experience up to five years, six to ten years, eleven to fifteen years and fifteen to 20 years.
- It was observed that the teachers working in city area had higher attitude towards the professionalism.
- The effect of the type of School over the attitude towards professionalism was clearly observed in secondary school teachers. The teachers working in Government school had high and positive attitude towards the professionalism than the teachers working in Self finance schools.
- There was a clear effect of education qualification was observed over the attitude towards professionalism of teachers. The teachers whose Qualification is B.Ed. and more than that had higher attitude towards professional ism than untrained teachers which is obvious.

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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