A STUDY OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS FOR THEIR PROFESSIONALISM

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ABSTRACT

Professionalism has always been in the area of interest for people. It deals with the art of being perfect in your area of work. Professionalism means to be complete in oneself and that one is not required to be reminded of duties and responsibilities. Considering teaching as profession has always been a hot topic. There is a school of thought that opines for the teaching as a profession as it requires necessary hard work, skills and qualification along with training and internship, where as the other school of thought opines against teaching as a profession as it does not include any official ceremony for awarding professional qualification and that there is no single organization where the teachers are registered as a professional. As such there are many view points of this. The present research just focuses on the professionalism of a Male teacher as compared to a Female teacher.

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 variable under study was Gender. 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 Counselling and Students Counselling.

The findings of research are, 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 Counselling and Students Counselling. Thus it can be said that Gender as a variable does not affect the professionalism of Secondary School Teachers. 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. 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

INTRODUCTION

Teachers are more considered to be accountable for process of learning happening on the part of students. It is a teacher who makes the topic interesting to the students which in turn helps a student to understand the topic easily. Teacher's beliefs, practices, and attitude[1] are important for understanding and improving educational processes. They are closely linked to teachers strategies for coping with challenges in their daily professional life[2] and to their well being and they shape students learning environment[3] and influence student motivation and achievement.

Continuing leaning and doing some homework[3] as at teacher is a 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 punctuality and appropriate tidiness and dress[4]: 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 Counselling and Students Counselling. The variables considered under study was Gender.

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.

OBJECTIVE OF STUDY

To compare the professionalism of Male and Female secondary school teachers with respect to different components like 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.

HYPOTHESIS OF STUDY

H1: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Time Keeping.

H2: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Content Mastery.

H3: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Contemporary Knowledge

H4: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Physical Appearance.

H5: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Communication with Students.

H6: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Communication with Colleagues.

H7: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Delivery Mechanism.

H8: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to ProActiveness and Followup.

H9: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Students Counselling.

H10: There will be no significant difference in the mean scores of professionalism of Male & Female Teachers with respect to Parents Counselling.

RESEARCH VARIABLES

Sr. No.	Type of Variable	Name of Variable	Categories of Variable
1	Independent Variable	Gender	1. Male 2. Female
2	Dependant Variable		Professionalism Score obtained by the teacher as per the tool to measure the professionalism of teacher (with respect to 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 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, pro-activeness and follow – up, counseling skills of a teacher.

- **Measurable Operational Definition**

  o Professionalism means the mean scores obtained in the self constructed Secondary School Teacher Professionalism Scale.

  o The higher the score obtained the better the professionalism.

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

- **Time keeping:** to be punctual for entry and exit to school, to be punctual in course completion, paper submissions, result preparations.

- **Content Mastery:** Having expert knowledge for the subject being taught and willingness to research further in the subject.

- **Contemporary Knowledge:** Having relevant concurrent knowledge about the subject and new concepts evolving about the subject.

- **Physical Appearance:** refers to the getup, dressing sense and presentable appearance.

- **Communication with Students:** giving necessary instruction, guidance and counseling.

- **Communication with Colleagues:** sharing of necessary information, discussion and learning with Colleagues.

- **Delivery Mechanism:** the art of delivering lecture, orientation, prepartions, etc. as a part of imparting learning to the students.

- **Pro Activeness and Follow-up:** the art of intimating the students the necessary information, rules, paper styles, scoring rules, homework, assignments, test schedules and to pursue the students for completion of work and understanding of the topic.

- **Students Counseling:** for better behaviour, good habits, betting scoring, career development, role in social service and nation development.

- **Parents Counseling:** guidance provided to parents for proper conditioning to the students when at home. Guidance pertaining to performance, behaviour and career development of the students.

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 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.

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 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 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

Testing of Hypothesis

Hypothesis No. 1: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Time Keeping.

**Table 1: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Time Keeping of Professionalism**

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remarks
Male	640	46.74	5.853	.367	0.676	Not Significant at 0.05 level
Female	404	46.99	5.644			

It is found from table 1 that the calculated t-Value is 0.676 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 1, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Time Keeping component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Time Keeping.

Hypothesis 2: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Content Mastery.

**Table 2: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Content Mastery Component of Professionalism**

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remarks
Male	640	55.82	7.535	494	1.639	Not Significant at 0.05 level
Female	404	55.01	7.923			

It is found from Table 2 that the calculated t-Value is 1.639 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 2, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Content Mastery component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Content Mastery.

Hypothesis 3: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Contemporary Knowledge.

**Table 3: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Contemporary Knowledge Component of Professionalism**

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remarks
Male	640	34.51	7.067	.468	1.516	Not Significant at 0.05 Level
Female	404	33.81	7.553			

It is found from Table 3 that the calculated t-Value is 1.516 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 3, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Contemporary Knowledge component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Contemporary Knowledge.

Hypothesis 4: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Physical Appearance.

**Table 4: Mean, SD, S.Ed, T-Value of Teachers Obtained through
SSTPS Scale for Physical Appearance Component of Professionalism**

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remarks
Male	640	27.87	3.928	.249	1.382	Not Significant at 0.05 Level
Female	404	27.53	3.892			

It is found from Table 4 that the calculated t-Value is 1.382 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 4, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Physical Appearance component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Physical Appearance.

Hypothesis 5: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Communication with Students.

**Table 5: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Communication with Students of Professionalism**

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remarks
Male	640	35.79	5.134	.328	0.451	Not Significant at 0.05 Level
Female	404	35.94	5.172			

It is found from table 4.1.5 that the calculated t-Value is 0.451 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 1.5, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Communication with Students component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Communication with Students.

Hypothesis 6: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Communication with Colleagues.

Table 6: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Communication with Colleagues of Professionalism

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remards
Male	640	51.87	7.060	.430	0.406	Not Significant at 0.05 Level
Female	404	51.70	6.289			

It is found from Table 6 that the calculated t-Value is 0.406 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 6, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Communication with Colleagues component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Communication with Colleagues.

Hypothesis 7: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Delivery Mechanism.

Table 7: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Delivery Mechanism Component of Professionalism

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remards
Male	640	45.16	7.197	.456	1.841	Not Significant at 0.05 Level
Female	404	44.32	7.146			

It is found from Table 7 that the calculated t-Value is 1.841 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 7, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Delivery Mechanism component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Delivery Mechanism.

Hypothesis 8: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Pro-Activeness and Follow up.

Table 8: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Pro Activeness and Followup Component of Professionalism

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remards
Male	640	41.11	7.109	.448	1.314	Not Significant at 0.05 Level
Female	404	41.70	6.966			

It is found from Table 8 that the calculated t-Value is 1.314 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 8, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Pro Activeness and Followup component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Pro – Activenss and Follow up.

Hypothesis 9: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Parents Counselling.

**Table 9: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Parents Counselling Component of Professionalism**

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remarks
Male	640	47.08	6.584	.424	1.015	Not Significant at 0.05 Level
Female	404	46.66	6.734			

It is found from Table 9 that the calculated t-Value is 1.015 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 9, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Parents Counselling component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Parents Counselling.

Hypothesis 10: There will be no significant difference between the mean scores of Male Teachers and Female Teachers with respect to Students Counselling.

**Table 10: Mean, SD, S.ED, T-Value of Teachers Obtained through
SSTPS Scale for Students Counselling Component of Professionalism**

Gender	N	Mean	Std. Dev.	S.ED.	T-Value	Remarks
Male	640	42.71	5.697	.362	1.496	Not Significant at 0.05 Level
Female	404	42.17	5.707			

It is found from Table 10 that the calculated t-Value is 1.496 where as table value of t-Value at 0.05 and 0.01 Level is 1.96 and 2.58 respectively at df=1042 Hence the calculated t-Value is not significant at 0.05 level

Thus the Hypothesis No. 10, "There will be no significant difference between the mean scores of Male Teacher and Female Teachers with respect to Students Counselling component of Professionalism" is NOT REJECTED.

Thus it is drawn from the data that Male and Female teachers do not differ significantly on Student Counselling.

Major Findings

It was found from the analysis of data that 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 Counselling and Students Counselling. Male and Female teachers did not differ much for the different components of professionalism. Thus it can be said that Gender as a variable does not affect the professionalism of Secondary School Teachers.

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 Counselling, and Students Counselling. 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.

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