

A Study of Attitude towards Professionalism of Primary Teachers of Mahendergarh District

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ABSTRACT

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 299 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.

Key Words: attitude, professionalism.

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:

1. To find out whether there is any significant difference between the attitudes towards professionalism so far as the gender of the teachers is concerned.
2. To find out the effect of teaching experience of teachers on their attitude towards professionalism.
3. To know whether there is any significant difference among attitude towards professionalism of teachers working in the school of city and villages.
4. 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.

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 489 teachers of 43 school of Mahendergarh District were selected. Among them 209 were male teachers and 280 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	211	51.36	13.239	
2	Female	278	54.64	10.316	.658

The mean professional index of 278 female teachers is 54.64 and the mean professional index of 211 male teachers is 51.36. Obtained t-value is .658 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	238	51.79	12.580	31	73
6 to 10 years	91	49.99	10.624	29	69
11 to 15 years	84	51.30	11.234	32	77
More than 15 years	76	54.15	13.436	33	71
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	-	-	2.61*	-
6 to 10 years	53.26	-	-	1.98*	-
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 Indexes according to Area**

	Area	N	Mean	SD	t-value
SCORE	City	83	57.89	13.163	1.761
	Village	406	51.41	10.784	

Overhear obtained t-value is 1.761 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 Indexes according to Type of School

	Type of School	N	Mean	SD	t-value
SCORE	Government	257	51.13	11.509	3.094
	Self Finance	232	54.99	11.604	

Overhear obtained t-value is 3.094 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.

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.

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