

A Study of Professionalism of Secondary School Teachers with respect to Education Board

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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 Gujarat Board teacher as compared to Other Board 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 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 Counselling and Students Counselling.

The findings of the research are that as far as Education Board is concerned, the Other Board Teachers were found to be better than Gujarat Board Teachers for Time Keeping, Content Mastery, Contemporary Knowledge, Delivery Mechanism, Parents Counselling and Students Counselling. Whereas the Gujarat Board teachers were found to be better than Other Board teachers for Communication with Students and Pro Activeness and Followups. However, there was no considerable difference between the two for Physical Appearance and Communication With Colleagues.

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.

Key Words:

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 attitude¹ are important for understanding and improving educational processes. They are closely linked to teachers strategies for coping with challenges in their daily professional life² and to their well being and they shape students learning environment³ and influence student motivation and achievement.

Continuing leaning and doing some homework³ 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 dress⁴: 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 with respect to Education Board

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 Education Board.

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 Gujarat Board Teachers and Other Board Teachers 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.

Hypothesis of Study

- H1. There will be no significant difference in the mean scores of professionalism of teachers with respect to Education Board (Gujarat Board Teachers and Other Board Teachers)
- H2. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Time Keeping .
- H3. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Content Mastery .
- H4. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Contemporary Knowledge .
- H5. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Physical Appearance .
- H6. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Communication with Students .
- H7. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Communication with Colleagues .
- H8. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Delivery Mechanism .
- H9. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Pro-Activeness and Follow up .
- H10. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Parents Counselling .
- H11. There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Students Counselling .

Research Variables

Sr. No.	Type of Variable	Name of Variable	Categories of Variable
1	Independent Variable	Education Board	1. Gujarat Board 2. Other Board
2	Dependant	Professionalism Score obtained by the teacher as per the tool to measure the	

	Variable	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.)
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Operational Definitions of the Terms

1. Professionalism:

a. **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.

b. Measurable Operational Definition:

- i. Professionalism means the mean scores obtained in the self constructed Secondary School Teacher Professionalism Scale.
- ii. The higher the score obtained the better the professionalism.

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

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

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

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

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

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

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

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

10. **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.
11. **Students Counseling:** for better behaviour, good habits, better scoring, career development, role in social service and nation development.
12. **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**.

1: Population:

Since the researcher has undertaken 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 tool 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.

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

Testing of Hypothesis:

Hypothesis No. 1: There will be no significant difference in the mean scores of professionalism of teachers with respect to Education Board (Gujarat Board Teachers and Other Board Teachers)

Table 1: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale of Professionalism with respect to Education Board (GSEB and Other Board)

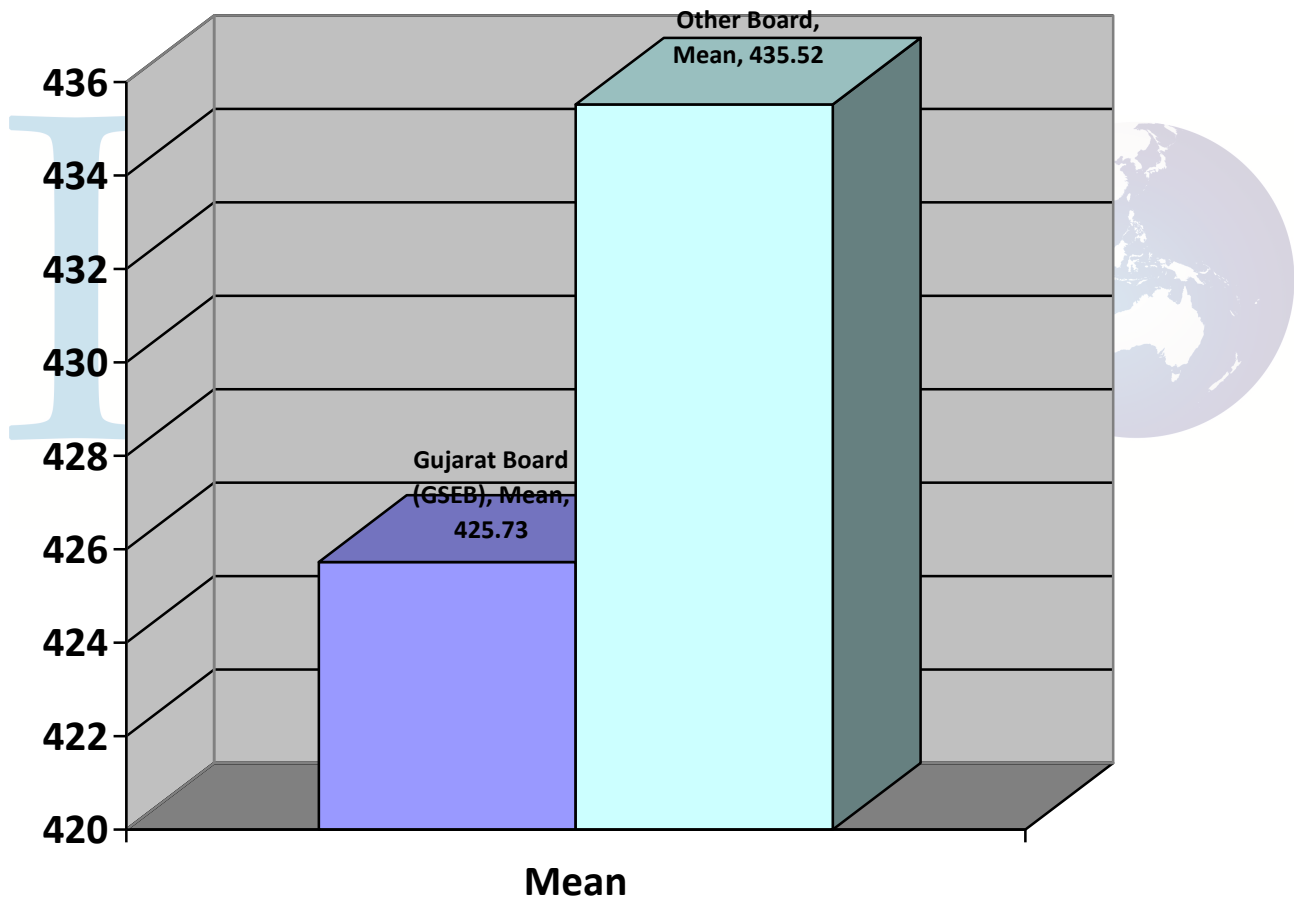
Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	425.73	42.439	3.403	2.876	Significant at 0.01 level
Other Board	189	435.52	41.814	3.371		

It is found from Table 1 that the calculated t-Value is 2.876, 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 significantly higher than the table value at 0.01 Level.

Thus the Hypothesis No. 1, “There will be no significant difference between the mean scores of Professionalism with respect to Education Board (Gujarat Board Teacher and Other Board Teachers)” is REJECTED.

Further the means scores of Other Board Teachers is 435.52 and that of Gujarat Board Teachers is 425.73. It may therefore be said the Professionalism of Other Board Teachers was found to be better than that of Gujarat Board Teachers.

Professionalism of Gujarat Board and Other Board Teachers



Graph 1: Professionalism of Gujarat Board and Other Board Teachers

■ Gujarat Board (GSEB) ■ Other Board

It is very evident from graph 4.20 that Professionalism of Other Board Teachers was found to be better than that of Gujarat Board Teachers.

Hypothesis No. 2: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Time Keeping Component of Professionalism.

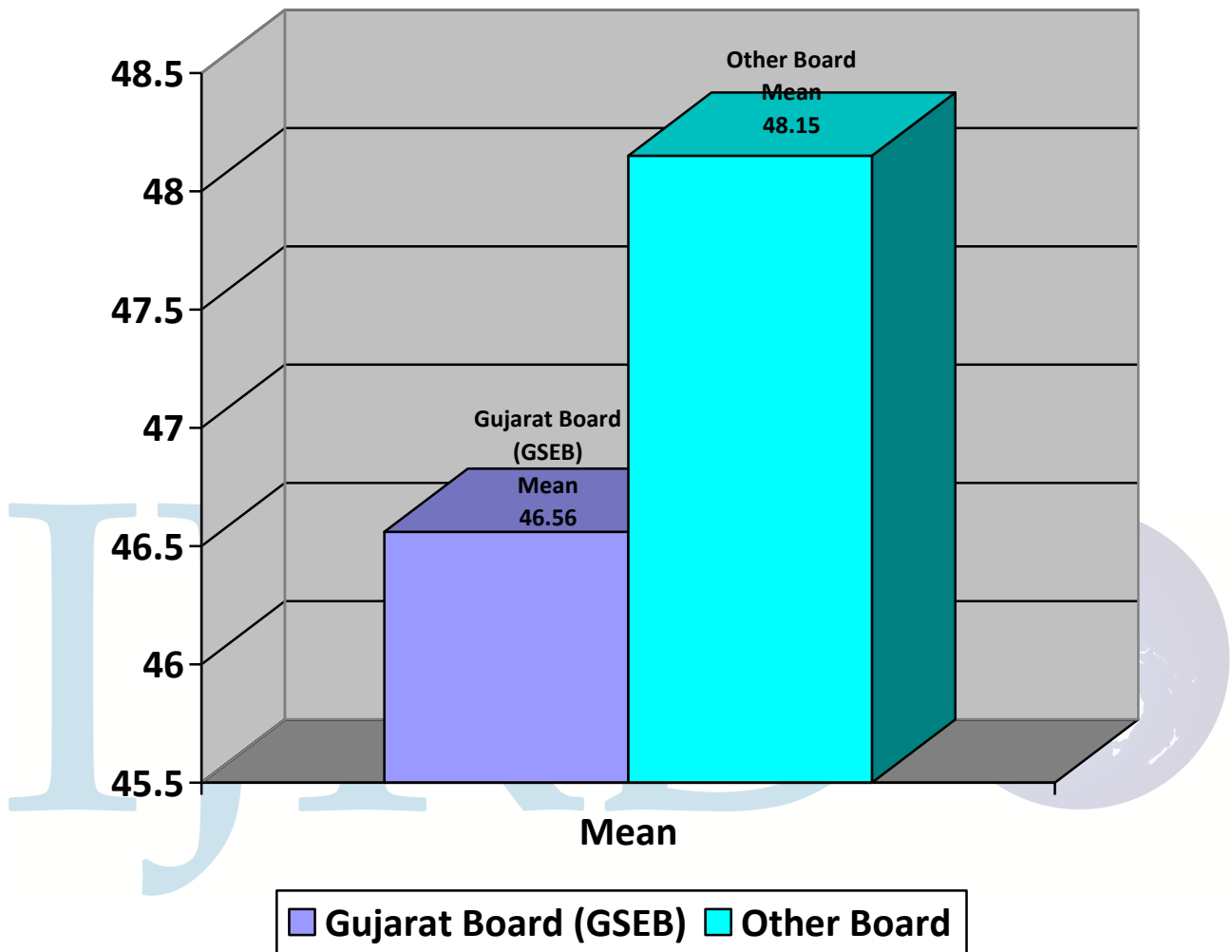
Table 2: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Time Keeping of Professionalism for Education Board

Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	46.56	5.857	.462	-3.441	Significant at 0.01 level
Other Board	189	48.15	5.196	.428		

It is found from Table 2 that the calculated t-Value is 3.441, 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 significantly higher than the table value at 0.01 Level.

Thus the Hypothesis No. 2, “There will be no significant difference between the mean scores of Gujarat Board Teacher and Other Board Teachers will respect to Time Keeping component of Professionalism” is REJECTED.

Further the means scores of Other Board Teachers is 48.15 and that of Gujarat Board Teachers is 46.56. It may therefore be said the Time Keeping of Other Board Teachers was found to be significantly better than that of Gujarat Board Teachers.

Time Keeping of Gujarat Board and Other Board Teachers**Graph 2: Time Keeping of Gujarat Board and Other Board Teachers**

It is very evident from graph 2 that Other Board teachers were found to be better than Gujarat Board Teachers for Time Keeping.

Hypothesis 3: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Content Mastery.

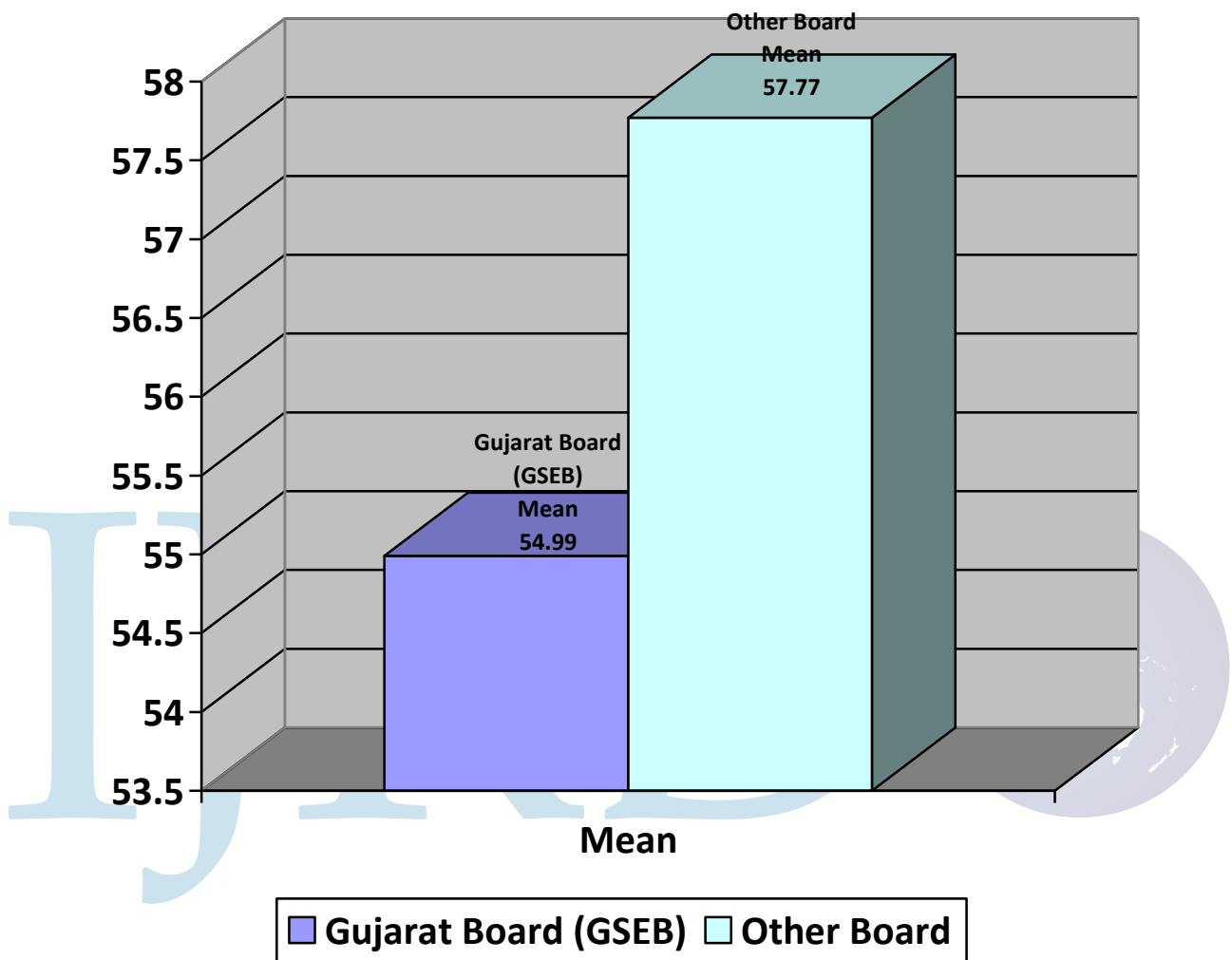
Table 3: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Content Mastery Component of Professionalism for Education Board

Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	54.99	7.503	.646	4.542	Significant at 0.01 level
Other Board	189	57.77	8.153			

It is found from Table 3 that the calculated t-Value is 4.542 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 significantly higher than the table value at 0.01 Level.

Thus the hypothesis 3 “there will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teacher with respect to Content Master Component of Professionalism” is REJECTED.

Further the mean scores of Other Board teachers is 57.77 and that of Gujarat Board Teachers is 54.99. It may therefore be said the Content Mastery of Other Board Teachers was found to be significantly better than that of Gujarat Board Teachers.

Content Mastery of Gujarat Board and Other Board Teachers**Graph 3: Content Mastery of Gujarat Board and Other Board Teachers**

It is very evident from graph 3 that Other Board Teachers were found to be better than Gujarat Board Teachers for Content Mastery.

Hypothesis 4: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Contemporary Knowledge.

Table 4: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Contemporary Knowledge Component of Professionalism for Education Board

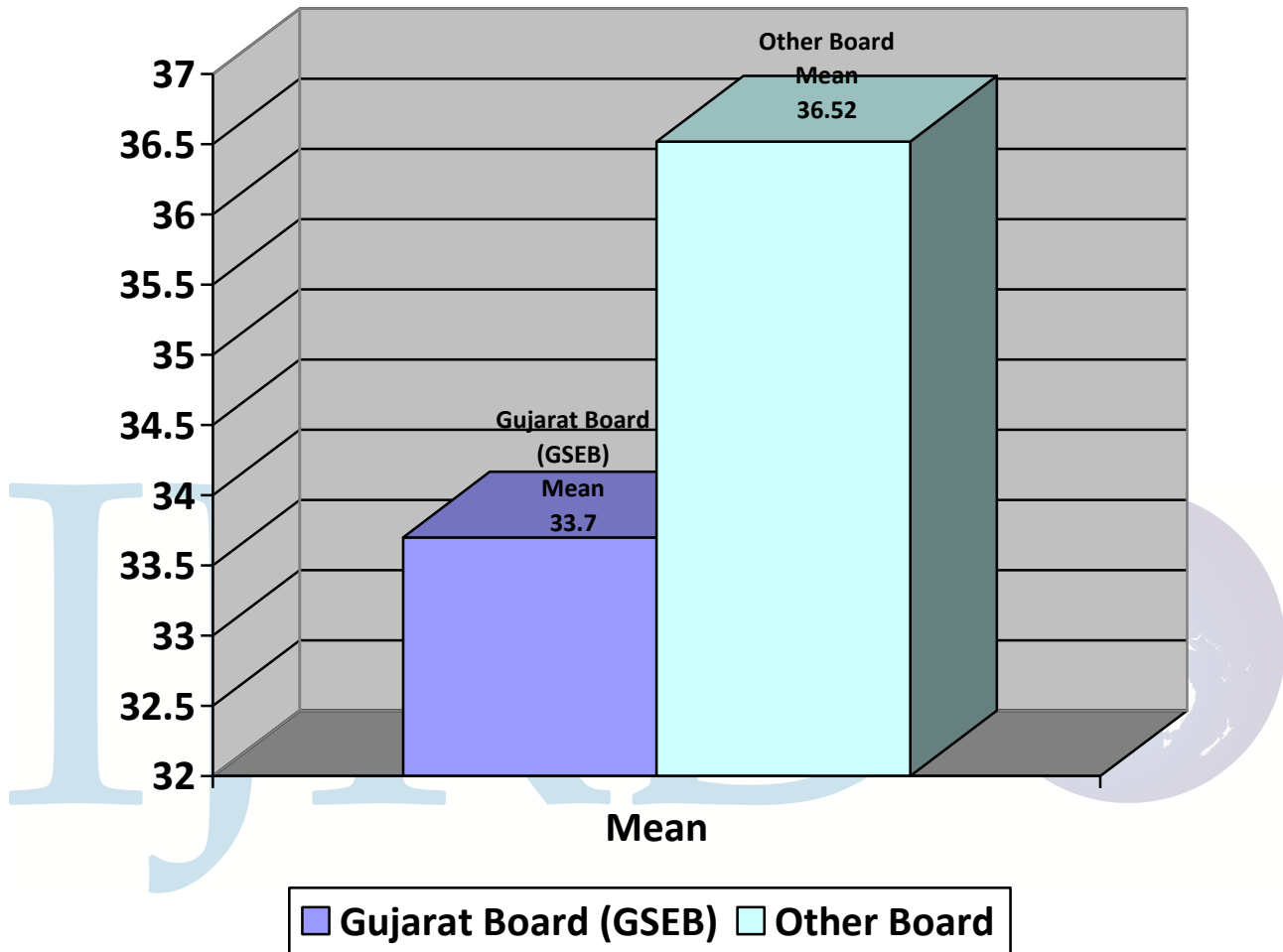
Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	33.70	7.069	.576	-4.893	Significant at 0.01 level
Other Board	189	36.52	7.574	.602		

It is found from Table 4 that the calculated t-Value is 4.893 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 significantly higher than the table value at 0.01 Level.

Thus the hypothesis 4 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Contemporary Knowledge Component of Professionalism” is REJECTED.

Further the mean scores of Other Board teachers is 36.52 and that of Gujarat Board Teachers is 33.70. It may therefore be said the Contemporary Knowledge of Other Board Teachers was found to be significantly better than that of Gujarat Board Teachers.

Contemporary Knowledge of Gujarat Board and Other Board Teachers



Graph 4: Contemporary Knowledge of Gujarat Board and Other Board Teachers

It is very evident from graph 4 that Other Board Teachers were found to be better than Gujarat Board Teachers for Contemporary Knowledge.

Hypothesis 5: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Physical Appearance.

Table 5: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Physical Appearance Component of Professionalism for Education Board

Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	27.72	3.819	.343	-.311	Not Significant At 0.05 Level
Other Board	189	27.82	4.358			

It is found from Table 5 that the calculated t-Value is 0.311 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 5 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Physical Appearance Component of Professionalism.” is NOT REJECTED.

It is drawn from the data that Gujarat Board Teachers and Other Board Teachers do not differ significantly for Physical Appearance.

Hypothesis 6: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Communication with Students.

Table 6: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Communication with Students of Professionalism for Education Board

Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board	853	36.10	5.224	.412	3.370	Significant at 0.01

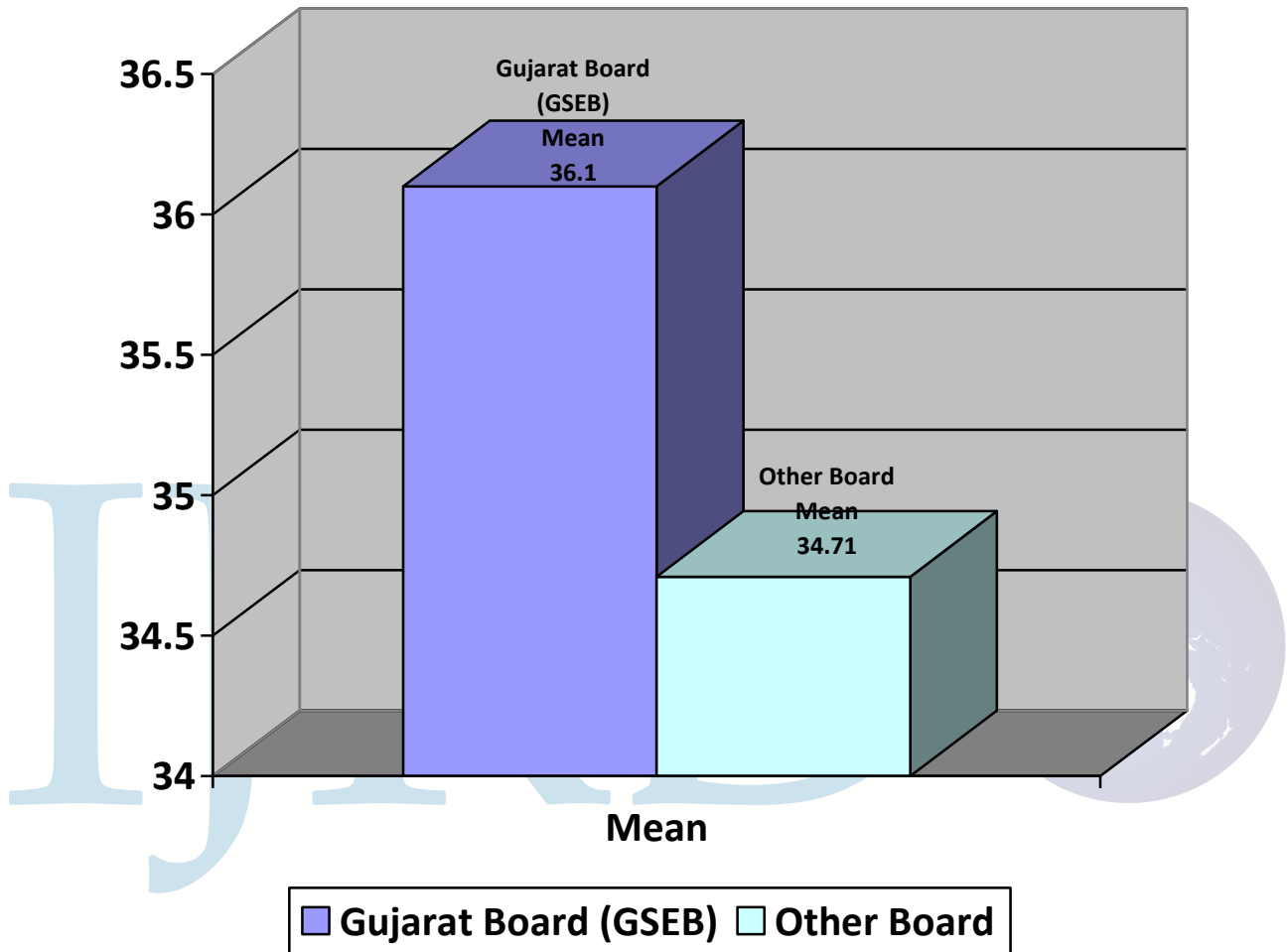
(GSEB)							level
Other Board	189	34.71	4.657				

It is found from Table 6 that the calculated t-Value is 3.370 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 significantly higher than the table value at 0.01 Level.

Thus the hypothesis 6 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Communication with Students Component of Professionalism.” is REJECTED.

Further the mean scores of Gujarat Board teachers is 36.10 and that of Other Board teacher is 34.71. It may therefore be said that Communication with Students of Gujarat Board teachers is significantly better than that of Other Board Teachers.

Communication with Students of Gujarat Board and Other Board Teachers



Graph 5 : Communication with Students of Gujarat Board and Other Board Teachers

It is very evident from graph 5 that Gujarat Board Teachers were found to be better than Other Board Teachers for Communication with Students.

Hypothesis 7: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Communication with Colleagues.

Table 7: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Communication with Colleagues of Professionalism for Education Board

Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	51.68	6.768	.545	1.189	Not Significant At 0.05 Level
Other Board	189	52.32	6.784			

It is found from Table 7 that the calculated t-Value is 1.189 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 7 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Communication with Colleagues Component of Professionalism.” is NOT REJECTED.

It is drawn from the data that Gujarat Board Teachers and Other Board Teachers do not differ significantly of Communication with Colleagues.

Hypothesis 8: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Delivery Mechanism.

Table 8: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Delivery Mechanism Component of Professionalism for Education Board

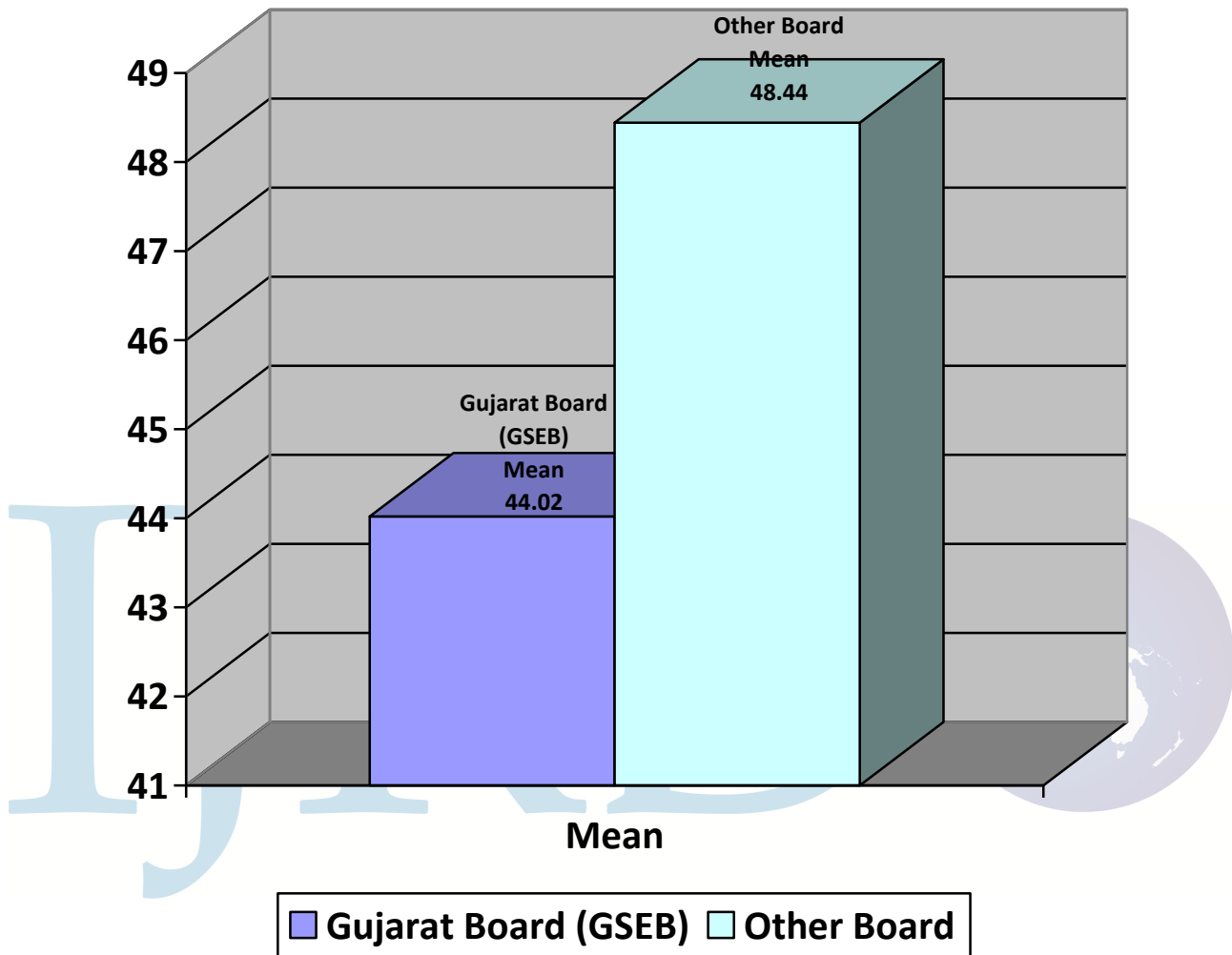
Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board	853	44.02	7.129	.562	7.873	Significant at 0.01

(GSEB)						level
Other Board	189	48.44	6.297			

It is found from Table 8 that the calculated t-Value is 7.873 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 significantly higher than that of table value at 0.01 Level.

Thus the hypothesis 8 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Delivery Mechanism Component of Professionalism.” is REJECTED.

Further the mean scores of Other Board teachers is 48.44 and that of Gujarat Board Teachers is 44.02. It may therefore be said that the Delivery Mechanism of Other Board Teachers is significantly better than that of Gujarat Board Teacher.

Delivery Mechanism of Gujarat Board and Other Board Students**Graph 6: Delivery Mechanism of Gujarat Board Teachers and Other Board Teachers.**

It is evident from graph 6 that Other Board Teachers were found to be better than Gujarat Board Teachers for Delivery Mechanism.

Hypothesis 9: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Pro-Activeness and Follow up

Table 9: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Pro Activeness and Followup Component of Professionalism for Education Board

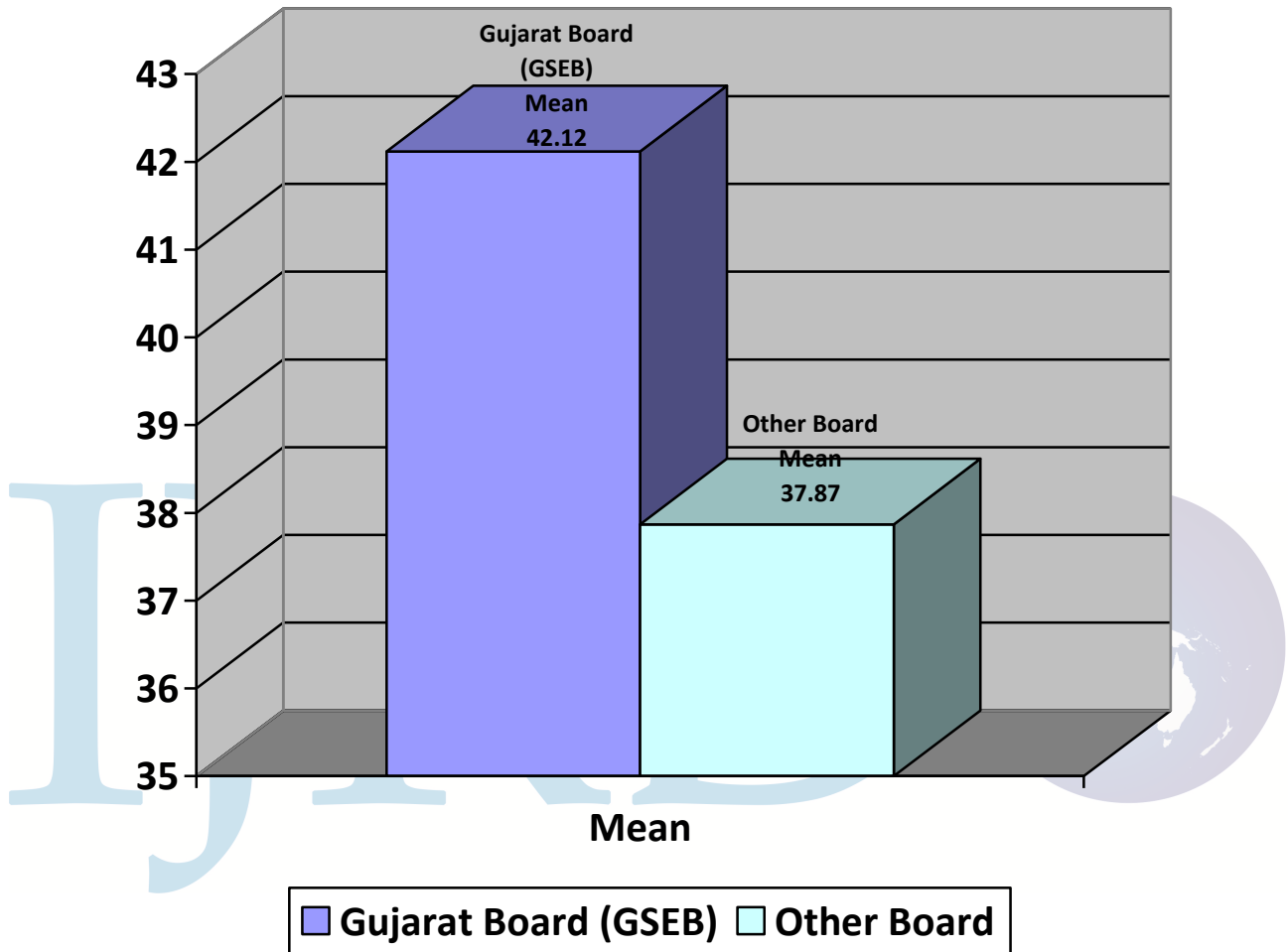
Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	42.12	6.749	.586	7.683	Significant at 0.01 level
Other Board	189	37.87	7.409			

It is found from Table 9 that the calculated t-Value is 7.683 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 significantly higher than the table value at 0.01 Level.

Thus the hypothesis 9 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Pro-Activeness and Follow up Component of Professionalism.” is REJECTED

Further the mean scores of Gujarat Board teachers is 42.12 which is higher than that of Other Board teacher which is 37.87. It may therefore be said that the professionalism of Gujarat Board Teachers is significantly higher than that of Other Board Teachers for the component of Pro Activeness and Follwup of Professionalism.

Pro Activeness and Gollowup of Gujarat Board and Other Board Teachers



Graph 7: Pro - Activeness and Follow up of Gujarat Board and Other Board Teachers

It is very evident from graph 4.26 that Gujarat Board Teachers were found to be better than Other Board teachers for Pro Activeness and Follow up.

Hypothesis 10: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Parents Counselling.

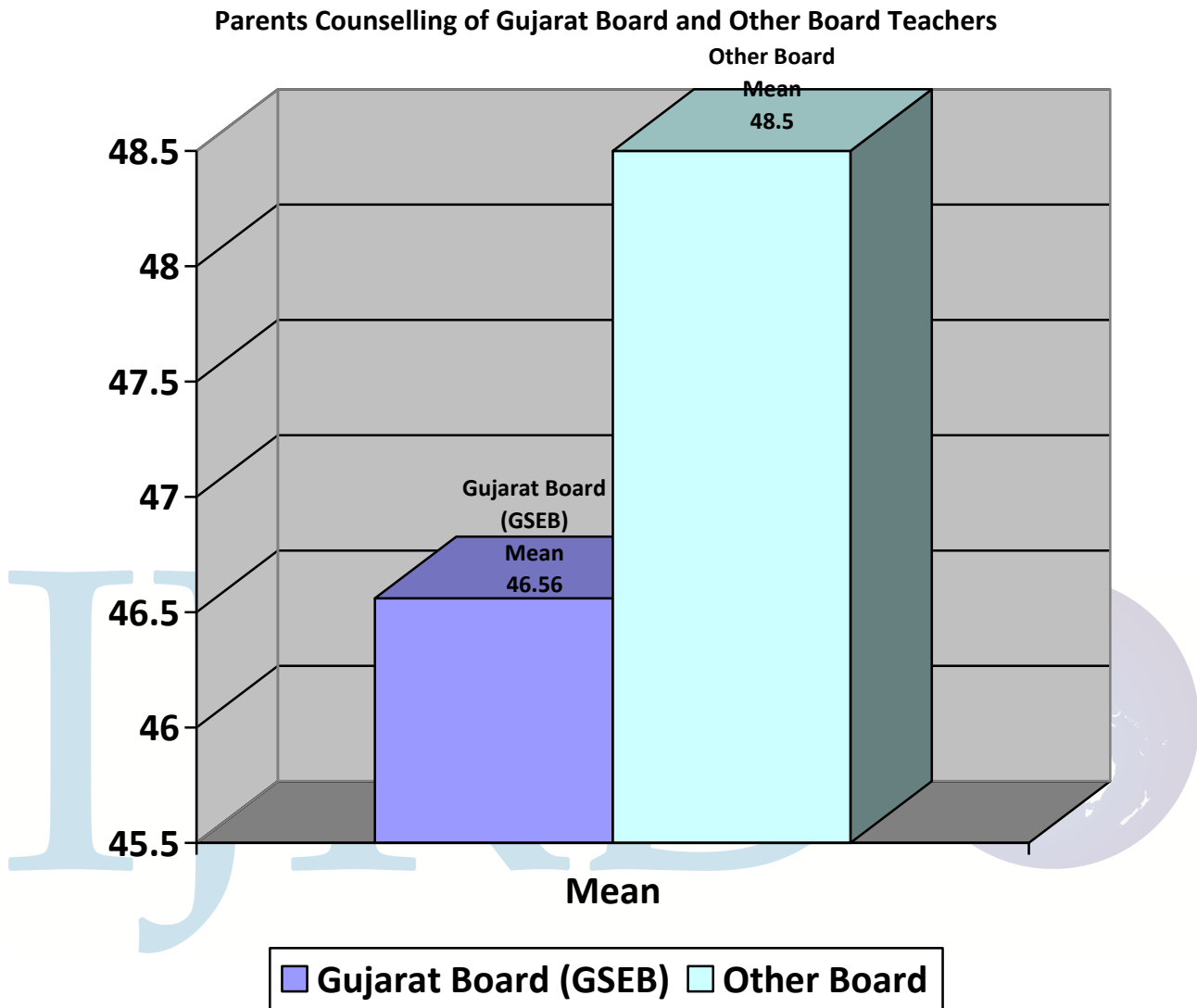
Table 10: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Parents Counselling Component of Professionalism for Education Board

Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	46.56	6.662	.531	3.654	Significant at 0.01 level
Other Board	189	48.50	6.349			

It is found from Table 10 that the calculated t-Value is 3.654. 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 significantly higher than the table value at 0.01 Level.

Thus the hypothesis 10 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Parents Counselling Component of Professionalism.” is REJECTED.

Further the mean scores of Other Board teachers is 48.50 and that of Gujarat Board teachers is 46.56. It may therefore be said that the Parents Counselling of Other Board teachers is significantly better than that of Gujarat Board teachers.



Graph 7: Parents Counselling of Gujarat Board Teachers and Other Board Teachers.

It is very evident from graph 7 that Other Board Teachers were found to be better than Gujarat Board Teachers for Parent Counselling.

Hypothesis 11: There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Students Counselling.

Table 11: Mean, SD, S.ED., t-Value of Teachers obtained through SSTPs Scale for Students Counselling Component of Professionalism for Education Board

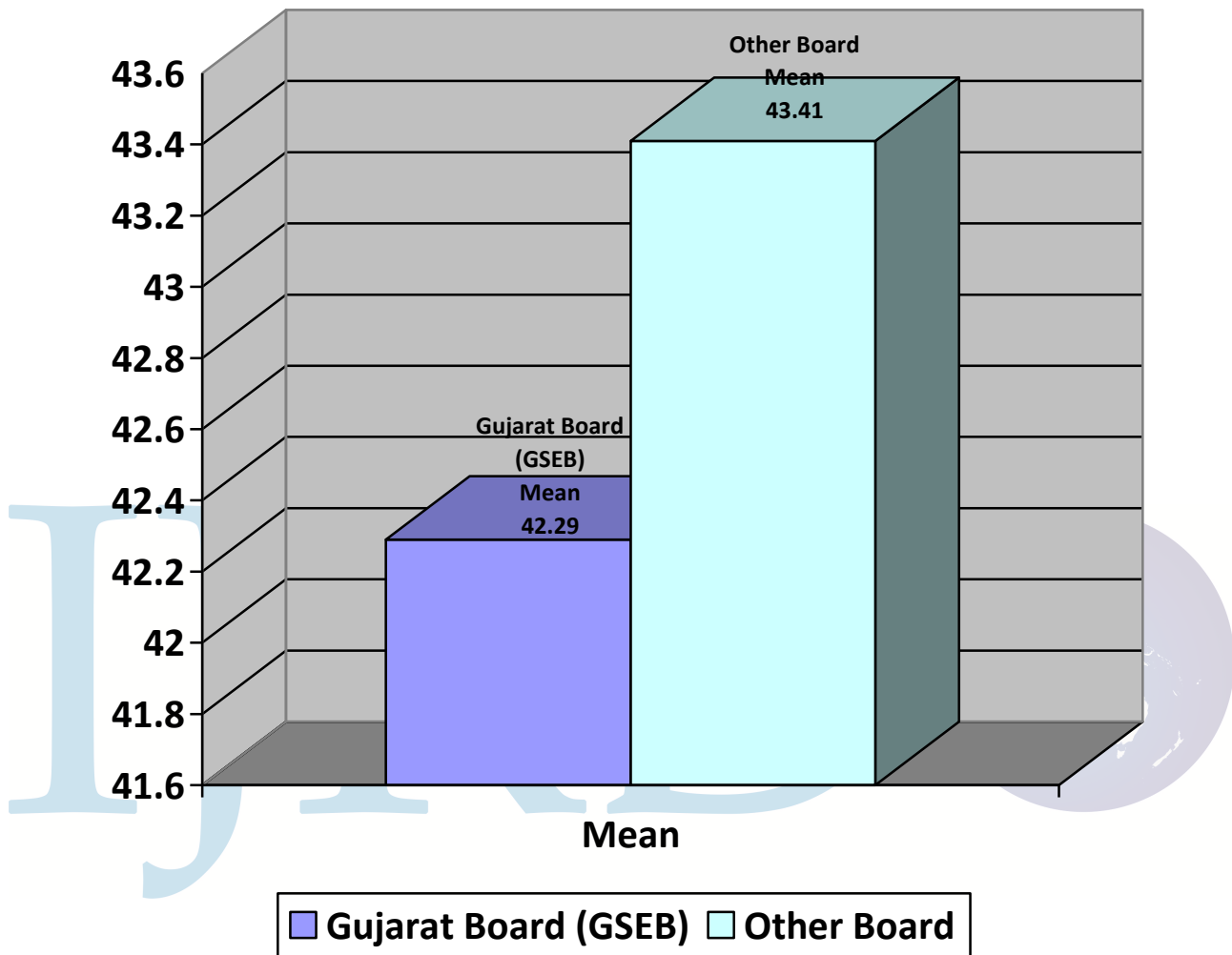
Education Board	N	Mean	Std. Dev.	S.Ed.	t-Value	Remarks
Gujarat Board (GSEB)	853	42.29	5.593	.486	2.453	Significant at 0.05 level
Other Board	189	43.41	6.134			

It is found from Table 11 that the calculated t-Value is 2.453 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 significantly higher than the table value at 0.05 Level and not at 0.01 Level.

Thus the hypothesis 11 “There will be no significant difference between the mean scores of Gujarat Board Teachers and Other Board Teachers with respect to Students Counselling Component of Professionalism.” is REJECTED.

Further the mean scores of Other Board teachers is 43.41 and Gujarat Board teachers is 42.29. It may therefore be said that Students Counselling of Other Board teachers is significantly better than that of Gujarat Board teachers.

Students Counselling of Gujarat Board and Other Board Teachers



Graph 8: Students Counselling of Gujarat Board and Other Board Teachers.

It is very evident from graph 4.28 that Other Board Teachers were found to be better than Gujarat Board Teacher for Students Counselling.

Major Findings:

It was found from the study that so far as Education Board is Concerned, the Other Board Teachers were found to be better than Gujarat Board Teachers for Time Keeping, Content Mastery, Contemporary Knowledge, Delivery Mechanism, Parents Counselling and Students Counselling. Whereas the Gujarat Board teachers were found to be better than Other Board teachers for Communication with Students and Pro Activness and Followups.

However, there was no considerable difference between the two for Physical Appearance and Communication With Colleagues.

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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