

A STUDY OF PERMANENT AND CONTRACTUAL 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 Permanent teacher as compared to a contractual 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 Qualification. 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, that with respect to Nature of Job, the Permanent Teachers were found to be better than Contractual Teachers for Contemporary Knowledge and Physical Appearance. However, there was no considerable difference between the two for Time Keeping, Content Mastery, Communication with Students, Communication with Colleagues, Delivery Mechanism, ProActiveness and Followup, Parents Counselling and Students Counselling.

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 Follow-ups, Parents Counseling, Students Counseling

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 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 homework 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: 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 Permanent and Contractual Secondary School Teachers for their Professionalism

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 were Job Stability.

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 Permanent and Contractual 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 teachers with respect to Nature of Job (Permanent Teachers and Contractual Teachers)
- H2:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Time Keeping.
- H3:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Content Mastery.
- H4:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Contemporary Knowledge.
- H5:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Physical Appearance.
- H6:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Communication with Students.
- H7:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Communication with Colleagues.
- H8:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Delivery Mechanism.
- H9:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Pro-Activeness and Follow up.
- H10:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Parents Counselling.
- H11:** There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Students Counseling.

Research Variables

Sr. No.	Type of Variable	Name of Variable	Categories of Variable
1	Independent Variable	Nature of Job	1. Permanent: Appointed as full term Teacher 2. Contractual / Shikshan Sahayak – Probationary appointment or on contract.
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**
 - Professionalism means the mean scores obtained in the self constructed Secondary School Teacher Professionalism Scale.
 - 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, preparations, 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, better 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 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.

- **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 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.

- **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 in the mean scores of professionalism of teachers with respect to Nature of Job (Permanent Teachers and Contractual Teachers)

Table 1: Mean, SD, S. ED., t-Value of Teachers obtained through SSTPs Scale of Professionalism with respect to Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	428.01	43.771	2.866	.514	Not Significant at 0.05 Level
Contractual	314	426.54	39.273			

It is found from Table 1 that the calculated t-Value is 0.514 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 Professionalism with respect to Nature of Job (Permanent Teacher and Contractual Teachers)” is NOT REJECTED.

It is drawn from the data that Nature of Job (Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers) does not affect Professionalism as a whole.

Hypothesis No. 2: There will be no significant difference between the mean scores of Permanent Teachers and Contractual Teachers with respect to Time Keeping.

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

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	46.63	5.848	.389	1.812	Not Significant at 0.05 Level
Contractual	314	47.33	5.567			

It is found from Table 2 that the calculated t-Value is 1.812 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 Permanent Teacher and Contractual Teachers will respect to Time Keeping component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Time Keeping.

Hypothesis 3: There will be no significant difference between the mean scores of Permanent Teachers and Contractual 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 Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	55.45	7.830	.519	0.344	Not Significant at 0.05 Level
Contractual	314	55.63	7.377			

It is found from Table 3 that the calculated t-Value is 0.344 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 Permanent Teacher and Contractual Teachers will respect to Content Mastery component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Content Mastery.

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

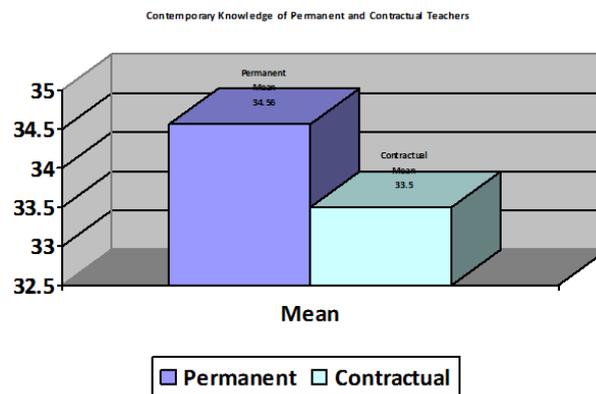
Table 4: Mean, SD, S. ED., t-Value of Teachers obtained through SSTPs Scale for Contemporary Knowledge Component of Professionalism for Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	34.56	7.161	0.497	2.155	Significant at 0.05 level
Contractual	314	33.50	7.455			

It is found from Table 4 that the calculated t-Value is 2.155 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 Significant at 0.05 level and not at 0.01 Level.

Thus the Hypothesis No. 4, “There will be no significant difference between the mean scores of Permanent Teacher and Contractual Teachers will respect to Contemporary Knowledge component of Professionalism” is REJECTED.

Further the mean of Permanent Teachers is 34.56 and Contractual Teachers is 33.50. It may therefore be said that the Contemporary Knowledge of Permanent teachers is significantly better than that of Contractual Teachers.



Graph 1: Contemporary Knowledge of Permanent and Contractual Teachers

It is evident from the graph 1 that Permanent Teachers were found to be better than Contractual Teachers in Contemporary Knowledge.

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

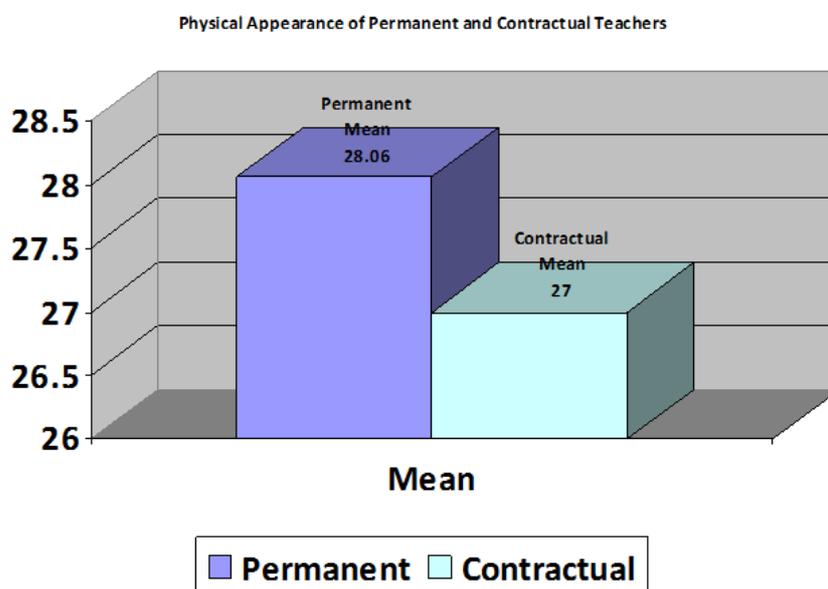
Table 5: Mean, SD, S. ED., t-Value of Teachers obtained through SSTPs Scale for Physical Appearance Component of Professionalism for Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	28.06	3.989	.262	4.054	Significant at 0.01 Level
Contractual	314	27.00	3.641			

It is found from Table 5 that the calculated t-Value is 4.054 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 SIGNIFICANT at 0.01 Level.

Thus the Hypothesis No. 5, “There will be no significant difference between the mean scores of Permanent Teacher and Contractual Teachers will respect to Physical Appearance component of Professionalism” is REJECTED.

Further, the mean of Permanent Teacher is 28.06 and Contractual Teacher is 27.00. It may therefore be said that the Physical Appearance of Permanent teachers is significantly better than that of Contractual Teachers.



Graph 2: Physical Appearances of Permanent and Contractual Teachers

It is very evident from the graph 2 that Permanent Teachers were found to be better than Contractual Teachers on Physical Appearance.

Hypothesis 6: There will be no significant difference between the mean scores of Permanent Teachers and Contractual 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 Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	35.66	5.101	.351	1.822	Not Significant at 0.05 level
Contractual	314	36.29	5.233			

It is found from Table 6 that the calculated t-Value is 1.822 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 Permanent Teacher and Contractual Teachers will respect to Communication with Students component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Communication with Students.

Hypothesis 7: There will be no significant difference between the mean scores of Permanent Teachers and Contractual 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 Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	51.89	6.913	.457	0.608	Not Significant at 0.05 Level
Contractual	314	51.61	6.431			

It is found from Table 7 that the calculated t-Value is 0.608 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 Permanent Teacher and Contractual Teachers will respect to Communication with Colleagues component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Communication with Colleagues.

Hypothesis 8: There will be no significant difference between the mean scores of Permanent Teachers and Contractual 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 Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	45.05	7.173	.485	1.504	Not Significant At 0.05 Level
Contractual	314	44.32	7.201			

It is found from Table 8 that the calculated t-Value is 1.504 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 Permanent Teacher and Contractual Teachers will respect to Delivery Mechanism component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Delivery Mechanism.

Hypothesis 9: There will be no significant difference between the mean scores of Permanent Teachers and Contractual 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 Follow-up Component of Professionalism for Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	41.38	6.982	.483	0.233	Not Significant at 0.05 Level
Contractual	314	41.26	7.237			

It is found from Table 9 that the calculated t-Value is 0.233 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 Permanent Teacher and Contractual Teachers will respect to Pro Activeness and Follow-up component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Pro Activeness and Follow up.

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

Table 10: Mean, SD, S. ED., t-Value of Teachers obtained through SSTPs Scale for Parents Counseling Component of Professionalism for Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	46.78	6.766	.448	1.062	Not Significant at 0.05 Level
Contractual	314	47.25	6.345			

It is found from Table 10 that the calculated t-Value is 1.062 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 Permanent Teacher and Contractual Teachers will respect to Parents Counselling component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Parents Counselling.

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

Table 11: Mean, SD, S. ED., t-Value of Teachers obtained through SSTPs Scale for Students Counseling Component of Professionalism for Nature of Job

Nature of Job	N	Mean	Std. Dev.	S. Ed.	t-Value	Remarks
Permanent	730	42.57	5.812	.385	0.596	Not Significant at 0.05 Level
Contractual	314	42.34	5.450			

It is found from Table 11 that the calculated t-Value is 0.596 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. 11, “There will be no significant difference between the mean scores of Permanent Teacher and Contractual Teachers will respect to Students Counselling component of Professionalism” is NOT REJECTED.

It is drawn from the data that Permanent School Teachers and Contractual / Shikshan Sahayak School Teachers do not differ significantly for Students Counselling.

Major Findings

With respect to Nature of Job, the Permanent Teachers were found to be better than Contractual Teachers for

Contemporary Knowledge and Physical Appearance. However, there was no considerable difference between the two for Time Keeping, Content Mastery, Communication with Students, Communication with Colleagues, Delivery Mechanism, ProActiveness and Follow-up, Parents Counselling and Students Counselling.

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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