Preface

Teacher professionalism is an important determinant in the pursuit of educational excellence. This study examines how the three factors: gender division of labour at home, dual career family pattern, and Choice Based Credit Semester system (CBCSS) in Mahatma Gandhi University, affect professionalism of married women teachers. A total of 350 married women teachers from aided, unaided and government colleges under Mahatma Gandhi University, Kottayam, constituted the sample for the study. The study found that majority of respondents has only a moderate level of professionalism. Gender division of labour at home and professionalism remain as two distinct components in the lives of the respondents, without an explicit, direct relation between them. The analysis of dual career pattern and professionalism shows that married women teachers continue to juggle between home and work, and this is definitely imprinting ineffaceable unconstructive impression in their professional investments. The data points out the teachers have not yet fully accepted the CBCSS in their mind set. The investigation into the relation between CBCSS and professionalism has pointed out that different changes that have come up in the form of Internal Assessment system, semester system, grading system, digital campus and syllabi oriented teaching has affected the professionalism of the respondents to a considerable extent. The policy implications of these research findings to the professional development of teachers and suggestions are also discussed.

Keywords: Professionalism, Gender division of labour, Dual Career Family Pattern