CHAPTER III

EMERGENCE OF THE PROBLEM
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3.1 NEED OF THE STUDY

In recent years Governments, educator’s organizations and others groups have sought to improve the public image of the teaching occupation so as to attract more people into the occupation (Hargreaves, 2000). Professionalism in teaching has been used as a defining concept for teaching and teacher behaviour to be recognized and valued. Education will not achieved the status that it deserves until there is carefully constructed validated knowledge about how to improve the teacher’s status.

Educators believe that recognizing teaching as a profession and developing professional teachers is a possible solution to teachers’ lack of motivation and satisfaction, professionalism and empowerment, as well as teacher stress. If teachers are to be empowered and regarded as professionals, they must have freedom to prescribe the best treatment for their students.

Although, based on examination of many interpretations, it may be argued that professionalism is constituted largely of professional culture, it is evidently also something more. The consensus of interpretation suggests that professionalism goes beyond professional culture by delineating the content of the work carried out by the profession, as reflected in accepted roles and responsibilities, key functions and remits, range of requisite skills and knowledge, and the general nature of work-related tasks. Whilst professional culture may be interpreted as shared ideologies, values and general ways of and attitudes to working, professionalism seems generally to be seen as the identification and expression of what is required and expected of members of a profession. Day (1999) implies an interpretation of professionalism as a ‘consensus of the “norms” which may apply to being and behaving as a professional within personal, organizational and broader political conditions’.
In part, the rationale for studying professionalism is to increase understanding of and augment the knowledge base relating, inter alia, to the service that professionals provide to society and to how this service may be improved. The study of professions and professionalism has evolved over the years, shifting its focus from examination of the constituents of a profession and, by extension, of professionalism, to other issues within the broad field – issues such as trust, values, ethics, and control, including, specifically, changes to the nature of professionalism. What is now needed is a further shift or, at the very least, a widening of focus to include more extensive examination of the substance of professionalism, what precisely professionalism is, as well as more extensive examination of the processes that contribute to improving professional performance and hence the service that professions render to society.

In the 21st century, India requires an effective teacher workforce who is well educated, highly motivated and well prepared for children. Professionalism among teachers is crucial for the well being of the teaching profession, education and society and vital to the future of any nation.

The development of a transformative teaching profession requires a reinstatement of trust, at both local and global levels, enabling teachers to raise their motivation level to become better teachers in an environment of optimum stress, be satisfied with their job and allow teachers to act with autonomy, to openly acknowledge their learning needs and to work collaboratively with other teachers to constantly develop their understanding and expertise, because high quality teaching staff is the cornerstone of a successful educational system.

So, the investigator proposed to study professionalism among teachers in relation to motivation, occupational stress and job satisfaction.
3.2 STATEMENT OF THE PROBLEM

“PROFESSIONALISM AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS IN RELATION TO MOTIVATION, OCCUPATIONAL STRESS AND JOB SATISFACTION”

3.3 OBJECTIVES

1. To compare the Government and Private secondary school teachers with respect to:
   - Professionalism
   - Motivation
   - Occupational stress
   - Job satisfaction

2. To study professionalism among Government and Private secondary school teachers in relation to:
   - Motivation
   - Occupational stress
   - Job satisfaction

3. To compare teachers with high and low professionalism of Government and Private secondary schools with regard to:
   - Motivation
   - Occupational stress
   - Job satisfaction

3.4 HYPOTHESES OF THE STUDY

3.4.1 Hypotheses related to mean scores on teacher professionalism

H1: There is no significant difference between Government and Private secondary school teachers with respect to professionalism and its dimensions, viz.

H1.1: teacher confidence
H1.2: teacher practice
H1.3: teacher collaboration
H1.4: teacher leadership

H2: There is no significant difference between secondary school teachers of different faculties, viz. Languages, Mathematics and Science and Social Science with respect to professionalism and its dimensions, viz.

H2.1: teacher confidence
H2.2: teacher practice
H2.3: teacher collaboration
H2.4: teacher leadership

H3: There is no significant interaction between school type and faculties of secondary school teachers with respect to professionalism and its dimensions, viz.

H3.1: teacher confidence
H3.2: teacher practice
H3.3: teacher collaboration
H3.4: teacher leadership

3.4.2 Hypotheses related to mean scores on motivation

H4: There is no significant difference between Government and Private secondary school teachers with respect to motivation and its dimensions, viz.

H4.1: The teacher’s attitude towards principal
H4.2: The teacher’s perception of the principal’s expectations for improved student achievement
H4.3: The teacher’s self concept of ability
H4.4: The teacher’s belief about future utility of efforts
H5: There is no significant difference between secondary school teachers of different faculties, viz. Languages, Mathematics and Science and Social Science with respect to motivation and its dimensions, viz.

H5.1: The teacher’s attitude towards principal
H5.2: The teacher’s perception of the principal’s expectations for improved student achievement
H5.3: The teacher’s self concept of ability
H5.4: The teacher’s belief about future utility of efforts

H6: There is no significant interaction between school type and faculties of secondary school teachers with respect to motivation and its dimensions, viz.

H6.1: The teacher’s attitude towards principal
H6.2: The teacher’s perception of the principal’s expectations for improved student achievement
H6.3: The teacher’s self concept of ability
H6.4: The teacher’s belief about future utility of efforts

3.4.3 Hypotheses related to mean scores on occupational stress
H7: There is no significant difference between Government and Private secondary school teachers with respect to occupational stress and its dimensions, viz.

H7.1: Role overload
H7.2: Role ambiguity
H7.3: Role conflict
H7.4: Unreasonable group and political pressure
H7.5 Responsibility for persons
H7.6 Under participation
H7.7 Powerlessness
H7.8 Poor peer relations
H7.9 Intrinsic impoverishment
H7.10 Low status
H7.11 Strenuous working conditions
H7.12 Unprofitability

H8: There is no significant difference between secondary school teachers of different faculties, viz. Languages, Mathematics and Science and Social Science with respect to occupational stress and its dimensions, viz.

H8.1: Role overload
H8.2: Role ambiguity
H8.3: Role conflict
H8.4: Unreasonable group and political pressure
H8.5 Responsibility for persons
H8.6 Under participation
H8.7 Powerlessness
H8.8 Poor peer relations
H8.9 Intrinsic impoverishment
H8.10 Low status
H8.11 Strenuous working conditions
H8.12 Unprofitability

H9: There is no significant interaction between school type and faculties of secondary school teachers with respect to occupational stress and its dimensions, viz.

H9.1: Role overload
H9.2: Role ambiguity
H9.3: Role conflict
H9.4: Unreasonable group and political pressure
H9.5 Responsibility for persons
H9.6 Under participation
H9.7 Powerlessness
H9.8 Poor peer relations
H9.9 Intrinsic impoverishment
H9.10 Low status
H9.11 Strenuous working conditions
H9.12 Unprofitability

3.4.4 **Hypotheses related to mean scores on job satisfaction**

H10 There is no significant difference between Government and Private secondary school teachers with respect to job satisfaction and its dimensions, viz.

H10.1: Job Intrinsic (job concrete)
H10.2: Job Intrinsic (job abstract)
H10.3: Job Extrinsic (psycho Social)
H10.4: Job Extrinsic (economic)
H10.5: Job Extrinsic (community/Social growth)

H11: There is no significant difference between secondary school teachers of different faculties, viz. Languages, Mathematics and Science and Social Science with respect to job satisfaction and its dimensions, viz.

H11.1: Job Intrinsic (job concrete)
H11.2: Job Intrinsic (job abstract)
H11.3: Job Extrinsic (psycho Social)
H11.4: Job Extrinsic (economic)
H11.5: Job Extrinsic (community/Social growth)

H12: There is no significant interaction between school type and faculties of secondary school teachers with respect to job satisfaction and its dimensions, viz.

H12.1: Job Intrinsic (job concrete)
H12.2: Job Intrinsic (job abstract)
H12.3: Job Extrinsic (psycho Social)
H12.4: Job Extrinsic (economic)
H12.5: Job Extrinsic (community/Social growth)

3.4.5 Hypotheses related to relationship of professionalism with motivation, occupational stress and job satisfaction

There exists no significant relationship between

H13.1 Professionalism and motivation
H13.2 Professionalism and occupational stress
H13.3 Professionalism and Job satisfaction

of Government and Private secondary schools teachers.

There exists no significant relationship between

H14.1 Professionalism and Job satisfaction
H14.2 Professionalism and Job satisfaction
H14.3 Professionalism and Job satisfaction

of Private secondary school teachers.

There exists no significant relationship between

H15.1 Professionalism and motivation
H15.2 Professionalism and occupational stress
H15.3 Professionalism and Job satisfaction
of Government secondary school teachers.

There exists no significant relationship between
H16.1 Professionalism and motivation
H16.2 Professionalism and occupational stress
H16.3 Professionalism and Job satisfaction

of Government and Private school Language teachers.

There exists no significant relationship between
H17.1 Professionalism and motivation
H17.2 Professionalism and occupational stress
H17.3 Professionalism and Job satisfaction

of Government and Private schools Mathematics and Science teachers.

There exists no significant relationship between
H18.1 Professionalism and motivation
H18.2 Professionalism and occupational stress
H18.3 Professionalism and Job satisfaction

of Government and Private schools Social Science teachers.

There exists no significant relationship between
H19.1 Professionalism and motivation
H19.2 Professionalism and occupational stress
H19.3 Professionalism and Job satisfaction

of Private school Language teacher.

There exists no significant relationship between
H20.1 Professionalism and motivation
H20.2 Professionalism and occupational stress
H20.3 Professionalism and Job satisfaction
There exists no significant relationship between
H21.1 Professionalism and motivation
H21.2 Professionalism and occupational stress
H21.3 Professionalism and Job satisfaction
of Private school Social Science teachers.

There exists no significant relationship between
H22.1 Professionalism and motivation
H22.2 Professionalism and occupational stress
H22.3 Professionalism and Job satisfaction
of Government school Language teachers.

There exists no significant relationship between
H23.1 Professionalism and motivation
H23.2 Professionalism and occupational stress
H23.3 Professionalism and Job satisfaction
of Government school Mathematics and Science teachers.

There exists no significant relationship between
H24.1 Professionalism and motivation
H24.2 Professionalism and occupational stress
H24.3 Professionalism and Job satisfaction
of Government school Social Science teachers.

3.4.6 Hypotheses related to differences between scores on high and low professionalism
There exists no significant difference between teachers with high and low professionalism of Government and Private secondary schools with regard to
H25.1 motivation
H25.2 occupational stress
H25.3 job satisfaction
There exists no significant difference between teachers with high and low professionalism of Government secondary schools with regard to

H26.1 motivation
H26.2 occupational stress
H26.3 job satisfaction
There exists no significant difference between teachers with high and low professionalism of Private secondary schools with regard to

H27.1 motivation
H27.2 occupational stress
H27.3 job satisfaction
There exists no significant difference between high and low professionalism Language teachers of Government and Private secondary schools with regard to

H28.1 motivation
H28.2 occupational stress
H28.3 job satisfaction
There exists no significant difference between high and low professionalism Mathematics and Science teachers of Government and Private secondary schools with regard to

H29.1 motivation
H29.2 occupational stress
H29.3 job satisfaction
There exists no significant difference between high and low
professionalism Social Science teachers of Government and Private secondary schools with regard to

H30.1 motivation
H30.2 occupational stress
H30.3 job satisfaction

3.5 DELIMITATIONS

1. The study will be delimited to schools of Chandigarh only.

2. The study will be conducted on teachers of Government and Private secondary schools only.

3. The present study will be delimited with respect to variables of professionalism, motivation, occupational stress and Job Satisfaction.