



## **A STUDY OF PROFESSIONALISM AMONG TEACHERS IN PROFESSIONAL COLLEGES IN RELATION TO THE INSTITUTIONAL CLIMATE**

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### **Abstract**

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*Teacher professionalism is a very often deliberated upon but seldom given any serious consideration. Teaching is considered to be a profession, however there are teachers teaching at different levels and different disciplines. Would the degree of professionalism vary with the different disciplines? The following study attempts to find answers to the same question. Also of great significance is the role that an institutional environment would have on the Professionalism of teachers. Teachers of four professions were studied namely Architecture, Management, medicine and Teacher Education. The study yielded very significant answers that could help institutions and teachers to work in the direction of heightened professionalism.*

**Keywords:** *Institutional climate, Professionalism, Professional awareness, Professional approaches, Professional mind-set.*

**Introduction:** Mankind is forever seeking progress and prosperity. Human beings and the purpose-specific institutions that they create are the architects of this prosperity. Human beings conceive and create an institutional microcosm that in turn decide the interactions that happen therein. Teachers in educational institutions have their own personalities, attitudes and competencies. Teacher behaviour is shaped by the basic parameters of talent (knowledge and performing skills) and motivation (the inner urge). Teacher professionalism as manifested in the approaches adopted by the teachers is a sum of professional awareness and professional mind-set. While professional awareness is shaped by talent, professional mind-set is shaped by talent and motivation.

Much of the development of teachers depends upon the experiences that they encounter everyday in their professional lives. Thus the environment that the teachers function in, influences their attitude and behaviour that amounts to professionalism. It can therefore be said that Professionalism is an evolving value. Institutional climate, as shown by earlier studies seem to have a bearing on teacher behaviour as well as performance. It remains to be

ascertained if the same influence happens on teacher professionalism. Hence the investigator took up the aforementioned study.

**Aims and Objectives of the Study:**

The broad aims of the study were as follows;

1. To study the level of professionalism among teachers in colleges offering professional courses.
2. To study the institutional climate in professional colleges as perceived by the teachers.
3. To ascertain the relationship between institutional climate as perceived by teachers in professional colleges and their professionalism.
4. To compare the professionalism of teachers teaching in different professional colleges.

The major objectives of the study are as follows;

1. To compare the level of professionalism among teachers in professional colleges offering courses of study in;
  - a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
2. To compare the institutional climate as perceived by teachers teaching in professional colleges offering courses of study in;
  - a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
3. To compare the level of professional awareness among teachers teaching in professional colleges offering courses of study in;
  - a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
4. To compare the professional mind-set of teachers teaching in professional colleges offering courses of study in;
  - a. Architecture
  - b. Management

- c. Medicine
  - d. Teacher - education
5. To compare the professional mind-set of teachers teaching in professional colleges offering courses of study in;
- a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
6. To compare the level of professionalism of teachers teaching in professional colleges on the basis of their perceived institutional climate.
7. To ascertain the relationship between professionalism and institutional climate as perceived by teachers teaching in different professional colleges.
8. To ascertain the relationship between professionalism of teachers and the perceived institutional climate in the professional colleges offering courses of study in;
- a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education

**Hypotheses of the Study:**

The null hypotheses framed for the study were as follows;

1. There is no significant difference in the level of professionalism among teachers in professional colleges offering courses of study in;
- a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
2. There is no significant difference in the institutional climate as perceived by teachers teaching in professional colleges offering courses of study in;
- a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education

3. There is no significant difference in the level of professional awareness among teachers teaching in professional colleges offering courses of study in;
  - a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
  
4. There is no significant difference in the professional mind-set of teachers teaching in professional colleges offering courses of study in;
  - a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
  
5. There is no significant difference in the professional mind-set of teachers teaching in professional colleges offering courses of study in;
  - a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education
  
6. There is no significant difference in the level of professionalism of teachers teaching in professional colleges on the basis of their perceived institutional climate.
  
7. There is no significant relationship between professionalism and institutional climate as perceived by teachers teaching in different professional colleges.
  
8. There is no significant relationship between professionalism of teachers and the perceived institutional climate in the professional colleges offering courses of study in;
  - a. Architecture
  - b. Management
  - c. Medicine
  - d. Teacher - education

**Method of Study:** The Descriptive Survey Method was adopted for the study.

**Sample used for the Study:** The sample considered for the study were 30 teachers from Architecture, 20 teachers from Management, 51 teachers from Management and 41 teachers from Teacher education colleges.

**Tools Used:** The tools were all made by the investigator and they are as follows;

1. Professional Awareness Scale
2. Professional Awareness Scale
3. Professional Awareness Scale
4. Institutional Climate Scale

**Data Analysis:** The data collected were subjected to Descriptive Analysis (Mean, Standard Deviation) and Inferential Analysis (t-test, Coefficient of Correlation, ANOVA)

**Testing Hypothesis 1:**

**Table 1 Analysis of Variance of Professionalism among teachers teaching in Professional Colleges**

Groups	N	Mean	F value	Level of Significance	Significance of Difference in the Means
Architecture	30	M <sub>1</sub> =134.9	3.06	Significant at 0.05 level Hypothesis Rejected	The difference between M <sub>1</sub> and M <sub>2</sub> is significant at 0.05 level; The difference between M <sub>1</sub> and M <sub>4</sub> is significant at 0.05 level
Management	20	M <sub>2</sub> =144.5			
Medicine	51	M <sub>3</sub> =138			
Teacher Education	41	M <sub>4</sub> =141.695			

**Testing Hypothesis 2:**

**Table 2 Analysis of Variance of Institutional Climate as perceived by teachers teaching in Professional Colleges**

Groups	N	Mean	F value	Level of Significance	Significance of Difference in the Means
Architecture	30	M <sub>1</sub> = 107.73	1.72	Not Significant Hypothesis Accepted	---
Management	20	M <sub>2</sub> = 109.6			
Medicine	51	M <sub>3</sub> = 110.09			
Teacher Education	41	M <sub>4</sub> = 103.28			

**Testing Hypothesis 3:**

**Table 3 Analysis of Variance of Professional Awareness among teachers teaching in Professional Colleges**

Groups	N	Mean	F value	Level of Significance	Significance of Difference in the Means
Architecture	30	M <sub>1</sub> = 17.67	5.52	Significant at 0.01 level Hypothesis Rejected	The difference between M <sub>1</sub> and M <sub>2</sub> is significant at 0.01 level; The difference between M <sub>1</sub> and M <sub>3</sub> is significant at 0.01 level; The difference between M <sub>1</sub> and M <sub>4</sub> is significant at 0.01 level
Management	20	M <sub>2</sub> = 21.1			
Medicine	51	M <sub>3</sub> = 20.53			
Teacher Education	41	M <sub>4</sub> = 21.56			

**Testing Hypothesis 4:**

**Table 4 Analysis of Variance of Professional Mind-set of teachers teaching in Professional Colleges**

Groups	N	Mean	F value	Level of Significance	Significance of Difference in the Means
Architecture	30	M <sub>1</sub> = 94.67	3.426	Significant at 0.05 level Hypothesis Rejected	The difference between M <sub>2</sub> and M <sub>3</sub> is significant at 0.05 level; The difference between M <sub>2</sub> and M <sub>4</sub> is significant at 0.05 level
Management	20	M <sub>2</sub> = 99.15			
Medicine	51	M <sub>3</sub> = 93.32			
Teacher Education	41	M <sub>4</sub> = 97.98			

**Testing Hypothesis 5:**

**Table 5 Analysis of Variance of Professional Approaches of teachers teaching in Professional Colleges**

Groups	N	Mean	F value	Level of Significance	Significance of Difference in the Means
Architecture	30	M <sub>1</sub> = 23.2	1.505	Not Significant Hypothesis Accepted	-----
Management	20	M <sub>2</sub> = 23.3			
Medicine	51	M <sub>3</sub> = 24.18			
Teacher Education	41	M <sub>4</sub> = 23.68			

**Testing Hypothesis 6:**

**Table 6 Analysis of Variance of Professionalism on the basis of perception of Institutional Climate.**

Groups	N	Mean	F value	Level of Significance	Significance of Difference in the Means
High Institutional Climate	21	M <sub>1</sub> = 149.81	8.17	Significant at 0.01 level Hypothesis Rejected	The difference between M <sub>1</sub> and M <sub>3</sub> is significant at 0.01 level; The difference between M <sub>2</sub> and M <sub>3</sub> is significant at 0.01 level
Average Institutional Climate	96	M <sub>2</sub> = 139.14			
Low Institutional Climate	25	M <sub>3</sub> = 134.4			

**Testing Hypotheses 7 and 8:**

**Table 7 Significance of ‘r’ for the Relationships between the Variables**

Variables	N	‘r’ value	Level of Significance	Status of Hypothesis
Professionalism (P) and Institutional Climate (IC) of total sample	142	0.30	0.01	Rejected
P & IC among teachers of Architecture Colleges	30	0.478	0.01	Rejected
P & IC among teachers of Management Colleges	20	0.20	Not Significant	Accepted
P & IC among teachers of Medical colleges	51	0.44	0.01	Rejected
P & IC among teachers of Teacher Education Colleges	41	0.27	Not Significant	Accepted

**Findings of the Study:** The major findings of the study are as follows;

1. The teachers teaching Architecture are low in their Professionalism as compared to the teachers of other three professional colleges.
2. The teachers teaching Architecture are low in their Professional Awareness as compared to the teachers of other three professional colleges.
3. The teachers teaching in Medical Colleges are low in their Professional Mind-set as compared to the teachers of other three professional colleges.
4. The teachers teaching in the four Professional areas do not show any significant difference in their Professional Approaches.

5. A significant difference was found in the level of Professionalism of teachers teaching in professional colleges on the basis of their perception of Institutional climate. The teachers with a high and average perception of Institutional Climate have a higher level of Professionalism than those who have a low perception of their Institutional Climate.
6. There is a significant and positive relationship between perception of Institutional Climate and Professionalism among teachers teaching in Architecture and Medical Colleges.

**Implications of the Findings:** The Findings of the study very clearly indicate that professional behaviour is influenced by the way a teacher perceives his or her Institutional climate. The Researcher came up with the following model to explain how professional behaviour can be enhanced;

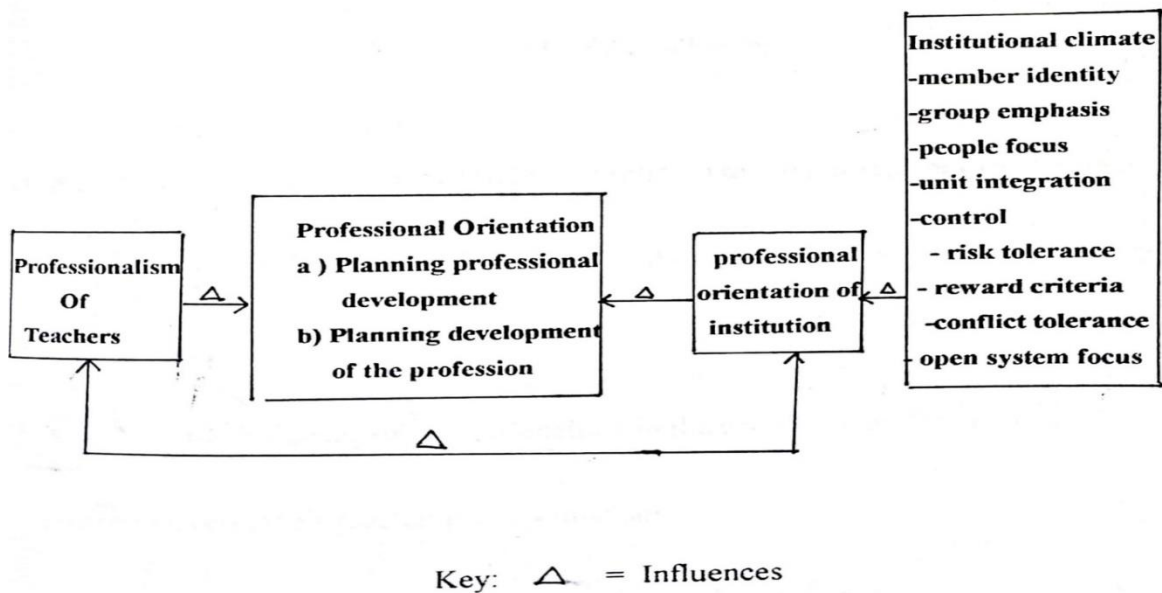


Fig 1. Model showing the Relationship between Professionalism and Institutional Climate. It is necessary for Institutions to move themselves towards empowering their teachers to enhance their professionalism. The following table shows how institutions can move towards Professional Orientation by Progressing...;



<b>FROM</b>	<b>TO</b>
Conspiracy of silence regarding unethical behaviour	Culture of empowerment and permission to frankly discuss conduct of self, others and organization.
Unquestioning acceptance of rules	Acceptance of personal responsibility and accountability
Expecting employees to learn rules of acceptable conduct indirectly by observation	Frank and open discussion about difficult situations that are likely to arise in the future.
Chronic distress due to unresolved ethical dilemmas	Enthusiasm and energy for the people.

It is also the onus of the teachers to work towards enhancing their own professional orientation.

This can be achieved when teachers progress as shown in the following table...

<b>FROM</b>	<b>TO</b>
Complacency with limited knowledge and competencies	Empowerment and Enrichment
Individual Endeavours	Collaborative Efforts
The irresponsible exercise of autonomy	Accountability of autonomy
Focus on Self development	Focus on development of the Profession
Task Orientation	Customer Orientation

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