



# Professional Awareness among Secondary School Teachers in North Garo Hills District of Meghalaya

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## Abstract

*The teachers are regarded as the heart of learning institutions, they should be professionally aware and always prepare themselves as they perform various roles such as: manager, facilitator, evaluator, guide and counselor to the students whether it is in schools, colleges, or a university. This paper studied the level of differences in professional awareness among male and female, urban and rural secondary school teachers teaching in the North Garo Hills District of Meghalaya. The data were gathered by using a self – developed Professional Awareness Scale from 368 secondary school teachers of all secondary schools of North Garo Hills District of Meghalaya. The statistical measures of mean, S.D., and t – test were employed in the present study. The findings of the present study reveal that male and female secondary school teachers differ significantly in their level of professional awareness. Secondly, the study also reveals that urban and rural secondary school teachers differ significantly in their level of professional awareness.*

**Keywords:** Professional Awareness, Teaching Profession, and Secondary School Teachers

## Introduction

Education is a lifelong process that equips man power for the process of economic growth. The teacher is a person who provides education to the students and helps them to acquire knowledge, competencies, and values. Every school institution in the world is located in the rural and urban areas, where male and female teachers are engaged in teaching. The teaching is a difficult job as it involves various responsibilities and changes upon the teacher's character and behavior. The teacher in the classroom has to adapt with all the teaching process inputs: students, curriculum, classroom environment, student's parents, the society and the principal. They are to deal with each case independently. The secondary education provides the young people with opportunities to acquire necessary knowledge, skills and attitudes for the development of self and the nation. It prepares the young pupils for colleges and universities that act as a mediating link between the elementary schools and colleges. Secondary schools in Meghalaya constitute class-IX and X. The normal age of student's in secondary classes are 14-16, which is a crucial stage of preparing for higher education in which intelligence and

adaptability to environment are required to solve the various complicated problems. Hence, the teacher engaged in teaching at the secondary level plays a very important role in shaping and molding their students. They should perform various roles such as: manager, facilitator, philosopher, guide and counselor.

The teachers on the other hand, in order to perform their roles effectively require professional awareness, that refers to an individual's knowledge or perception that conforms to the ethical standard of his/her profession in which he/she practices the skills. Goffman (1961) states that the "one who is professionally aware desires to professionalize himself in his area or field". Hence, the teacher should be knowledgeable and always prepare himself/herself for this special task before accepting the responsibility and their importance can never be under estimated. He is to keep abreast with the latest development in the field of education to meet the changing needs and demands of the society. The ideal teacher is an independent professional who plans his work from the very beginning, and who also has the responsibility for the result of his students. He organizes his daily activities independently and in principle, he can give pedagogical reasons for his actions (Kasanen, 1991). The success of the students in their learning depends upon their teachers.

The professional awareness is a term which can be understood as the 'knowledge of one's profession that finds expression in the professional attitude towards work to meet the needs and improve their job performance'. The vision of NEP, 2020 is to provide an effective, excellent and quality based education system by replacing the 34 years old National policy on Education, 1986. To implement the Educational Policy successfully the teachers should have knowledge about it. If the teachers have complete knowledge of it, then only it will reach the top (Maruthavanan, 2020). The development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources. It is in this context an in-depth analysis of professional awareness of secondary school teachers with their teaching profession is timely and relevant.

### **Need and Justification of the Study**

According to the Report of the Indian Education Commission (1966), the teacher is one of the most important factors contributing to the national development. He is the pivot around which all the educational programmes that include curriculum, syllabus, text books, evaluation, etc. rotate. Education is basically the influence which the teacher exerts on the students entrusted on his care. Effective teachers are required in the class rooms because even the best curriculum and the most perfect syllabus remain ineffective in the absence of a good teacher. Therefore, the teachers' in order to perform their role of paramount and vital significance effectively should be professionally aware of the professional demands and obligations placed on them by the profession. Sometimes, however, people from outside the educational system and also from within allege that the teachers of secondary schools of today are not professionally aware and do not perform their roles with sincerity and interest. They shirk their responsibilities, it is alleged, whenever they find a chance to do so. It seems that they

lack professional awareness, the motive force that impels the workers to work and the present condition of school education is unsatisfactory. The role of teachers in influencing the future of national development is becoming increasingly important. The questions that arise at this stage are; (i) are the secondary school teachers professionally aware with their job, and (ii) what is the level of professional awareness of secondary school teachers.

The present study has been designed to find answers to the questions raised above.

### **Objectives of the Study**

- To find out the level of professional awareness among male and female secondary school teachers.
- To study the level of professional awareness among urban and rural secondary school teachers.

### **Hypotheses**

- There will be no significant difference in the level of professional awareness among male and female secondary school teachers.
- There will be no significant difference in the level of professional awareness between urban and rural secondary school teachers.

### **Delimitation**

The present study is delimited to the North Garo Hills District of Meghalaya only.

### **Methodology**

The present study used the Descriptive survey method to find out differences among the variables under study.

### **Population**

The population in the present study comprises of all 368 secondary school teachers, teaching in class IX and X in all secondary schools of North Garo Hills District of Meghalaya.

### **Tool**

The self-developed tool i.e., Secondary School Teacher's Professional Awareness Scale (SSTPAS) was used in the present study for data collection.

### **Results and Discussion**

The data were analyzed through certain descriptive as well as inferential statistics. In order to find out the significant differences in teachers' professional awareness among male and female (Gender), urban and rural (Locality), a statistical method Mean, S.D, and T-test was employed.

**Table-1: Comparison of Professional Awareness among Male and Female Secondary School Teachers.**

Variable	Attributes	N	Mean	S.D.	't' value	Sig./NS
Gender	Male	241	232.61	12.17	7.76	.01
	Female	127	221.12	14.15		

An examination on the contents of table-1 reveals that, in case of secondary school teachers working in North Garo Hills district, the mean value of Professional Awareness data in total of 368 teachers it was found out that, data in extreme group (Male-Female) on Professional Awareness in terms of Sex groups the 't' value is **7.76**, which is significant at .01 level. It reveals that, the above mentioned groups differ significantly. As per the calculated mean value it is said that, male groups of secondary school teacher's Professional Awareness is higher than the female teachers those who are working in the same platform. Hence, the **Hypothesis One**: which state that, "There will be no significant difference in the level of professional awareness among male and female secondary school teachers" is not retained.

**Table-2: Comparison of Professional Awareness between Urban and Rural Secondary School Teachers.**

Variable	Attributes	N	Mean	S.D.	't' value	Sig./NS
Locality	Urban	85	231.53	12.70	12.94	.01
	Rural	283	211.99	10.54		

The data presented in table-2 also shows that, in case of secondary school teachers working in rural and urban secondary schools of North Garo Hills district, the mean value of Professional Awareness data on whole of 368 teachers it was found out that, data in extreme group (Urban-Rural) on Professional Awareness in terms of locale groups the 't' value is **12.94**, which is significant at .01. It reveals that, the above mentioned locale groups differ significantly. As per the calculated mean value it is said that, urban groups of secondary school teachers exhibit higher level of professional awareness than the teachers working in the rural secondary schools. Hence, the **Hypothesis Two**: which state that, "There will be no significant difference in the level of professional awareness between urban and rural secondary school teachers" is also not retained for this present study.

### Conclusions

- Male and female secondary school teachers do not differ significantly in their level of professional awareness towards their teaching profession in terms of following dimensions such as: (i) professional knowledge, (ii) professional practice, (iii) professional values, (iv) professional relationships, (v) professional responsibility, and (vi) obligation towards students.
- Urban and rural secondary school teachers do not differ significantly in their level of professional awareness towards their teaching profession in terms of the following dimensions as mentioned above,

such as: (i) professional knowledge, (ii) professional practice, (iii) professional values, (iv) professional relationship, (v) professional responsibility, and (vi) obligation towards students.

### **Educational Implications**

On the basis of the above findings, it can be suggested that:

- This study can help us to understand the reasons of high and low level of professional awareness among secondary school teachers towards their teaching.
- This study can help the government and general public with vital information on how to make teachers aware of their role and responsibility towards the students and the society.
- Mass media has to be used for creating awareness with respect to the needs and right of teachers at secondary level to fulfill the target of RMSA of the state as well as of the district in particular.
- General public especially the employers should be sensitized, so that they can treat those teachers in proper ways by which they feel their dignity and recognition.
- The educational planners and administrators must arrange professional awareness programs for teachers so that it will help them to redeem their faith in profession.

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