

A study of relationship between values and attitude of senior secondary school teachers towards teaching Profession

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Abstract

The present study was aimed at finding the relationship between values and attitude of senior secondary school teachers towards teaching Profession . Sample was comprised of 160 senior secondary teachers teaching in government and private senior secondary schools of Hisar district. For the purpose of investigation Researcher used Teachers attitude inventory scale developed by Dr. S. P. Ahluwalia and Teachers values inventory scale by Dr. (Mrs.) Harbhajan L. Singh and Dr. S. P. Ahluwalia was used. For analysis and interpretation of data the researcher used coefficient of correlation and critical ratio. It was concluded that there is significant and positive correlation between religious values and attitude of senior secondary school teachers with regard to their stream and location of school at 0.01 level of significance.

KEYWORDS: Teacher, Attitude, Values Senior Secondary Schools

Introduction

Education is responsible for healthy progress and development of any society. It is the responsibility of teacher to impart quality education. It can be said that teachers have great responsibility to shape our nation. So it become necessary that for successful teaching and overall advancement of education the teacher's attitude towards teaching should always be favourable and positive. The teacher as such is expected to function not only as a purveyor of knowledge but also as a 'moulder' of child's total personality. A teacher is held in great honour and respect in every society. He is considered as a fountain of all knowledge and source of great ideas. He is the torch - bearer to the society. Students look up to him with faith and hope and they seek his counsel in every educational matter. Hence, the teacher himself be the person of in depth knowledge possessing positive values and favorable attitude towards his profession, so that he can guide the student community. How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes and beliefs. Attitudes are enduring dispositions to react in certain ways towards different objects. They are relatively stable. In other words, they represent the extent of positive or negative affect (feeling) associated with such objects including persons, places, institutions, systems, practices and ideas. As the feeling towards any of these may be positive or negative, the overall attitude may be said to be favorable or unfavorable. Professional attitude of the teachers towards teaching profession is conceived. It is a comparatively stable, emotional and learned pattern of behaviour which predisposes the individual to act in some consistent way towards his/her profession. It may range between favorable attitudes to unfavorable attitude. Attitudes tend to develop incidentally, gradually, and generally unconsciously. It is very essential that the teacher possess a favorable attitude towards one's profession. The teachers to

fulfill his responsibilities and obligations should have favorable attitude. The need of the hour is to have competent, committed and professionally well qualified teachers who develop good values among their students. In this context the researcher felt the need to study the relationship between Teacher attitude and values of secondary school teachers.

STATEMENT OF THE PROBLEM

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Attitude

According to Crow and Crow (1991), “Attitudes are personal and relate to feelings of a person.” Thurstone and Chave (1929) believes that, “Attitude is complex of man’s inclinations, feelings, biases, ideas, fears, threats etc. Opinion is verbal expression of attitude. Some attitudes are so deeply ingrained as to appear permanent, while others are nearly transitory and may change overnight.”

Values

Mukerjee R.K (1964) defines values as, “Values are integrated experiences that simultaneously touch all the dimensions of human adaptation, organic, social and cultural and transcend them in all their appropriate, forward orientation”. He strongly believes that values, ideals and norms mould the human nature in our social environment.

Cattle (1965) defines values “By Values we mean the social, artistic, moral and other standards which the individual would like others and himself to follow”

Objectives of the Study

1. To study the relationship between values and attitude of male and female senior secondary school teachers towards teaching Profession.
2. To study the relationship between values and attitude of government and private senior secondary school teachers towards teaching Profession.
3. To study the relationship between values and attitude of rural and urban senior secondary school teachers towards teaching Profession.
4. To study the relationship between values and attitude of science and arts senior secondary school teachers towards teaching Profession.

Hypothesis

1. There exists significant relationship between values and attitude of male and female teachers working in senior secondary schools.
2. There exists significant relationship between values and attitude of government and private teachers working in senior secondary schools
3. There exists significant relationship between values and attitude of rural and urban senior teachers working in senior secondary schools
4. There exists significant relationship between values and attitude of science and arts teachers working in senior secondary schools

Methodology

Sample for the study: The researcher used survey method to collect the data. : The sample consisted of 160 teachers working in senior secondary schools of Hisar district.

Tools Employed: Teacher attitude inventory by Dr. S.P. Ahluwalia and Teachers values inventory scale by Dr. (Mrs.) Harbhajan L. Singh and Dr. S. P. Ahluwalia were used.

Statistical techniques used: For analysis and interpretation of data the researcher used coefficient of correlation and critical ratio.

Result Analysis and Findings

Table- 1 Relationship between values and attitude of senior secondary school teachers towards teaching Profession due to sex differences

Variables	Theoretical		Social		Political		Economic		Aesthetic		Religious		Attitude	
	Femal e	Mal e	Femal e	Male	Femal e	Male	Femal e	Male	Femal e	Male	Femal e	Male	Femal e	Male
Theoretical			-0.259 [*]	⁻ 0.229 [*]	⁻ 0.454 ^{**}	⁻ 0.316 ^{**}	⁻ 0.143 ^N	⁻ 0.027 ^N	⁻ 0.129 ^N	⁻ 0.162 ^N	⁻ 0.191 ^N	⁻ 0.416 ^{**}	⁻ 0.318 ^{**}	⁻ 0.226 ^{**}
Social					⁻ 0.019 ^N	⁻ 0.071 ^N	⁻ 0.382 ^{**}	⁻ 0.334 ^{**}	⁻ 0.357 ^{**}	⁻ 0.172 ^N	⁻ 0.203 ^N	⁻ 0.107 ^N	⁻ 0.030 ^N	⁻ 0.056 ^N
Political							⁻ 0.046 ^N	⁻ 0.365 ^{**}	⁻ 0.177 ^N	⁻ 0.090 ^N	-0.225 [*]	⁻ 0.021 ^N	⁻ 0.202 ^{**}	⁻ 0.152 [*]
Economic									-0.241 [*]	⁻ 0.382 ^{**}	⁻ 0.052 ^N	⁻ 0.165 ^N	⁻ 0.159 ^N	⁻ 0.106 ^N
Aesthetic											⁻ 0.047 ^N	⁻ 0.091 ^N	⁻ 0.289 ^{**}	⁻ 0.151 [*]
Religious													⁻ 0.001 ^N	⁻ 0.024 ^N

** at 0.01 level of significance

* at 0.05 level of significance

For this co-efficient of correlation (r) between the pairs scores obtained on two tools namely teacher attitude and values is found. Table 1 reveals that aesthetic and political values of female senior secondary school teachers have positive and significant relationship with their attitude at 0.01 level of significance. Theoretical value of male and female senior secondary school teachers has negative but significant correlation at 0.01 level of significance with their attitude. Political and aesthetic values of male senior secondary teachers have significant and positive correlation with their attitude at 0.05 level of significance.

Table- 2 Relationship between values and attitude of senior secondary school teachers towards teaching Profession due to type of school

Variables	Theoretical		Social		Political		Economic		Aesthetic		Religious		Attitude	
	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private
Theoretical			0.154 ^N	0.101 ^{NS}	0.053 ^{NS}	0.021 ^{NS}	0.184 ^{NS}	0.149 ^{NS}	0.293 ^{**}	0.295 ^{**}	0.455 ^{**}	0.391 ^{**}	0.044 ^{NS}	-0.019 ^{NS}
Social					0.598 [*]	0.419 ^{**}	0.664 ^{**}	0.433 ^{**}	0.630 ^{**}	0.567 ^{**}	0.715 ^{**}	0.488 ^{**}	0.213 ^{**}	-0.208 ^{**}
Political							0.659 ^{**}	0.318 ^{**}	0.581 ^{**}	0.586 ^{**}	0.550 ^{**}	0.713 ^{**}	0.188 [*]	-0.096 ^{NS}
Economic									0.273 [*]	0.048 ^{NS}	0.417 ^{**}	0.176 ^{NS}	0.213 ^{**}	0.328 ^{**}
Aesthetic											0.44	0.51	0.09	0.116 ^{NS}

c	3**	4**	9 ^{NS}
Religious			0.213** -0.052 ^{NS}

** at 0.01 level of significance

* at 0.05 level of significance

Table 2 reveals that there is positive and significant correlation between economic and religious values with their attitude in case of government school teachers and economic values in case of private senior secondary school teachers at 0.01 level of significance. Social values of government as well as private school teachers have negative but significant relationship with attitude at 0.01 level of significance. Political values of government school teachers have negative but significant correlation with their attitude at 0.05 level of significance.

Table- 3 Relationship between values and attitude of senior secondary school teachers towards teaching Profession due to rural - urban differences.

Variables	Theoretical		Social		Political		Economic		Aesthetic		Religious		Attitude	
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Theoretical			-0.262*	0.289**	-0.186 ^{NS}	0.178 ^{NS}	-0.049 ^{NS}	-0.315**	-0.125 ^{NS}	-0.450**	-0.217 ^{NS}	-0.585**	-0.145 ^{NS}	-0.313**
Social					0.674**	0.346**	-0.538**	-0.551**	-0.592**	-0.606**	-0.649**	-0.611**	-0.165*	-0.391**
Political							-0.65	-0.25	-0.56	-0.60	-0.65	-0.66	-0.21	-0.345**

	9**	9*	0**	3**	5**	8**	4**	
Economic			0.116 ^{NS}	0.037 ^{NS}	0.407**	0.242*	0.071 ^{NS}	0.158*
Aesthetic					0.419**	0.595**	0.292**	0.454**
Religious							0.246**	0.424**

** at 0.01 level of significance

* at 0.05 level of significance

Table 3 reveals that aesthetic and religious values of rural and urban school teachers have positive and significant correlation with their attitude at 0.01 level of significance. There is significant but negative correlation at 0.01 level of significance between political values in case of rural and theoretical and social values in case of urban school teachers with their attitude. There is significant and negative correlation at 0.05 level of significance between at social values and attitude in case of of rural school teachers and economic values and attitude of urban senior secondary school teachers.

Table- 4 Relationship between values and attitude of senior secondary school teachers towards teaching Profession due to faculty differences

variables	Theoretical		Social		Political		Economic		Aesthetic		Religious		Attitude	
	Arts	Science	Arts	Science	Arts	Science	Arts	Science	Arts	Science	Arts	Science	Arts	Science
Theoretical			0.066 ^{NS}	0.021 ^{NS}	0.082 ^{NS}	-0.051 ^{NS}	0.296*	0.131 ^{NS}	0.306*	0.293*	0.471*	0.367*	0.162*	0.312*

Social	0.514 [*]	0.497 [*]	- 0.513 [*]	- 0.565 [*]	- 0.666 [*]	- 0.547 [*]	- 0.600 [*]	- 0.617 [*]	- 0.582 [*]	- 0.489 [*]
Political			- 0.537 [*]	- 0.412 [*]	- 0.608 [*]	- 0.555 [*]	- 0.613 [*]	- 0.681 [*]	- 0.486 [*]	- 0.362 [*]
Economic					0.187 ^N _S	0.013 ^N _S	0.342 [*]	0.264 [*]	0.228 [*]	0.210 [*]
Aesthetic							0.453 [*]	0.506 [*]	0.612 [*]	0.455 [*]
Religious							1	1	0.484 [*]	0.561 [*]

** at 0.01 level of significance

Table 4 reveals that in case of arts teachers there is positive and significant relationship between economic, religious and aesthetic values with attitude in case of arts as well as science school teachers at 0.01 level of significance. There is significant but negative correlation at 0.01 level of significance between political and social values in case of arts as well as science school teachers. Science school teachers. There is negative but significant correlation between their theoretical values and attitude of science teachers at 0.01 level of significance. Theoretical values and attitude of arts teachers have negative but significant correlation at 0.05 level of significance.

CONCLUSION:

There is significant and positive correlation between religious values and attitude of senior secondary school teachers with regard to their stream and location of school at 0.01 level of significance.

There is significant and positive correlation between religious values and attitude in case of government school and economic values and attitudes in case of both types of schools regard to at 0.01 level of significance.

There is significant and positive correlation between aesthetic values and attitude in case of female secondary school teachers at 0.01 level of significance.

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