

A Study of Attitude of High and Higher Secondary School Teachers of District Baramulla

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Abstract

The progress of a country depends upon the quality of its teachers. They are called nation builders. A good principal, magnificent building, sound infrastructure and good curriculum are useless, if the teachers in any institution are not with positive attitude towards teaching. Teaching is a very respectable profession but even then not all the teachers who are in this pious profession like it. Many teachers join this profession not by choice but by chance or due to other reasons.

KEYWORDS: Attitude, High and Higher secondary Teachers, Teaching Profession.

INTRODUCTION

Education in modern age seeks to preserve, transmit & advance knowledge, and is committed to bring change for the betterment of society. The importance of education lies in the fact that it is considered a powerful instrument of social change and progress as has been underlined by various educational experts, committees & commissions in India and abroad. For instance the Education commission (1964-66) observed. "The destiny of India is now being shaped in her classrooms. This, we believe, is no more rhetoric. In a world based on science & technology, it is education that determines the level of prosperity, welfare & security of the people. On the quality & number of persons coming out of our schools & colleges will depend our success in the great enterprise of national reconstruction" The Commission went to the extent of asserting that 'if this 'change on a grand scale' is to be achieved without violent revolution (and even then it would still be necessary) there is one instrument, and one instrument only, that can be used: Education'. It is, therefore, strongly recommended by the Commission that the framers of educational policy should try 'to relate (Education) to the life, needs and aspiration of the people and thereby make it a powerful instrument of social, economic and culture transformation necessary for the realization of the national goals'. The role of the teacher has rightly been emphasised in the POA of the National Policy on Education, 1986 that the teacher is the principle means for implementing all educational programmes and of the organization of education. It further elaborated that the principle role will always be teaching and guidance of their pupils not only through classroom instruction and tutorials by personal contact and numerous other ways teachers have always employed for building the character of their pupils. It is expected from the teachers to undertake or promote research, experimentation and innovation. Not only this but teachers indispensable role in extension & social service. They have also to participate in the management of a verity of series & activities which educational institutions undertake to implement their programme. This role has further been strengthened in the review of

NPE, 1986 in 1992 that teachers will continue to play a crucial role in the formation & implementation of educational programme.

NEED AND IMPORTANCE OF THE PRESENT STUDY

Important researches have been conducted in India on the attitude of teachers. Several attempts have been made to study the impact of age, sex, professional training, experience marital status of teachers on their attitude towards different dimensions of teaching profession. Few studies have been conducted on attitudinal change among teacher trainees as a result of their teacher training programme (Ahluwalia, 1974; NCERT 1971). In these studies attempt has been made to study the attitude & attitudinal change in teacher trainees. In the literature reviewed so far for the purpose of the present study there has been hardly any study in which professional attitude of the high & higher secondary school teachers have been studied & analyzed. It is against this background that the present investigators felt interested in selecting the problem of studying the attitude of high & higher secondary school teachers in relation to their age, sex, teaching experience, professional training, subject of study & urban rural background.

STATEMENT OF THE PROBLEM

The problem selected for the present study is stated as under:

“A study of Attitude of high & higher secondary school teachers of district Baramulla”.

OBJECTIVES OF THE STUDY

The following objectives were formulated for the present study:

1. To study the attitude of high & higher secondary school teachers towards teaching profession, classroom teaching, child-centre practices, educational process, pupils & teachers.
2. To compare the male & female high & higher secondary school teachers on six aspects of attitude.
3. To compare the urban & rural high & higher secondary school teachers on six areas of attitude.

HYPOTHESES

The following hypotheses were formulated for the present study:

1. Female & male high & higher secondary school teachers do not differ significantly in their attitudes towards teaching profession, classroom teaching, child-centred practices, educational process, pupils & teachers.

2. Urban & rural high & higher secondary school teachers do not differ significantly in their attitudes towards teaching profession, classroom teaching, child-centred practices, educational process, pupils & teachers.

REVIEW OF THE REALTED LITERATURE

NCERT 1971: conducted Study on A study of reception of teachers towards Teaching profession. The data was collected through Likert type attitude scale. The findings of the study revealed that the attitude of teachers differed significantly under different managements and the tenure of service did not affect the attitude of teachers. There was a significant difference between the attitude of male and female teachers.

Ahluwalia S.P 1974: conducted study on Development of a teacher Attitude Inventory and a study of change in professional Attitudes of Student Teacher. The sample comprised of 2,169 student teachers, i.e. 5% of the total population of Bed students in Hindi Speaking states. Data was collected through teacher attitude inventory (TAI). The major findings were that TAI was reliable and valid tools for the measurement of teacher attitude. Sex-wise and institution-wise mean attitude score differences were found but these were not significant. Sex was not found to be either a determinant or differential of change in professional attitude of student teacher as a consequence of teacher preparation programme.

Bushan, L.M. 1981: conducted study on Study of Attitudes of Teachers Towards Students in Relation to Their Sex, Subject of Teaching and training. The data was collected through 11 Minesota Teacher Attitudes Inventory (MTAI).The findings revealed that the teacher attitude towards students vary by their sex. Male teachers in comparison to female teachers were found to have, more positive attitude. No significant difference was found among trained and untrained teachers in their attitude towards students. Teacher attitude vary by the discipline they teach. Male Arts teachers were found to have more favorable attitude towards students as compared to Science teachers.

METHODOLOGY AND PROCEDURE

The investigators have formulated an appropriate decision for the purpose of the present study as has been mentioned in the foregoing pages that the main objective for the present study was the study the attitude of high and higher secondary teachers towards teaching profession, classroom, teaching, child centered practices, educational process and attitude towards pupils and teachers.

To find out the relative impact of age, sex, experience, subject of study, professional training and urban rural background, sub-group analysis has also been carried out. The details about sample, tools and procedure are given as under:

SELECTION OF SAMPLE

For the present study, the sample consisted of 130 high & higher secondary school teachers drawn randomly through chit system from 7 zones of Govt High and Higher Secondary schools of district Baramulla.

The Breakup of the sample is shown as under:

S.No.	SCHOOL SYSTEM	FEMALE	MALE	TOTAL
1	GOVT BOYS HIGH & HR. SEC. SCHOOL	27	38	65
2.	GOVT. GIRLS HIGH & HR. SEC. SCHOOL	38	27	65
	TOTAL	65	65	130

DESCRIPTION OF THE TOOLS

For the present study, Ahluwalia’s Teachers Attitude Inventory(T.A.I) and information blank was administered on the selected sample of teachers.

STATISTICAL ANALYSIS

The present study was to study the attitude among high & higher secondary school teachers so as to find out the relative impact of age, sex, professional training, teaching experience, subject of study & Urban Rural background on their attitude towards teaching profession, classroom teaching, child-centered practices, educational process & attitude towards pupils & teachers.

The data & collected was subjected to various statistical techniques VIZ; mean SD & ‘t’-value the details of the statistical treatment & the result obtained have been arranged in a tabular form in the following order:

Table No.1: COMPARISON OF MALE AND FEMALE HIGH AND HIGHER SEC. SCHOOL TEACHERS ON SIX AREAS OF ATTITUDES.

S. No	Areas	Group	N	Mean	SD	Mean Difference	‘t’ value	Remarks
1	Attitude towards teaching Profession (ATP)	Male	65	36.70	6.81	2.45	2.22	Sig. at 0.05 Level
		Female	65	39.15	5.85			
2	Attitude towards classroom teaching (ACT)	Male	65	38.84	5.17	0.62	0.73	Not significant
		Female	65	39.46	4.44			
3	Attitude towards Child Center Practices (ACP)	Male	65	43.62	4.41	0.55	0.71	Not significant
		Female	65	43.07	4.53			
4	Attitude towards educational process (AEP)	Male	65	45.61	5.20	1.61	1.65	Not significant
		Female	65	44.	6.02			
5	Attitude towards pupils (AP)	Male	65	38.46	4.74	0.23	0.24	Not significant
		Female	65	38.23	6.03			
6	Attitude Towards teachers (AT)	Male	65	40.61	5.31	0.38	0.41	Not significant
		Female	65	4.23	5.18			
7	Total Score	Male	65	242.41	20.12	1.89	0.51	Not significant
		Female	65	244.30	22.15			

Table 2: COMPARISON OF URBAN & RURAL HIGH AND HIGHER SEC. SCHOOL TEACHERS ON SIX AREAS OF ATTITUDE.

.No.	Areas	Group	N	Mean	SD	Mean Difference	‘t’ value	Remarks
1	Attitude towards teaching Profession (ATP)	Urban	99	38.55	6.57	2.65	2.34	Sig. at 0.5 Level
		Rural	31	35.90	5.17			

2	Attitude towards classroom teaching (ACT)	Urban Rural	99 31	39.56 38.54	4.97 3.87	1.02	1.21	Not significant
3	Attitude towards Child Center Practices (ACP)	Urban Rural	99 31	43.33 42.87	4.63 3.42	0.46	0.60	Not significant
4	Attitude towards educational process (AEP)	Urban Rural	99 31	44.79 45.51	5.89 4.05	0.72	0.77	Not significant
5	Attitude towards pupils (AP)	Urban Rural	99 31	38.48 37.82	5.83 4.03	0.66	0.71	Not significant
6	Attitude Towards teachers (AT)	Urban Rural	99 31	40.58 41.19	5.29 3.84	0.61	0.70	Not significant
7	Total Score	Urban Rural	99 31	244.63 242.64	22.65 14.84	1.99	0.56	Not significant

DISCUSSION AND INTERPRETATION OF RESULTS

In order to test the hypotheses for the present study, the data collected through data gathering tools was statistically analyzed. As a result of this the total subjects & sub-groups of teachers were compared at different stages. The discussion & interpretation of the results is presented as under:

TABLE 1: gives the comparison of two groups of teachers i.e. male & female high & higher secondary school teachers .This table gives an account of the means, SD's & t-value of these two groups of teachers with N=65 in both the cases, to measure the attitudes on the six areas viz; attitude towards teaching profession (ATP), classroom teaching (ACT), child-centered practices (ACCP), educational process (AEP), pupils (AP) & Teachers (AT) on the total score on the teacher attitude inventory (TAI).

The results of table 1 revealed that on five out of six areas of attitude & on total score of TAI, male & female secondary school teachers do not differ significantly in their attitudes .However, the results obtained from row I (Table1) shows that the two group of teachers differ significantly from each other only in one area i.e. on attitude towards teaching profession.

The results shown in table 1 (row1) revealed that two groups of teachers i.e. male & female teachers differ significantly in their attitudes towards teaching profession ($t=2.22, p>0.05$).This result indicates that the first hypothesis which reads, "Male & Female high & higher secondary school teachers do not differ significantly in their attitudes towards teaching profession" stands rejected .However the mean difference clearly shows that female teachers have more favourable attitude towards teaching profession than male teachers.

The results of Table 1 row II clearly indicates that male & female teachers do not differ significantly in their attitudes towards classroom teaching ($t=0.73$) Hence the hypothesis that states, “ Male & Female high & higher secondary school teachers do not differ significantly in their attitudes towards classroom teaching” stands accepted .

The results of Table 1 (row III) indicates that the two groups of teachers do not differ in their attitudes towards child-centered practices ($t=0.71$) .Hence the hypothesis that states, “Male & Female high & higher secondary school teachers are insignificant in their attitude towards child-centered practices” is accepted.

At the IV row of the same Table, reveals that the group of teachers do not show any variation in their attitudes towards educational process and hence are insignificant ($t=1.65$). On the basis of this result the hypothesis which states, “ Male and Female high and higher secondary school teachers do not differ significantly in their attitude towards educational process,” stands accepted.

At the row V of the same Table, indicates that the two groups of teachers do not differ significantly in their attitudes towards pupils ($t=0.24$). As a result of this the hypothesis which states “Male & Female high and higher secondary school teachers do not differ significantly in their attitude towards pupils” stands accepted.

The row VI of table 1 clearly shows that the two groups of teachers do not differ significantly in their attitudes towards teachers ($t=0.41$). Hence the hypothesis which states, “Male & Female high and higher secondary school teachers do not differ significantly in their attitudes towards teachers” stands accepted.

The result of the last row in which total score of attitude inventory is given clearly shows that the two groups of teachers do not differ significantly from each other ($t=0.51$).

A sub-group analysis has also been conducted to see the impact of age, professional tanning, teaching experience, urban rural backgrounds and subject of study of high and higher secondary school teachers.

TABLE 2) gives a comparison of two groups of teachers i.e. Urban high and higher sec. school teachers with $N= 99$ and Rural high and higher secondary teachers with $N= 31$. On six areas of attitudes and total score obtained by high and higher sec. school teachers on TAI.

The results of the test indicates that out of six areas of attitudes, two groups have been found to differ significantly only in one area i.e. on attitude towards teaching profession (row I Table 2) and the remaining five areas i.e. on attitude towards classroom teaching, child centered practices, educational process, pupils and teachers and a total score of TAI, the mean difference has been found to be insignificant.

The results shown in Table 2 (row 1) clearly indicates that two groups of teachers differ significantly on their attitudes towards teaching profession ($t=2.34$, $P>0.05$). This result indicates that the second hypothesis which reads, “Urban & Rural high and higher sec. school teachers do not differ significantly in their attitude towards teaching profession” ,

stands rejected. However mean difference result clearly shows that urban sec. school teachers have more favorable attitude towards teaching profession than rural sec. school teachers.

The study of the results of the table 2 (rows II, III, IV, V, VI & last row of the total TAI) clearly indicates that the two groups of teachers i.e. urban and rural high and higher sec. school teachers do not differ significantly in their attitude towards classroom, teaching, child centered practices, educational process, pupils and teachers and total score of TAI ($t=1.21$, $t=0.60$, $t=0.77$, $t=0.71$, $t=0.70$ & $t=0.56$). These results clearly indicates that the second hypothesis which states, "Urban and Rural high and higher secondary school teachers do not differ significantly in their attitudes towards classroom teaching, child centered practices, educational process, pupils and teachers," stands accepted.

CONCLUSION AND SUGGESTIONS

On the basis of the findings, it can broadly be concluded that.

1. The male & female high & higher secondary school teachers did not show any significant difference in their attitudes except in one area i.e. attitude towards teaching profession. Thus these results suggest that sex was not found to be a determinant of change in attitudes of high & higher secondary school teachers.
2. The study has revealed that urban & rural high higher secondary school teachers didn't show any significant difference in their attitudes except in one area i.e. teaching profession. Thus the result suggests that urban & rural backgrounds have not any impact on the attitude of teachers.

SUGGESTIONS

On the basis of the findings of the present study, the following suggestions for further research are made:

1. The present study has been undertaken on a limited sample. Therefore, a study including a larger sample can be initiated.
2. The measurement of the attitudes may not be done with the help of a single attitude inventory but with the help of the battery of attitude inventories so as to overcome the relative demerits of the measuring instruments.
3. A comparative study be undertaken to look into the attitudinal pattern of teachers working in professional & academic colleges.

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