



Study Of The Attitudes Of Secondary School Teachers Towards Teaching Profession

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ABSTRACT:

The teacher occupies a unique place in the educational system. He is the pivot of the entire education process. So if teachers are to be efficient in their work they should have adequate professional information, sound philosophy of work and positive attitude towards teaching as well as a favorable attitude towards the profession.

Key Words:

*Teaching Attitude
Secondary School Teacher
Socio Economic Status*

INTRODUCTION

Education is considered to be play a very important role in any country both advanced and backward alike. No country can dream of increasing the socio-economic status of its population with not a strong educational system. Hence, there is need for improving the quality of primary education.

Teacher is the most important factor in the reconstruction of education. But "Teaching is not every body's cup of tea" as Ruskin says "Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting by praise but above all by exercise".

Based on the commission reports, several positive steps have undertaken to improve the quality of teacher education by organizing a suitable climate and improving the socio-economic status of the teacher. But unfortunately these measures have neither helped to improve the morale of the teachers nor enabled them to have a favorable attitude towards teaching profession by upholding the dignity and status of the teaching profession. Hence, improving the quality of education is the continuing to be a burning problem. The educationists have concentrated more on secondary and higher levels of education than on primary education. Several studies may have to be under taken to arrive at a class concerns on the matter. The present study is a modest attempt in this directions.

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NEED FOR THE STUDY

The teacher by virtue of his position and role is one of the most important agent of the transmission and enrichment of culture in today's society. Having to deal with human material during the most impressionable period of life, the teacher is bound to make massive impact on the personality character, intellectual growth, attitudes, and values of the future citizens. In view of their crucial role, it is important for the society to provide the adequate equipment to enable them to meet the challenges of their task and Indian Society is no exception to it.

But, unfortunately in India, to-day, the socio-economic status and the professional status of teachers is low. Specially, at the primary level it falls much below the standards despite many efforts undertaken to improve it. The quality of education as an academic study must be raised which can be one of the influential factor for school teaching to emerge as a profession on par with other established professions like Law, Medicine, Engineering etc.. Unless, teaching attains the status of high profession and teachers as professionals, it is vainful to harbor high expectations that we as people have from our teachers. and to have right attitudes towards their profession.

REVIEW OF RELATED LITERATURE

NCERT (1971) conducted a study to know how teachers related to various issue related to their professional life and efficiency and to study as to how the attitudes of teachers difference significantly under different managements.

Bir Singh (1970) has undertaken a study on whether teachers like their career, the outcomes showed that women teachers had favorable attitude towards teaching profession.

Anjaneyalu B.S.R in (1970-71) conducted a study on job satisfaction in the secondary school teachers and its impacts on the education of the pupils, with special reference to Andrapradesh This study revealed that dissatisfaction varies with type of institution they work.

Sukla S.K. (1969) has quoted the views of some of the teachers on some social issues, it reported that teachers with better education and urban background, have liberal attitude towards some social issues.

Ray Sipra 1992, has conducted a comparative study teacher's attitude towards pupils and their job satisfaction.

STATEMENTS OF THE PROBLEM:

A problem selected for the present investigation is "A study of the Attitudes of Teacher towards Teaching Profession".

OBJECTIVES OF THE STUDY:

The study is under taken by the investigator with the following objectives in view.

1. To assess the attitudes of Secondary School teachers towards teaching profession.
2. To examine the effect of age on the attitudes of the Secondary School teachers towards teaching profession.
3. To find out significant of differences if any in the attitudes of Male and Female teachers towards the teaching profession.
4. To study the effect of marital status (married and unmarried) of teachers on their attitudes towards teaching profession.
5. To determine the effect of family type (joint and unclean) on the attitudes of the teachers towards teaching profession.
6. To study the effect of parental income on the attitudes of the teachers towards teaching profession.
7. To study the effect of Area on the attitudes of the teachers towards teaching profession.
8. To find out significant differences if any in the on the attitudes of the teachers towards teaching profession from rural and urban areas.

VARIABLES OF THE STUDY:-

In this study attitudes towards teaching profession was the dependent variable on which the effect of independent variables are studied. The situational independent variables are as follows.

1. Gender
2. Religion
3. Marital Status
4. Family type
5. Age
6. Background of teachers.

The dependent variable in the study was attitude of teachers. The independent variables that were considered after reviewing some of the related literature for the present study were, gender, marital status, place, religion, family type, age, parental income and area eight hypothesis well formulated in the null from based on these variables. They are,

1. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total attitude scores of male and female teachers.
2. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of Hindu and Muslim teachers.
3. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of married and unmarried teachers.
4. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of Nuclear and Joint Family teachers.
5. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of Rural and Urban teachers.
6. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of teachers belonging to high and average age groups.
7. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of teachers belonging to high and low age groups.
8. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores teachers belonging to low and average age groups.

SAMPLING PROCEDURE:

Stratified random sampling procedure was adopted.

Six secondary schools belonging to Kolar rural and urban areas were selected. 200 teachers were selected to respond to the questionnaire and among them 96 were male and 104 were female teachers.

Tool used to collect Data:

The research tool used for the study was attitude scale towards teaching profession developed and standardized by Kulsum (2001)

The tool consists of 50 items of 5 areas of Academic, Administrative, Co-curricular, Socio-Psychological and Economical.

5.8 ANALYSIS OF DATA

The analysis of data was done using the Mean differences 't' test to find out significant differences in attitudes of teachers towards teaching profession on the variables of Sex, Religion, Age, Marital Status, Family type, Income and place

The data collected was tested both area wise and in total. In differential level of the attitude scores with independent variables were compared.

The hypothesis were tested using 't' test at 0.05 level and 0.01 level of significance.

5.9 MAJOR FINDINGS:-

1. There was a significant difference found in the means of Teacher Attitude towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean of teacher attitude score of female teacher in academic area was found to be greater than (X = 32.33) their counter parts that is male teachers (X = 31.18) respectively.
2. There was a significant difference found in the Means of Teacher Attitude towards teaching profession in the area of Administrative aspect of attitudes of teachers towards teaching profession. The mean of teacher attitude score of female pupil teacher in Administrative area was found to be greater than (X = 19.25) their counter parts that is male teachers (X = 18.12) respectively.
3. There was a significant difference found in the Mean Teacher Attitude towards teaching profession in the area of Co-curricular aspect of attitudes of teachers towards teaching profession. The means of teacher attitude score of female teacher in Co-curricular area was found to be greater than (X = 16.7) their male counter parts (X = 15.38) respectively.
4. There was a significant difference found in the Means of Teacher Attitude towards teaching profession in the area of Socio-Psychological aspect of attitudes of teachers towards teaching profession. The mean of teacher attitude score of female teacher in Socio-Psychological area was found to be greater than (X = 82.91) their male counter parts (X = 80.87) respectively.
5. There was a significant difference found in the Means of Teacher Attitude towards teaching profession in total attitude of teachers towards teaching profession. The mean of total teacher attitude score of female teacher was found to be greater than (X = 170.09) male teachers (X = 163.96) respectively.
6. There was no significant difference found in the Means of Teacher Attitude towards teaching profession in the financial aspect of attitudes of Male and Female teachers towards teaching profession.
7. There was no significant found difference in the Means of Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of married and unmarried teachers towards teaching profession.
8. There was a significant difference found in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitude scores of high age group teachers in the academic area was found to be greater than (X = 33.31) their counter parts that is low age group teachers (X = 31.58) respectively.
9. There was a significant difference found in the Means of Teacher Attitude scores towards teaching profession in the area of administrative aspect of attitudes of teachers towards teaching profession. The mean of teacher attitude scores of high age group teachers in the administrative area was found to be greater than (X = 20.2) their counter parts that is low age group teachers (X = 18.12) respectively.
10. There was a significant difference in the Means of Teacher Attitude scores towards teaching profession in the area of Socio-Psychological aspect of attitudes of teachers towards teaching profession. The mean of teacher attitude scores of high age group teachers in the Socio-Psychological area was found to be greater than (X = 84.43) their counter parts that is low age group teachers (X = 80.47) respectively.

MAIN CONCLUSIONS OF THE STUDY:

1. There is no significance in the Mean Teacher Attitude scores towards teaching profession in the economic area of Male and Female teachers.
2. There is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitudes

scores of female teachers in total area was found to be greater than (X = 170.09) their counter in total area was found to be greater than (X = 163.96) respectively.

3. There is no significant difference Mean Teacher Attitude towards teaching profession in the Administrative, Co-curricular, Socio-Psychological and Economical area of Hindu and Muslim pupil teachers.

4. There is significant difference in the Attitude scores towards teaching profession (area wise and total) of Hindu and Muslim pupil teachers.

EDUCATIONAL IMPLICATIONS: -

1. Teachers should develop desirable attitudes towards teaching profession.
2. While framing the curriculum at primary school level, every case may be taken to make teachers to realize the nobility of teaching profession.
3. Teaching experience of a teacher is not a factor for their negative attitude towards teaching profession.
4. Teacher may be advised to improve their ability to teach they acquire mastery over the subject and to develop positive and favorable attitude towards teaching.
5. It is desirable on the part of recruitment authorities, managements and Government authorities to encourage young men and women not only with high talents potentialities and those with positive attitudes towards teaching and also recruit encourage those who have developed commitment and competitive spirit to their work, so that they strive for the betterment of education.

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