

TEACHING ATTITUDE OF HIGHER SECONDARY SCHOOLS' TEACHERS OF RAEBARELI

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ABSTRACT

It is attitude that indicates that how effectively and successfully an individual can perform a task. Teachers are very responsible persons for development of society. If a teacher has positive attitude, he will enjoy his work and this will surly affect students' achievement. It is essential to create a condition in which teachers inculcate positive and healthy attitude for their profession. In the present study, we have undertaken survey of Hindi and English medium teachers of higher secondary schools in Raebareli district of U.P.. Teacher Attitude Inventory of Dr. SP Ahluwalia was given to randomly selected teachers. Findings indicate that teachers of both medium have almost similar and positive attitude for their profession.

Keywords: Attitude, Teacher, Teacher Attitude Inventory, Teaching Profession.

INTRODUCTION

Attitude is a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event— this is often referred to as the attitude object. People can also be have conflicting or ambivalent disposition toward an object, that is simultaneously possessing both positive and negative attitudes toward the item in question. Anastasi define attitude in following words, "An attitude is often defined as a tendency to react favourably towards a designated class of stimuli, such as a national or a racial group, custom or an institution."

According to Frank Freeman, "An attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's views regarding class of food or drink (such as fish and liquors), sports, maths or democracy are attitudes." Thurston states, "Attitude denotes the sum-total of a man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic. Thus, a man's attitude about pacifism means here all that he feels and thinks about peace and war. It is admittedly a subjective and personal affair."

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Attitude includes our ideas with emotional content, our important beliefs, prejudices, biases, appreciations, predispositions, and our state of readiness to act and react. A individual has an array of attitudes towards diverse objects such as music and art, games and sports, religions, caste, ethnic groups, political parties, governments etc. These attitudes are influenced by the individual's experiences both planned and random. Shaping healthy attitudes in students is one of the most important functions of the educational process in the school.

An attitude is a variable which directly observed, but it is inferred from overt behaviour both verbal and nonverbal responses. In more objective term, the concept of attitude may be said to connote response tendency with regard to certain categories of stimuli. In actual practice, the term 'attitude' has been most frequently associated with emotionally toned responses. The deep rooted feelings are the attitudes which cannot be changed easily.

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. These may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcomes.

REVIEW OF RELATED LITERATURE

Erdem and Anlan (2000) investigated the attitudes of 196 pre-service teachers studying in Teacher Training Department of Pamukkale University, Faculty of Education, toward teaching profession in terms of several variables. It was determined that although a statistically significant difference was found favoring those who had preferred teaching profession in the top five, and no statistically significant difference was found in terms of gender and year of study. Panda B.B. (2001) conducted the study which revealed that the college teachers of Assam and Orissa do not differ significantly in their attitude towards teaching profession, irrespective of their sex, experience, location and status. Dodeen et al. (2003) found that female teachers have more positive attitude than male teachers. Celikoz and Cetin (2004) carried out a study to determine the factors affecting the attitudes of Anatolian Teacher Training High School students toward teaching profession. They investigated the effects of several variables such as grade, gender, teaching program. As a result, it was determined that all variables led to a significant change in the attitudes of these students toward teaching profession. Kaya and Büyükkasap (2005) investigated the attitudes and concerns of 36 senior pre-service teachers studying at Physics Education Department of Kazım Karabekir Faculty of Education in Atatürk University, Turkey regarding teaching profession in terms of several variables. At the end of the study, females were found to have more positive attitudes toward the profession than males, and they viewed it as an ideal profession and turned out to be more ambitious as a teacher.

Capri and Celikkaleli (2008) investigated the attitudes of 250 pre-service teachers studying at Faculty of Education, Mersin University toward teaching profession in terms of the variables of gender, program and faculty of study. It was determined as a result of the study that, the attitudes of pre-service teachers were significantly affected from gender, in other words females were found to have more positive attitudes. Akkaya (2009) determined that gender factor affects the pre-service teachers' attitude towards teaching profession. In her study, the female pre-service teachers who were in Turkish Education Department were more successful than male pre-service teachers with respect to their attitudes and academic success. In addition, according to type of program they graduated from, she found statistically significant differences between them.

Research evidences as above prove that the attitude of teacher towards their profession and their professional satisfaction improves their effectiveness and competencies as teacher. A favorable attitude makes the work not only easier but also more satisfying.

Problem: To Study the Teaching Attitude of Higher Secondary School teachers of Raebareli.

OBJECTIVES

1. To study teaching attitude towards teaching profession of higher secondary Hindi medium school's teachers of Raebareli.
2. To study teaching attitude towards teaching profession of higher secondary English Medium school's teachers of Raebareli.
3. To compare teaching attitude towards teaching profession of higher secondary Hindi & English medium school's teachers of Raebareli.

HYPOTHESIS

There is no significance difference between teaching attitude towards teaching profession of higher secondary Hindi & English medium school's teachers of Raebareli.

METHOD AND PROCEDURE

Sample:

Sample consists of Hindi & English medium teachers of higher secondary schools of Raebareli. Teacher Attitude Inventory (TAI) of Ahluwalia was given to randomly selected teachers.

Tools:

The researcher used 'Teacher Attitude Inventory' (TAI) of Dr S. P. Ahluwalia to collect data from sample teachers of higher secondary schools of Raebareli. Teacher Attitude Inventory of Dr S. P. Ahluwalia is a Likert instrument consisting of 90 items of 6 sub scales. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing teacher's professional attitudes. These aspects are –

1. Attitude towards teaching profession.
2. Attitude towards classroom teaching.
3. Attitude towards child centered practices.
4. Attitude towards educational process.
5. Attitude towards pupils.
6. Attitude towards teachers.

This TAI appears to have reasonably high reliability and validity. The contents of its item seem appropriate for the purpose of research with teachers.

Statistical Techniques:

The following statistical techniques were used by researcher :

1. Mean and S.D.
2. t-Test

Scoring of completely filled answer sheets were done and scores were used for statistical analysis. Mean is used to find out the average performance of Hindi & English medium teachers about their teaching attitude towards teaching profession. The standard deviation is used for comparing attitude towards teaching profession of Hindi & English medium teachers on different subscales of TAI. t-Test is used as the test of significance of the difference between means of Hindi & English medium teachers.

Results and Discussions:

Scores obtained on different subscales of TAI, of Hindi & English medium sample teachers of higher secondary schools of Raebareli were tabulated in form of frequencies. In order to test the significant difference between attitude towards teaching profession of Hindi and English medium teachers mean, standard deviations, and t-ratios were calculated. For analyzing and comparing attitudes of Hindi & English medium teachers of higher secondary schools of Raebareli, results of statistical analysis were shown in Table 1.

Table 1

MEAN		STANDARD DEVIATION		SED	t-Test
Hindi Medium	English Medium	Hindi Medium	English Medium		
188.18	184.64	31.64	32.23	5.21	0.68

Result indicates that mean of Hindi medium teachers is higher than English medium teachers. It shows that comparatively Hindi medium teachers have more positive teaching attitude. There is less deviation of scores from mean in case of H/M teachers then that of E/M teachers.

For Df 199, Table value at 0.05 is 1.97 but calculated value is 0.68. This indicates that null hypothesis is accepted at this level. This indicates there is no significant difference between Hindi & English medium teachers of Raebareli.

CONCLUSION

Both Hindi & English medium teachers have positive attitude towards teaching profession. But Hindi medium teachers have higher attitude towards teaching profession than English medium teachers. Teachers in both medium of instruction accept that student's personal, moral and cultural development can be done by educating them properly. They accept that teaching is the best profession for them and they feel proud to be a teacher. After joining teaching profession, both Hindi & English medium teachers felt that their level of self-confidence has highly increased. Both Hindi and English medium teachers appreciated and promoted innovative and interactive teaching. They also promoted child-centered education. All activities (curricular, co-curricular or extracurricular) done by students should be evaluated for proper assessment of any student. It is teaching through which good and progressive social environment can be created and improved.

It may be concluded that all teachers have positive and healthy attitude for their profession. There are indications that teacher's attitudes have a positive relation with success in teaching. The attitude of teachers towards teaching is significantly correlated with teaching success.

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