

## ATTITUDE OF HIGHER SECONDARY SCHOOLS' TEACHERS

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### ABSTRACT

*The teacher is focused in the classroom not only to create a special relationship only with the class as a whole but also with the individual children. Children obey the command of teacher because they accept their teacher as a role model under whose control they need to be taken care of. Teachers are role models for their students since students are copying their teachers. Every aspects of teachers' behaviour is being closely monitored by the students as teacher becomes a cardinal beacons to them. However, a very few teachers are aware about their pitfalls in dealing with the tender some students who are supposed to be path breaker instead they are lurching towards their personality .In this study, researcher has undertaken survey of male and female teachers of higher secondary schools in Raebareli district of Uttar Pradesh. Teacher Attitude Inventory of Dr. S.P. Ahluwalia was given to randomly selected teachers. Findings indicate that both male and female teachers have almost similar and positive attitude for their profession.*

**Keywords:** Attitude; Teacher; Teacher Attitude Inventory; Teaching profession

### INTRODUCTION

The key point in the educational decorum is undoubtedly the teacher. In comparison to other, the progress and prosperity of children depend much on teacher. No one can take place of teachers or influence children in the manner the way he imparts; it is possible, only for them all alone to do. A teacher is to be the member of a pious deeds. Anastasias define attitude as, "An attitude is often defined as a tendency to react favorably towards a designated class of stimuli, such as a national or a racial group, custom or an institution" Attitude includes individual's perceptions with emotional content, their beliefs, their prejudices, their biases, proneness, appreciations and their states of readiness to act or react. The individuals have an array of attitudes towards number of objects such as statesmen, politicians, religions, games etc. The person's experiences are influenced by their attitudes. The important functions of the process in the school is to create and shape healthy attitudes in students. Attitude has meaningful implications for the people from all walk of life whether they are learner, the teacher or belonging to any social group where a learner relates to entire school system. A specific kind of learning experiences are the backbone of formation of attitudes. These values may be inculcated by the

opinion of parent or teacher. Learning situations and teaching tool can be updated by mimicry or imitation and they also play pivotal role in designing teaching and learning situation. The student is driven by his teachers' disposition to possess his own attitude and it also affects his learning outcomes.

### REVIEW OF RELATED LITERATURE

Bulut and Dogar (2006) investigated that the gender factor is not effective on the attitude and types of program and class level are effective. Osunde and Izevbogie (2006) examined the 400 Nigerian post primary school teachers' attitude towards teaching profession and found that because of inadequate financial remuneration and delay in payment teachers have low attitude towards the teaching profession. They also found that poor conditions of service, wider negative influence and teachers' negative personal and professional behavior are the other factors of the teachers' low attitudes towards teaching profession. Hussain et al. (2011) studied attitude of secondary school teachers towards teaching profession. An Attitude Scale Towards Teaching Profession (ASTTP) developed by Hussain (2004), having sixty-six items and four components was and four components was

administered to the respondents to determine the subjects' attitude towards teaching profession. 40 secondary schools were selected as a sample of the study (male and female, rural and urban, and public and private). Three secondary school teachers, each were selected randomly from the sampled institutions. They found that majority of the secondary school teachers in Pakistan do not have positive attitude towards the profession. They, also, found that the female secondary school teachers have more positive attitude towards the profession than male secondary school teachers. Research evidences as above prove that the teachers' attitude towards their profession 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

## OBJECTIVES

1. To study teaching attitude of Higher Secondary Schools' male teachers.
2. To study teaching attitude of Higher Secondary Schools' female teachers.
3. To compare teaching attitude of Higher Secondary Schools' male and female teachers.

## HYPOTHESIS

There is no significant difference between teaching attitude of Higher Secondary Schools' male and female teachers.

## METHOD AND PROCEDURE

### Sample:

Sample consists of randomly selected male and female teachers of higher secondary schools. 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. Percentile
2. Mean and S.D.
3. T-Test

Scoring of completely filled answer sheets were done and scores were used for statistical analysis. Percentile is used to know attitude categories of male and female teachers. Mean is used to find out average performance of male and female teachers about their attitudes towards teaching profession. The standard deviation is used for comparing attitude towards teaching profession of male and female teachers on different subscales of TAI. T-Test is used as the test of significant of the difference between means of male and female teachers.

## RESULTS AND DISCUSSIONS

Scores obtained on TAI of male and female sample teachers of higher secondary schools were tabulated. Firstly, percentile was calculated to know and categorize attitude of male and female teachers as high, moderate and low attitude. In order to test the significant difference between attitude towards teaching profession of male and female teachers of higher secondary schools mean, standard deviations, and t-ratios were calculated. For analyzing and comparing attitudes of male and female sample teachers of higher secondary schools, results of statistical analysis were shown in following tables :-

**Table 1 : Attitude Categories of Male Teachers**

| Attitude Categories | Male Teachers<br>[ P <sub>25</sub> =171 & P <sub>75</sub> =188 ] |       |
|---------------------|--|-------|
|                     | No.  | %     |
| High Attitude       | 48   | 28.91 |
| Moderate Attitude   | 73   | 43.98 |
| Low Attitude        | 45   | 27.11 |
| N                   | 166  |       |

Table 1 indicates that out of 166 male teachers 48 (28.91%) teachers have high, 73 (43.98%) teachers having moderate and 45 (27.11%) teachers have low teaching attitude.

**Table 2: Attitude categories of female teachers**

| Attitude Categories | Female Teachers<br>[ P <sub>25</sub> =166 & P <sub>75</sub> =185 ] |       |
|---------------------|--|-------|
|                     | No.  | %     |
| High Attitude       | 41   | 24.11 |
| Moderate Attitude   | 89   | 52.35 |
| Low Attitude        | 40   | 23.53 |
| N                   | 170  |       |

Above table 2 shows that out of 170 female teachers 40 (23.53%) teachers have low teaching attitude, 89 (52.35%) teachers have moderate teaching attitude and 41 (24.11%) teachers have high teaching attitude.

**Table 3: statistical data for attitude of male and female teachers**

| Group  | Mean   | Standard Deviation | SED  | Calculated 't' value | Degree of freedom | Table value of 't' at .05 and .01 levels | Significance Level |
|--------|--------|--------------------|------|----------------------|-------------------|--|--------------------|
| Male   | 186.94 | 31.93              | 3.56 | 1.86                 | 333               | 1.97(.05),<br>2.34(.01)                  | Not significant    |
| Female | 180.32 | 33.41              |      |                      |                   |  |                    |

Table 3 indicates that in reference to the hypothesis "There is no significant difference between teaching attitude of Higher Secondary Schools' male and female teachers" the calculated 't' value (1.86) is insignificant even at .05 level of confidence. The difference appears in the mean between scores of attitude of male and female teachers of higher secondary school towards teaching profession is negligible and cannot be accepted. Hence the hypothesis "There is no significant difference between teaching attitude of Higher Secondary Schools' male and female teachers" has been accepted.

### CONCLUSION

Both male and female teachers have positive attitude towards teaching profession. No significant difference is found between male and female teachers of higher secondary schools. Both male and female teachers accept that student's personal, moral and cultural development can be done by educating them properly. 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.

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