

Attitude of Secondary School Teaching Personnel Towards Teaching With Special Focus on Residential Dichotomy

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Abstract:

The study was carried out to find and compare the attitude of teachers towards teaching on the basis of residential dichotomy. 300 secondary school teachers (150 Rural & 150 Urban) were selected from various schools of Anantnag and Srinagar districts by using stratified random sampling method. Attitude Scale towards teaching by Umme Kulsoom was used for data collection. Mean, Standard Deviation, and 't' test were computed for data analysis. The findings yielded that rural and urban teachers differ significantly on some areas of attitude towards teaching.

Keywords: Attitude; Secondary School Teachers; Teaching; Residential Dichotomy

Introduction:

In any educational pyramid, the teaching personnel are considered the architects. They are reported to supervise and lead the destiny of a nation. The success of any educational system depends beyond doubt on their requisite qualities. Kothari Commission (1964-66) recommended, "...of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend." The role of teacher is assuming new dimensions due to technological progress and new vistas of knowledge resulting from scientifically verified innovations. The teacher in modern society is very important in social reconstruction and transmission of wisdom, knowledge and experiences. The role and responsibilities of a teacher are infinite and limitless.

The concept of attitude has been at length discussed by various social psychologists. Attitude determines and guides man's social behaviour. An attitude may be defined as the degree of positive and negative effect associated with some psychological object (Thurstone, 1936). An individual who has positive effect or feeling associated with some psychological object is said to have a favourable attitude and who has associated negative effect or feeling would be said to have an unfavourable attitude. Teachers are said to possess different attitudes towards teaching. No doubt, attitudes depend upon: school, colleagues, children, value systems, views of life. Attitudes are always tied up with insights and interpretations; and opinions as well as actions. An attitudinal change can be produced in the learner through teaching. This is accordingly interwoven with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions habits and traits, so it has tremendous impact on pupils. Teachers with favourable attitude can successfully develop positive attitude among children.

Ghosh and Bairgya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic stream and educational qualification but there existed significant difference in relation to sex, caste and teaching experience. Marry and Samuel (2011) studied the attitude of B.Ed. trainees towards teaching. It was found that positive attitude towards teaching and academic achievement are not contradictory to each other. Further, a significant relationship between overall attitude towards teaching and academic achievements has been confirmed.

Need and Importance of the Study

The twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family norms. Since education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, so it should prepare the younger generation to understand and face the realities of globalization. In this context, the teachers have more responsibilities in moulding the character of students. A teacher can perform his or her multifarious tasks and responsibilities only if he or she is updated professionally and personally. Research confirms teaching as a skill which can be attained through organized training programmes. NCTE (1998) has pointed out that teacher education programmes should focus on competencies and commitment in much greater magnitude. To improve the quality of teacher education, we should not only see that which type of students are selected but it is of vital

importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers. The attitude of the teacher towards teaching constitutes an important condition of successful teaching and learning. Positive attitude towards teaching contributes towards professional success and negative towards failure. In order to understand the present scenario of teacher education in India, need was felt to study attitude towards teaching profession of secondary school teachers. Hence, the investigators made an attempt to study the attitude towards teaching profession of rural/ urban teachers with the hypothesis that There will be no significant difference between the rural and urban teachers on various dimensions of attitude toward teaching profession.

Sample:

The sample for the present study involved 300 secondary school teachers drawn from Govt. Secondary Institutes of Anantnag and Srinagar Districts of Kashmir Valley.

Tools Used:

Attitude Towards Teaching Profession Scale (ASTTP) developed by Umme Kulsum (2009).

Results:

Table1: Showing the Mean differences of Rural and Urban Teachers on Dimensions of Attitude towards Teaching Profession (N= 150)

Aspect of Teaching Profession	Rural Group		Urban Group		T-Value
	Mean	SD	Mean	SD	
Academic	30.03	3.10	30.59	2.83	1.55
Administrative	19.07	2.21	19.65	1.97	2.63**
Social and Psychological	83.15	4.23	84.92	5.95	2.03**
Co-curricular	15.17	1.89	14.82	1.92	1.75
Economic	18.32	2.49	19.19	2.19	3.46**
Over all	165.7	15.21	169.2	11.87	2.22**

**Significant at 0.01

A perusal of table 1, shows urban teachers with higher mean value on three areas of attitude scale than teachers with rural background. The obtained ‘t’ values on these areas came out to be 2.63, 2.03, and 3.46 which are significant at 0.01 level. The differences favour urban group of teachers. It can be inferred that urban teachers are seen having positive attitude in administrative works of the school and themselves as an integral part of school management. They prefer to participate in management committees for the smooth functioning of the school. Consultation in all the

administrative reforms by these teachers is also reported. The results further reveal that rural teachers in contrast are unrealistic who are noticed to believe that work of the teacher need not to be supervised. They hunt for excuses, avoid their responsibilities and believe that teachers need not to be involved in the curriculum preparation of the school. With regard to other two areas i.e. Attitude towards academic aspect and co-curricular aspect of teaching, the mean differences between rural and urban teachers failed to arrive at any level of confidence. It can be inferred that both the groups of teachers seem to be realistic in self expression, and inspire students in stimulating mental activities. The results further reveal that one of the responsibilities of a teacher is to inculcate among students the spirit of participating in co-curricular activities. They believe that teachers participation in co-curricular activities make them to learn more about students' abilities and interests. Both rural and urban teachers seem to be entrusted with the arrangements for outings and other leisure activities. They hold their grip more in the school and also in the eyes of the community by arranging and participating in different co-curricular activities in such institutions.

With regard to over all attitude of these teachers the results reveal a significant mean difference between Rural and Urban Teachers. The obtained t-value came out to be 2.22 which is significant at 0.05 level of significance. The mean difference favours urban group of secondary school teachers ($M= 169.2$), which indicates that urban secondary school teachers seem to have favourable attitude towards teaching profession than the rural ones. The results are in line with the findings of earlier researchers in the field (Benjamin et. al. 2011; Gowri and Mariammal 2011; Marry and Samuel 2011; Rokade 2011; Tok 2011; Mistry 2010; Srivastava and Khankriyal 2010; Ghosh and Bairagya 2010; Ghanti and Jagadesh 2009; Guneyli and Aslan 2009; Gnanaguru and Kumar 2007; Bhoslay 2006; Devi 2005; Pandey and Maikhuri 1999; Shakuntala and Sabapathy 1999; Naik and Pathy 1997; Uma and Venkatramaiah 1996; Reddy and Babu 1994; Ganapathy 1992; Shah 1991; Srivastava 1989; Shah 1991; Tapodhan 1991; Maurya 1990; Singh and Das 1989; Choudhary 1989; Kaur 1989; Khatoon 1988; Singh 1988; Tripathi 1987). Marry and Samuel (2011) found favourable attitude towards teaching between male and female student teachers. Rokade (2011) found pre-service B.Ed. trainees with more favourable attitude than in-service B.Ed. trainees. Tok (2011) indicated t a significant difference in pre-service teachers' attitudes towards the profession between beginners and seniors. Although Ghosh and Bairagya (2010) could not find any difference in the attitude of teachers towards teaching profession in relation to academic stream and educational qualification yet he concluded that significant difference exists in relation to sex, caste and teaching experience.

Conclusions:

- Rural as well as urban teachers seem to be realistic and believe that correction and modification is the best part of a teacher's job.
- Urban teachers are seen to have better psychological orientation of teaching, are seen to derive more pleasure, happiness than their counterparts.
- Both the groups believe that teachers' participation in the co-curricular activities make them to learn more about students' abilities and interests.

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