

Investigation on Attitude of Secondary School Teachers Towards Teaching Profession in Kolar District

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Abstract—The purpose of this investigation is to examine the attitude of secondary school teachers towards Teaching Profession in Kolar District. Descriptive Survey method was followed. A sample of 120 secondary school teachers working in Kolar Taluk, Kolar District, Karnataka by employing simple random sampling technique was taken. Attitude towards Teaching Profession Scale developed by Dr. Umme Kulsum (2008) was used to measure teachers' attitude towards Teaching Profession. The collected data was analyzed utilizing independent 't' test in all cases the level of significance was fixed at 0.05 confidence. The results obtained with the help of SPSS Package. It was concluded from the 't' test research that there was no significant difference in the Attitude of secondary school male and female teachers towards their teaching profession and 't' test results also proved that there was a significant difference in the attitude of secondary school teachers towards their teaching profession working in government & private aided; and private aided & private unaided institutions. The secondary school teachers showed lack of positive or favourable/good attitude towards their teaching profession. Attitude of teachers towards their profession influences his or her conduct in the classroom and furthermore the conduct of his or her students. Since, it is imperative and fundamental to create positive attitude among teachers. Favourable attitude of teachers towards their profession is a pre-requisite for a sound school framework

Index Terms— Teaching Profession, Attitude, Secondary School Teachers.

I. INTRODUCTION

The main point of education is to modify the practices of the type as indicated by the requirements and expectancy of the society. The entire personality and development of the children is influenced by the nature of his/her attitudes towards learning of a subject and acquisition of habits, interests and other psychophysical dispositions are altogether affected by his attitudes. Therefore it is important for a teacher to understand the meaning and nature of attitudes. This is an important factor responsible for their formation and

development and conquest of this factor. Changing times have added new dimension to this profession, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher help in shaping the personality of the student.

The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of education system and the quality of education depends upon the combined efforts planners, educationists and administration; however, the most significant factor is the quality of the teachers. It means excellent and efficient teachers can change the fate of the nation. It is in the schools, colleges and universities that the development of the attitudes and dispositions necessary for the progressive life in a society takes place.

The Secondary Education Commission (1952-1953) report stated, "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community." It is very right that, "no people can rise above the level of its teachers" (NPE, 1986). The teacher is the real and dynamic force of any institution. The school without him/her is a sole less body. Without good, devoted and competent teachers, even the best system is bound to fail.

Attitudes towards profession are usually related with enjoying the profession, complete dedication to their profession, and being aware that profession is socially useful and believing that they need to improve the profession. C.V. Good (1973) define attitude as, "the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions." Allport (1935) prefers to treat attitude as, "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with

which it is related.” A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. Therefore, it is very important to study the attitudes of the prospective teachers who are going to serve this noble profession of teaching. Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Previous studies shown that attitude towards teaching profession is the influential factor for effectiveness of teaching and teaching competency. Sahayarani and Stanly (2014) investigated the attitude towards teaching profession of B.Ed. learners in Pondicherry and results confirmed that there exists a significant difference in the attitude scores towards teaching profession of male and female teachers. The B.Ed students had positive attitude towards teaching profession. Awan (2015) investigated attitude of perspective teachers towards teaching in Punjab and results concluded that there exists significant difference in the attitude of B.Ed. prospective teachers towards teaching with regard to sex and region and no difference in the type of management. Kumar (2015) researched an examination on attitude towards teaching profession in relation to adjustment among schoolteachers and results confirmed that educators’ attitude towards teaching profession did not contrast altogether regarding sex. The said literature related to attitudes of teachers towards teaching profession suggest that a lot of research has been conducted to investigate the attitudes of teachers towards teaching profession, but unfortunately no specific research has been conducted in Kolar District of Karnataka.

II. SIGNIFICANCE OF THE STUDY

The uplifting attitude of a teacher towards teaching impacts him/her to wind up obviously a capable teacher. A skillful teacher gains ground towards the nature of training. The nature of training adds to the national advancement. A teacher who has an uplifting attitude towards teaching can indicate enthusiasm for teaching and get the right stuff which is fundamental for successful teaching. A perfect attitude of the teachers towards teaching is a critical viewpoint which must be thought about in trying to improve the nature of teaching. The teachers who have a negative attitude towards teaching are more upset about their teaching circumstance than the teachers who have an uplifting attitude towards teaching. The present study likewise

focuses on the secondary school teachers and their contribution to build effectiveness of schools in terms of student achievement with input factors that consist of teacher aptitude and attitude towards teaching profession. Secondary schools are tested to generate outcomes indicative of quality education. The study is significant, so to investigate the teacher effectiveness as both process in light of their attitude towards the teaching profession.

Development of positive attitude towards profession helps in developing creative thinking and motivating students (Celikoz & Cetin; 2004). The type of attitude possessed by the teacher influence the quality of the work accomplished and teaching. Attitude of the teacher has the imprint of competencies that she possesses. Studies on attitude shows that teacher’s classroom performance is based on his/her attitude towards profession up to a large extent. Most of the studies have highlighted the relationship with job satisfaction, teaching effectiveness and academic achievement. Gender and type of management as the factors are influencing attitude towards teaching profession. Hence the present study is selected.

III. STATEMENT OF THE PROBLEM

The purpose of this investigation is to examine the attitude of secondary school teachers towards Teaching Profession in Kolar District. The topic taken for the present research is on “Investigation on Attitude of secondary school teachers towards Teaching Profession in Kolar District”

IV. OBJECTIVES

1. To examine the attitude of teachers towards teaching profession
2. To find out the differences in the Attitude of secondary school teachers towards their teaching profession with regard to sex.
3. To find out the differences in the Attitude of secondary school teachers towards their teaching profession with regard to type of management.

V. HYPOTHESES

The following hypotheses formulated for the present investigation:

1. There is no significant difference in the Attitude of secondary school male and female teachers towards their teaching profession.

2. There is no significant difference in the Attitude of secondary school teachers towards their teaching profession working in government and private aided schools.
3. There is no significant difference in the Attitude of secondary school teachers towards their teaching profession working in private aided and private unaided schools.
4. There is no significant difference in the Attitude of secondary school teachers towards their teaching profession working in government and private unaided schools.

The purpose of this investigation is to examine the attitude of secondary school teachers towards Teaching Profession in Kolar District. Descriptive Survey method was followed. A sample of 120 secondary school teachers working in Kolar Taluk, Kolar District, Karnataka by employing simple random sampling technique was taken. Attitude towards Teaching Profession Scale developed by Dr. Umme Kulsum (2008) was used to measure teachers' attitude towards Teaching Profession. The collected data was analyzed by independent 't' test in all cases the level of significance was fixed at 0.05 confidence. The results obtained with the help of SPSS Package.

VI.METHODOLOGICAL PROCEDURE

VII. DATA ANALYSIS AND INTERPRETATION

Table 1: Shows 't' test results on Attitude of Teachers towards Teaching Profession scores of secondary school male and female teachers.

Variable	Groups	N	Mean	Standard Deviation	't' Value	Sig. Level
Sex	Male	37	147.918	15.583	0.78	NS
	Female	83	150.265	13.940		

NS=Not Significant

From the above table-1 it shows that the obtained 't' value 0.78 is less than the table value 1.97 at 0.05 (df=118) level of significance. Hence the null hypothesis is accepted that "there is no significant difference in the Attitude of male and female

secondary school teachers towards Teaching Profession." The results confirmed that both male and female teachers having similar type of attitude level towards their teaching profession. The same is represented in graphical presentation in Fig.1

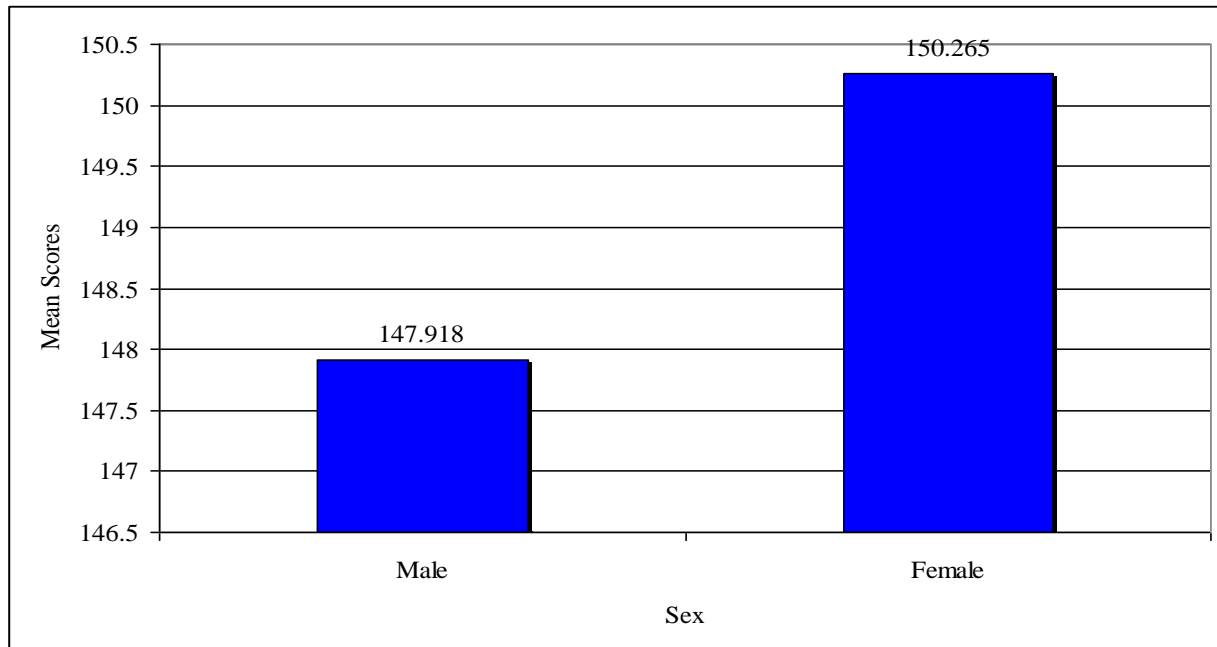


Fig.1: Bar Graph shows Attitude of secondary school teachers towards Teaching Profession with regard to sex.

Table-2: Shows ‘t’ test results on Attitude scores of secondary school teachers towards Teaching Profession working in government, private aided and private unaided institutions.

Groups	N	Mean	Standard Deviation	‘t’ Value	Sig. Level
Government	31	152.290	9.136	2.48	*
Private Aided	40	144.700	16.322		
Private Aided	40	144.700	16.322	2.11	*
Private Unaided	49	151.755	14.799		
Government	31	152.290	9.136	0.20	NS
Private Unaided	49	151.755	14.799		

*Significant at 0.05 level; ^{NS}Not significant

The said table-2 reveals that the obtained ‘t’ value 2.48 is greater than the table value 1.97 (df=69) at 0.05 level of significance. Hence the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the Attitude of secondary school teachers towards Teaching Profession working in government and private aided institutions.” The table further reveals that the teachers working in government institutions (M=152.290) had favourable attitudes towards teaching profession than the teachers working in private aided institutions (M=144.700).

The obtained ‘t’ value 2.11 is greater than the table value 1.97 (df=88) at 0.05 level of significance. Hence the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference

in the Attitude of secondary school teachers towards Teaching Profession working in private aided and private unaided institutions.” The table further reveals that the teachers working in private unaided institutions (M=151.755) had favourable attitudes towards teaching profession than the teachers working in private aided institutions (M=144.700).

From the above table-4.2 also reveals that the obtained ‘t’ value 0.20 is less than the table value 1.97 (df=78) at 0.05 level of significance. Hence the null hypothesis is accepted that is “there is no significant difference in the attitude of secondary school teachers towards Teaching Profession working in government and private unaided institutions.” The same has represented in graphical presentation in Fig.2.

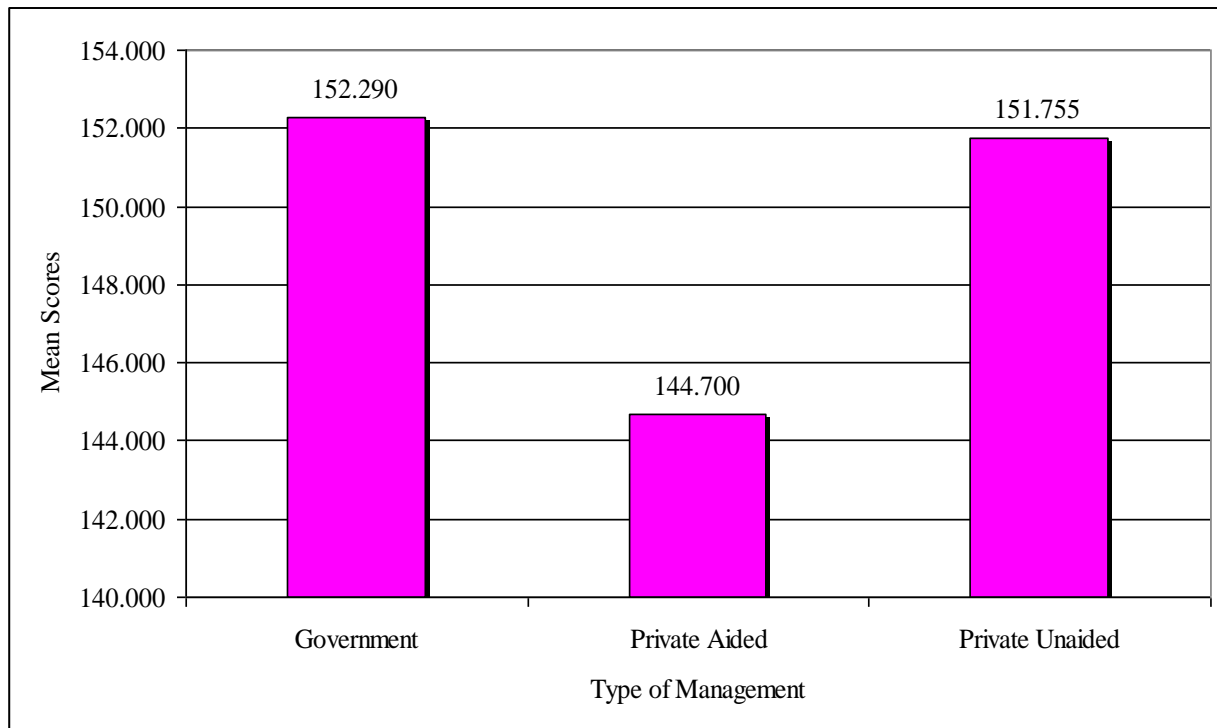


Fig.2: Bar Graph shows comparison of Attitude of Teachers towards Teaching Profession scores of secondary school teachers working in varied type of institutions.

FINDINGS

The following are the major findings of the study:

1. There was no significant difference in the Attitude of male and female secondary school teachers towards Teaching Profession ($t'=0.78$; $P>0.05$).
2. There was a significant difference in the Attitude of secondary school teachers towards Teaching Profession working in government and private aided institutions ($t'=2.48$; $P<0.05$).
3. There was a significant difference in the Attitude of secondary school teachers towards Teaching Profession working in private aided and private unaided institutions ($t'=2.11$; $P<0.05$).
4. There was no significant difference in the attitude of secondary school teachers towards Teaching Profession working in government and private unaided institutions ($t'=0.20$; $P>0.05$).

CONCLUSION

It was concluded from the 't' test research that there was no significant difference in the Attitude of secondary school male and female teachers towards their teaching profession and 't' test results also proved that there was a significant difference in the attitude of secondary school teacher towards teaching profession of secondary school teachers working in government & private aided; and private aided & private unaided institutions. The secondary school teachers showed lack of positive or favourable/good attitude towards their teaching profession. Attitude of teachers towards their profession influences his or her conduct in the classroom and furthermore the conduct of his or her students. Since, it is imperative and fundamental to create positive attitude among teachers. Favourable attitude of teachers towards their profession is a pre-requisite for a sound school framework.

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