

“Attitude of Primary School Teachers towards Teaching Profession – A Study”.

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ABSTRACT

“We don’t know the last time someone thanked you for choosing teaching as a profession. So just in case no one has told you lately. ‘Think you’ we know that there are many shortcomings and challenges facing educator’s but let’s look at some date as to why teachers are to be respected, valued, and thanked.”

Wong [2001]

The conceptual definition of the attitude has been given in many ways by different authors. The term attitude was first used to denote “the sub-total of a man’s inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic” (Thurstone and Chave, 1929). Later however, when motivational and affective characters of attitude were emphasized. Thurstone (1931) defined an attitude as “the affect for or against a psychological object”.

Key words:

Primary School Teachers: Teachers teaching classes from VI to VII in Primary schools of Bellary city.

Attitude: Attitude is a word which is used to express teacher’s way of thinking, feeling or behaving.

Profession: Profession is an occupation based upon specialized intellectual study and training the purpose of which is to supply skilled service.

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I. INTRODUCTION:

Attitude: Attitude is a tendency to react favorably or unfavorably towards a designated class of stimuli such a national or racial group a custom or an institution (Anastasi, 1982).

Attitude is considered as a predisposition to behaviour. According to Young (1951), an attitude is a learned and more or less generalized and effective tendency or predisposition to respond in a rather resistant and characteristic manner usually positively or negatively (for or against) in reference to some situation, idea, value, material object or class of such objects or person or group of person.

Allport (1935) defined attitude as “A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects with which it is related”. The affective quality of attitude was also emphasized by Krech and Crutchfield (1948). They defined attitude as an “enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual’s world”.

Teacher Effectiveness: Teacher effectiveness refers to effective teaching by a teacher to the pupils he teaches. It therefore, refers to the progress the pupils make in achieving specified educational objectives as the result of the teacher’s teaching. From this definition, it is understood that teacher effectiveness should be measured not from what teacher does but what changes are produced in the behaviour of pupils taught by teacher. So, teacher effectiveness is measured by change in pupil learning. It has been found by Resenshine (1970) and Veldman and Brophy (1974) that gains in pupil achievement in different classes taught by the same teacher correlate on an average only about 0.30. This indicates that the reliability of such a measure is as low as 0.30.

Characteristics of Teacher Effectiveness

Teacher effectiveness is related to ‘teacher performance’ which refers to what teacher does while teaching class. The teacher tries to bring about changes in pupils learning through teacher performance. Teacher performance refers to teacher’s classroom behaviours while teacher effectiveness refers to change in learning of pupils taught by the teacher.

Teacher competence refers to the set of knowledge abilities and beliefs a teacher possesses and brings to the teaching situation.

Early researchers tried to identify characteristics of effective teachers by asking the pupils taught by them to list the characteristics of teachers. They considered to be good teachers. The top six of twenty-five

characteristics identified in this way by the common wealth teacher. Training study in 1920 (Medely, 1982) are: (1) adaptability, (2) consideration, (3) enthusiasm, (4) good judgement, (5) honesty and (6) magnetism.

The assumption in these studies are:

- Pupils can judge effective teachers
- Good teachers are born not made

In a later study, Hart (1936) identified six most frequently mentioned characteristics of teachers liked best by pupils are:

- cheerful good natured, patient, not irritable.
- has teaching skill.
- friendly, companionable, not aloof.
- he is interested in pupils understand them.
- he is impartial, does not have teacher’s pets and
- is fair grading and marking.

Later researches identified four kinds of variables related to teacher effectiveness, presage, process, product and context.

II. REVIEW OF RELATED LITERATURE:

Ringness T.A. (1989) conducted a study to know the relationship between attitude towards teaching and teaching success.

The objectives of the study were as follows.

- To find out teachers attitude towards teaching and teaching success.
- To compare male and female teachers attitude towards teaching and teaching success.
- To find out relationship between attitude towards teaching and teaching success.

The sample of the study consisted of 100 teachers among which 63 from men teachers and 37 from women teachers taken from University of Wisconsin, School of Education.

The study revealed that teachers are motivated to teach by certain wants, reasons and values even though these may not all be the same for all teachers, teaching success is related to the nature of the reasons for the choice of teaching and good teachers are stimulated in most of these subjects and an interest in a subject matter area which often cultivated in the determination to teach.

Saxena, Jyotsna (1995) took up a study titled ‘A study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession’, for Ph.D in Education from Garhwal University.

The objectives of the study were as follows.

To identify effective teachers

- To find out relationship between teachers effectiveness and adjustment.
- To find out relationship between teacher effectiveness and job satisfaction.
- To find out the relationship between teacher effectiveness and professional attitude

The sample comprised 545 teachers from 33 secondary schools of rural area and 22 schools from urban area of Garhwal region selected randomly.

Both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession. Post graduate teachers were found well adjusted and had favourable attitude towards teaching profession than graduate teachers. Effective rural, private, science and more experienced teachers had relatively better teaching attitude compared to urban, government, arts and less experienced teachers. Female, younger, graduate and trained teachers had relatively favourable attitude in comparison to male, older post graduate and trained teachers respectively.

OBJECTIVES OF THE STUDY

The objectives of the study are stated below.

- To find the professional attitude of the Primary school teachers.
- To compare the professional attitude of teachers with different age groups.

HYPOTHESES OF THE STUDY

Based on the objectives of the study, the following hypotheses were formulated by the Investigator.

- There is no significant difference between the professional attitude of government and private Primary school teachers.
- There is no significant difference in the attitude of Primary school teachers towards teaching profession with reference to their age groups.

SAMPLE

Random technique was used to obtain the sample. The size of the sample is 140. It was selected from different Primary school teachers of Bellary city. Out of 140, 70 were from government Primary schools and 70 from private Primary schools. Out of 70, 35 were female teachers and 35 were male teachers. Thus the total sample size was 140.

TOOL USED

Teacher Attitude Inventory developed by S.P Ahluwalia Sagar (1998) in English and Hindi. was used in the present study

DATA COLLECTION

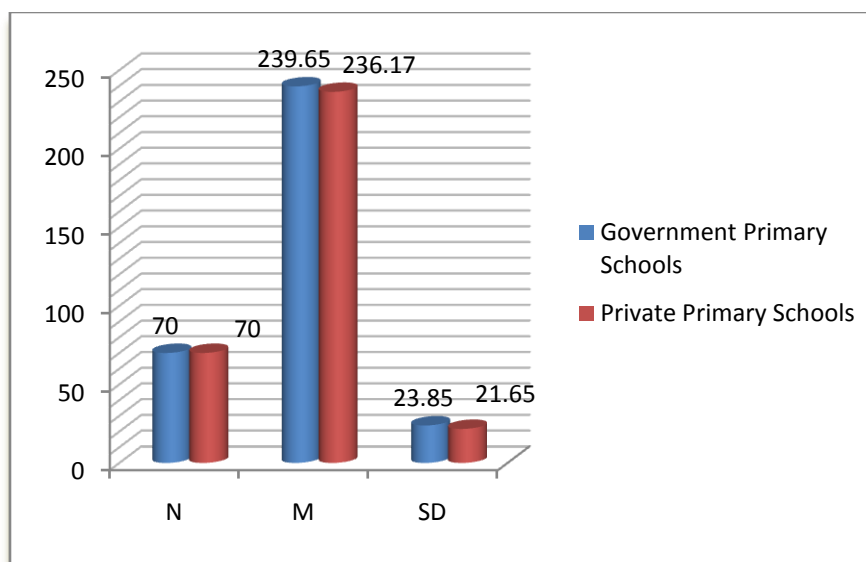
The investigator personally visited 15 Primary schools of Bellary. The investigator visited the Primary schools and met Head Masters regarding the collection of the information about the professional attitude of teachers. Then the investigator took permission from Head Masters of concerned schools. The investigator explained the purpose of data collection to the Primary school teachers.

III. DATA ANALYSIS

**Comparison of Professional Attitude of Government and Private Primary School Teachers
Mean, SDs and t-value on attitude scores of teachers of different types of schools**

Group	N	M	SD	t-value
Government Primary Schools	70	239.65	23.85	0.75*
Private Primary Schools	70	236.17	21.65	

* Not significant



A glance at the Table 4.2 shows that the mean value of attitude score of government Primary school teachers is 239.65 and the mean value of attitude score of private school teachers is 236.17. It shows that the government Primary school teachers are more favourable in their attitude towards teaching profession than the private Primary school teachers.

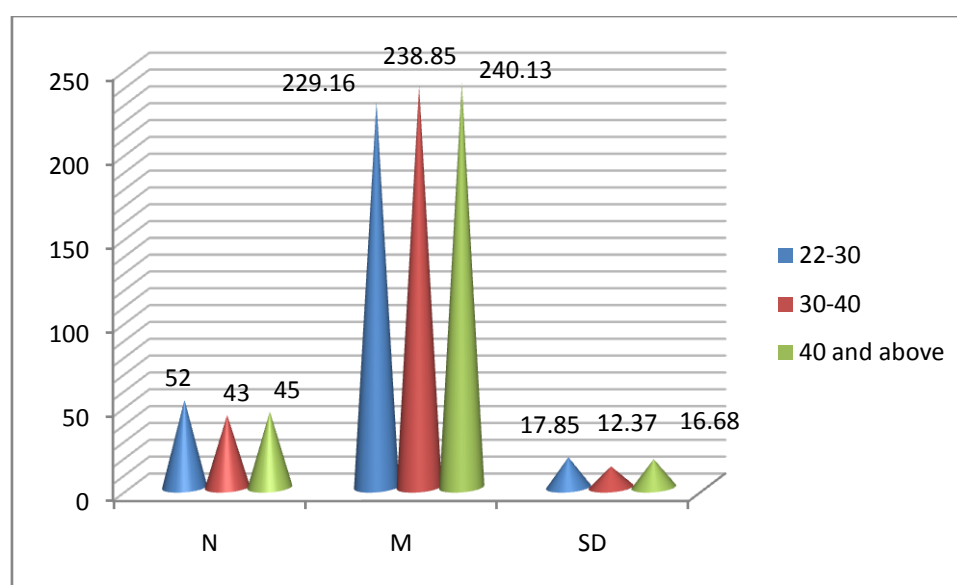
Hence the Hypothesis 1, “There is no significant difference between the professional attitude of government and private Primary school teachers” is accepted. It implies that the type of school in which teachers are working has no influence upon their attitude towards teaching profession.

The investigator observed that in government schools the attitude is noticed to be more favourable compared to private schools. Competencies of the teachers are tested through oral and written tests. The interviews are also conducted to know the attitude towards teaching and his ability in teaching both content and pedagogy. This might have helped the teachers to have more positive attitude towards teaching profession.

**Comparison of the Professional Attitude of Teachers with Different Age Groups
Mean, SDs and F-value on attitude of teachers with different age groups**

Age groups (in years)	N	M	SD	F-value
22-30	52	229.16	17.85	3.4*
30-40	43	238.85	12.37	
40 and above	45	240.13	16.68	

* Not significant



The table 4.6 denotes that the mean value for 22 to 30 years age group teachers is 229.16 and mean value for 30 to 40 years age group of teachers is 238.85, mean value for 40 and above years age groups of teachers is 240.13. Here 40 and above age group teachers have more favourable attitude towards teaching than 30 and 40 years age group teachers and 30-40 years of age group teachers have a greater favourable attitude towards teaching profession than 22 to 30 age group of teachers. However the computed ‘F’ value is 3.4 which is less than the table value of 3.92 even at 0.05 level. Thus the null hypothesis that age of teachers does not bring any significant difference in the attitude of teachers towards teaching profession is accepted.

IV. FINDINGS

- Government Primary school teachers are more favourable in their attitude towards teaching profession than the private Primary school teachers. The mean value of attitude score of government Primary school teachers is 239.65 and then mean value of attitude score of private Primary school teacher is 236.17 and the mean difference is not significant.
- The female teachers of private Primary schools are more favourable in their attitude towards teaching than the male teachers. But the mean difference is not significant as the mean value for male teacher is 229.8 and mean value for female teacher is 240.85.
- It was found that the higher age group teachers are more favourable in their attitude towards teaching than the younger ones. The mean value for higher age group teacher is 240.13 and mean value for lower age group teacher is 229.16 and the difference between the means is not significant.
- It was observed that 16 years and above experience teachers are more favourable in their attitude towards teaching than 0 to 5 years and 6 to 15 years experienced teachers. The mean value for 16 years and above experienced teachers is 240.18 and mean value for 0 to 5 and 6 to 15 years of experienced teachers is 239.86 and 236.75 respectively but the mean difference is not significant.

V. CONCLUSION

It is observed that government Primary school teachers are more favourable in their attitude towards teaching profession than the private Primary school teachers. This implies that in-service teacher programme should be planned and implemented in such a way that the gap should be removed by the time they complete

their training. The contents to be incorporated in the training programme should be carefully planned and implemented to bring the complete favourableness among the teachers attitude towards teaching profession.

It is also found that highly experienced teachers have high positive attitude towards teaching. Hence it would be better if the experienced teachers are placed in Primary classes for effective teaching-learning process.

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