



A STUDY OF EFFECT OF ATTITUDE ON WORK COMMITMENT OF TEACHERS TOWARDS TEACHING KANNADA SUBJECT

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ABSTRACT

The main objective of this study was to investigate the effect of attitudes of teachers towards teaching of Kannada on their commitment. The researcher used already constructed and standardized scales for assessing attitude of teachers towards teaching of Kannada and commitment of them. The both scales measurement then was subjected to comparisons between different groups of high school teachers. The researcher has examined attitude and work commitment of teachers as per gender, type of Schools they worked, Experience and locale of schools. The study has also investigated the relationship between the teachers' attitude and its influence on their commitment. The result shows that the significant difference and significant positive relationship between attitude and work commitment among high school teachers towards teaching of Kannada.

KEYWORDS: Teaching, Kannada, Attitudes and work commitment, High School, Gender, Experience, etc.

1. INTRODUCTION

Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources. Nowadays, there is however a general feeling that the teachers do not have proper attitude and commitment in their job. There seems to be growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Higher academic and professional qualification of the teachers, no doubt can raise the standard of education as well as of nation, but dissatisfied teachers in spite having a good and sound academic career and professional training, will do much harm than good because they will neither work wholeheartedly nor will they try to contribute anything to education.

The quality of the teacher, his general and professional education, knowledge and interest, personality, character and attitude towards work and pupils are highly significant in the total educational situation. A teacher is an individual who knows how to deal different situations in a professional manner; competence comes in the way how the teacher handles his roles both in the classroom and outside the classroom.

It is sometimes presumed that success of a teacher depends in part on the ability of the teacher to get along with the pupils in interpersonal relationships. There is also another assumption that a successful teacher is the one who is to some degree satisfied with teaching as a profession. Teaching profession demands a clear set of goals, love for profession, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. As teachers they will be required not only to acquire proficiency in planning of the lessons and delivery but also must have good personality and good attitude towards their teaching.

The researcher feels that the future of the country lies in the hands of the teachers. They are responsible for molding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have a positive attitude towards the students and only if there are truly committed to the profession. Hence the researcher feels that some studies have to done at the grass root level i.e in the school teacher's attitudes and work commitment which they show for their profession.

2. NEED OF THE STUDY:

Commitment plays a decisive role in effective teaching. The more a teacher is committed more he would acquire competencies and more he would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through their professional expertise and appropriate utilization of relevant competencies. Various research studies have revealed that commitment enhances job satisfaction, performance, attitudes towards teaching their subject and reduces the absenteeism.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow beings.

Teachers are not mere knowledge providers as in the earlier days. Today the role of the teachers has changed. Earlier the education was teacher centered which has changed now to student centered. Today's teachers are the guide, philosophers, facilitator of information, motivator, and counselor and also the confidant of the students. The teachers are responsible for creating a positive attitude in the minds of the students.

The attitudes and relationships which teachers have to their educational environment are important to all parties involved in education. Teachers, school divisions and professional associations are interested in enhancing teacher commitment to specific aspects or combinations of organization, profession and union. Such commitment may be viewed as an assumed requisite for increasing the effectiveness of the educational enterprise. Variables which may influence the nature and degree of these commitments are also of attitudes of teachers which they are teaching. In the present study investigatory wants to study the attitudes of high school teachers towards teaching Kannada and influence it on their commitment for teaching profession.

3. OBJECTIVES OF THE STUDY:

1. To study the attitudes of male and female teachers towards Kannada teaching.
2. To study the attitudes of more and less experienced teachers towards Kannada teaching.
3. To study the attitudes of urban and rural school teachers towards Kannada teaching.
4. To study the attitudes of Graduate and post graduate teachers towards Kannada teaching.
5. To study the attitudes of Govt., Private and Aided school teachers towards Kannada teaching.
6. To study the attitudes school teachers towards Kannada teaching and their commitment.

4. HYPOTHESIS:

1. There is no significance difference between mean attitudes of male and female teachers towards Kannada teaching.
2. There is no significance difference between mean attitudes of more and less experienced teachers towards Kannada teaching.
3. There is no significance difference between mean attitudes of urban and rural school teachers towards Kannada teaching.
4. There is no significance difference between mean attitudes of Graduate and post graduate teachers towards Kannada teaching.
5. There is no significance difference between mean attitudes of Govt., Private and Aided school teachers towards Kannada teaching.

6. There is no significance relationship between mean attitudes and commitment of school teachers towards Kannada teaching.

5. REVIEW OF RELATED LITERATURE:

1. **Sumangala, V; Ushadevi V.K, (2009):** "Role Conflict, Attitude towards teaching Profession and Job Satisfaction as Predictors of Success in Teaching". The survey was carried out in Kerala among 300 secondary school women teachers working in government and private-aided secondary schools of 10 districts. The study concluded that role conflict and attitude towards teaching profession are significant predictors of success in teaching among secondary school women teachers of Kerala. Role conflict contributes more to the variation in success in teaching when compared to attitude towards teaching profession.
2. **Niloufar Mohammadtaheri (2011):** in the studies "The study of effective factors on the teachers' work commitment in High Schools" investigated effective factors on teachers' work commitment in Tehran City on 2800 teachers. The samples were chosen by the use of Morgan table and it comprised 340 subjects. Research method was descriptive with simple random sampling. The researcher tried to analyse some effective factors on teachers' work commitment and to do so six theories have been compiled. 1. There is a connection between the teachers' economic factors and work commitment. 2. There is a connection between the teachers' human relations and work commitment. 3. There is a connection between the teachers' knowledge and work commitment. 4. There is a correlation between the teachers' personal characteristics and work commitment. 5. There is a correlation between inner-school factors and work commitment of Teachers. 6. There is a correlation between value-system and work commitment. Gathered data were analyzed by using of descriptive and inferential statistics include Spearman correlation Test. It was found out that there was positive and significant correlation between economic factors, human relationship, teacher's knowledge, in-school factors, values system, teachers' personality traits and teachers' work commitment.

6. DESIGN OF THE STUDY:

The Descriptive survey method is used. The variables used in this research are the academic variables. The sampling technique, size of sample, variables of the study, description of the tool is elaborated.

Sample:

Samples of around 300 teachers teaching Kannada Subject in high schools of Hassan district have been considered as sample for the study. Govt., aided and Private Schools are considered for the study. Sample includes Male and female, More and less experienced, Rural and urban school teacher who are teaching Kannada Subject.

Tool used for data Collection:

1. Teacher Attitude Inventory towards teaching Kannada Subject by prepared by Investigator himself and
2. Teacher Commitment Scale by Allen and Meyer

Data Collection:

Investigator personally visited schools collected the data from selected teachers. After collection of data, all data have been tabulated and interpreted according to objectives.

Statistical Techniques used for data analysis:

In this study, t-test, f-test and r-value statistical techniques are used. SPSS has been used for this purpose.

7. ANALYSIS OF THE STUDY:**I. Comparison of attitude of high school teachers towards the Teaching of Kannada subject:****Testing Hypothesis:**

- Hypothesis H₁₀: There is no significance difference between mean attitudes of male and female teachers towards Kannada teaching.**

Table No-1**The attitudes of Male and Female Teachers towards Kannada teaching**

Variable (Gender)	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Male	150	250.8	29.53	2.41	100.8	298	114.5	Sign.
Female	150	150.0	29.00	2.36				

Statistical data of table -1 above was analyzed and following observations were made:

Analysis:

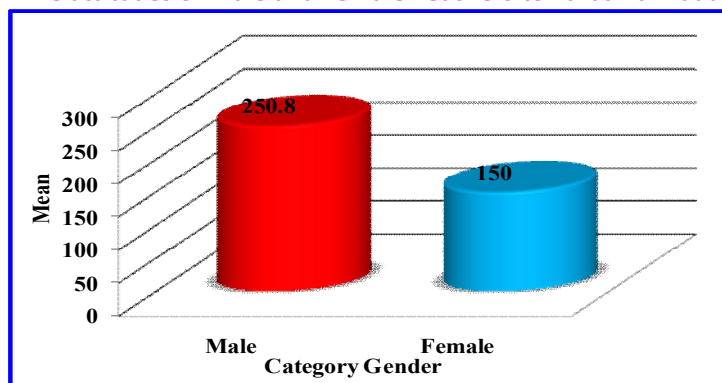
From the above table it is seen that the calculated t value (114.5) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis has been accepted. Male teachers are having more positive attitude (250.8) than that of female teachers (150.0).

Findings:

It is found that there is significance difference between mean attitudes of male and female teachers towards Kannada teaching.

Conclusion:

There is significance difference between mean attitudes of male and female teachers towards Kannada teaching.

Graph-1: The attitudes of Male and Female Teachers towards Kannada teaching

- Hypothesis H₂₀: There is no significance difference between mean attitudes of more and less experienced teachers towards Kannada teaching.**

Table No - 2**The attitudes of more and less experienced Teachers towards Kannada teaching**

Variable (Experience)	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
(More than 10 Years)	150	212.6	56.77	4.63	24.4	149	5.515	Sign.
(Less than 10 Years)	150	188.2	57.54	4.69				

Statistical data of table -2 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (5.515) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H_0 has been accepted. More experience teachers are having more positive attitude (212.6) than that of less experience teachers (188.2).

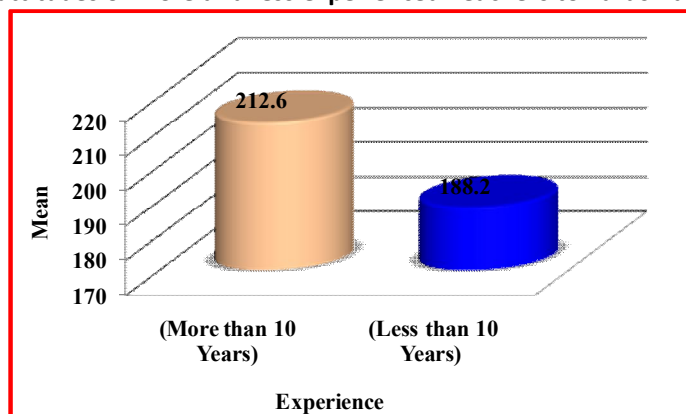
Findings:

It is found that there is significance difference between mean attitudes of more and less experienced teachers towards Kannada teaching.

Conclusion:

There is significance difference between mean attitudes of more and less experienced teachers towards Kannada teaching.

Graph-2: The attitudes of more and less experienced Teachers towards Kannada teaching



3. Hypothesis H_0 : There is no significance difference between mean attitudes of urban and rural school teachers towards Kannada teaching.

TABLE No - 3

The attitudes of urban and rural school Teachers towards Kannada teaching

Variable (Locale)	(N)	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Urban school Teachers	150	203.6	61.05	4.98	5.49	298	3.62	Sign.
Rural school Teachers	150	197.2	55.56	4.53				

Statistical data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (3.62) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H_0 has been rejected and alternative hypothesis accepted. Urban school teachers are having more positive attitude (203.6) than that of rural school teachers (197.2).

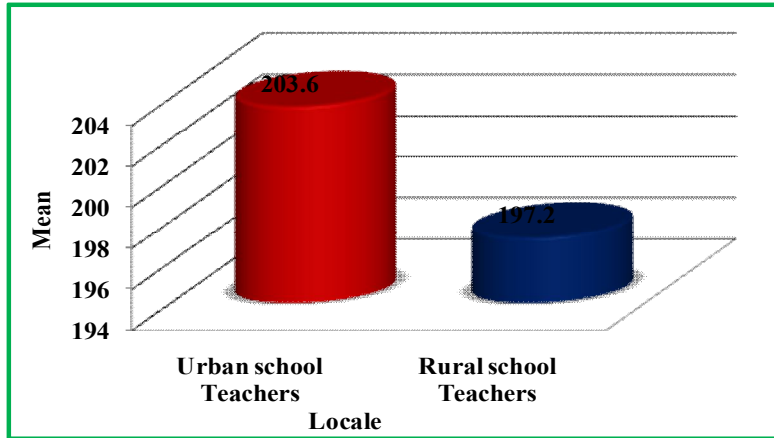
Findings:

It is found that there is no significance difference between mean attitudes of urban and rural school teachers towards Kannada teaching.

Conclusion:

There is no significance difference between mean attitudes of urban and rural school teachers towards Kannada teaching.

Graph-3: The attitudes of urban and rural school Teachers towards Kannada teaching



4. Hypothesis H_{40} : There is no significance difference between mean attitudes of male and female teachers towards Kannada teaching.

TABLE No - 4
The attitudes of Graduate and post graduate Teachers towards Kannada teaching

Variable (Education level)	N	Mean	SD	SE	Difference	df	t-value	Sign. at 0.05 level
Graduate Teacher	150	194.2	58.29	4.75	0.02	298	4.81	Sign.
Post Graduate teacher	150	206.6	57.96	4.73				

Statistical data of table -1 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (4.81) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H_{40} has been rejected and alternative hypothesis accepted. Post Graduate teacher are having more positive attitude (206.6) than that of Graduate teacher (194.2).

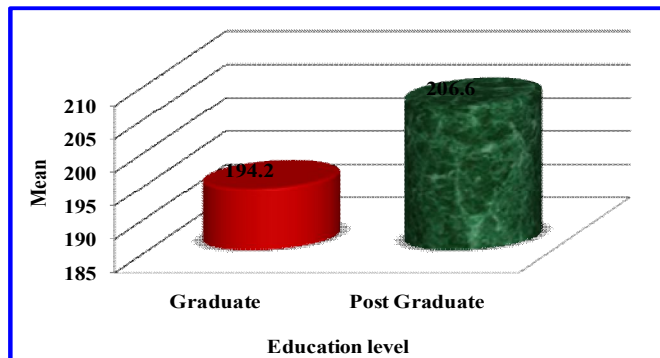
Findings:

It is found that there is significance difference between mean attitudes of male and female teachers towards Kannada teaching.

Conclusion:

There is significance difference between mean attitudes of male and female teachers towards Kannada teaching.

Graph-4: The attitudes of Graduate and Post Graduate Teachers towards Kannada teaching



5. Hypothesis H₅₀: There is no significance difference between mean attitudes of Govt., Private and Aided school teachers towards Kannada teaching.

TABLE No. 5
The attitudes of attitudes of Govt., Private and Aided school Teachers towards Kannada teaching

Variable	Category	Mean		Sum of Squares	df	Mean Square	F
Type of School	Govt. (100)	268.7	Between Groups	919399.8	29	459699.94	1377.4
	Aided (100)	199.3	Within Groups	99116.26	297	333.72	
	Private (100)	133.1	Total	1018516.1	299		

Statistical data of table -5 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated F value (1377.4) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis H₅₀ has been rejected and alternative hypothesis accepted.

Findings:

It is found that there is significance difference between mean attitudes of Govt., Private and Aided school teachers towards Kannada teaching.

Conclusion:

There is significance difference between mean attitudes of Govt., Private and Aided school teachers towards Kannada teaching.

II. Analysis of total attitudes of Teachers towards teaching Kannada:

Table-1
Frequencies and Central tendencies of mean values total teachers

Sl. No.	Description	Values
Central tendencies:		
1.	Total sample, N	300
2.	Mean	200.45
3.	Mode	198.00
4.	Median	288.00
5.	S.D.	58.364
Details of frequencies Teachers' attitudes		
1.	Favourable	210
2.	Neutral	25
3.	Unfavourable	65
4.	N	300
5.	Chi-Square	189.5
6.	df	2

Statistical data of table -1 above was analyzed and following observations were made:

The mean values of attitudes of teachers is 200.45 and S.D. is 58.364 which is in between values 142.056 and 258.814 on scale, hence we come to conclusion that teachers are having positive attitude towards Teaching of Kannada. From the above table it is seen that the calculated chi square value (189.5) is more than the table value of t (3.814) at 0.05 level of significance. Therefore the null hypothesis has been rejected and alternative hypothesis accepted i.e. there is significant difference between the frequencies of favorable, Neutral and Unfavorable attitudes.

III. To compare the attitudes towards teaching Kannada and Commitment of high school teachers:

Hypothesis H₆0: There is no significance difference between mean and attitudes towards teaching Kannada and commitment.

Hypothesis H₇0: There is no significance relationship between mean attitudes of Govt., Private and Aided school teachers towards Kannada teaching.

Table-6
High school Teachers' attitudes towards teaching Kannada and Commitment

Variable	N	Mean	S.D.	t- value	Correlation
Attitudes	300	314.3	54.01	54.23	0.936
Commitment	300	185.8	38.78		

Statistical data of table -6 above was analyzed and following observations were made:

Analysis:

From the above table it is seen that the calculated t value (54.23) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis-6 has been accepted. And it is also seen that calculated r value (0.936) is more than the table value of t (1.97) at 0.05 level of significance. Therefore the null hypothesis-7 has been accepted.

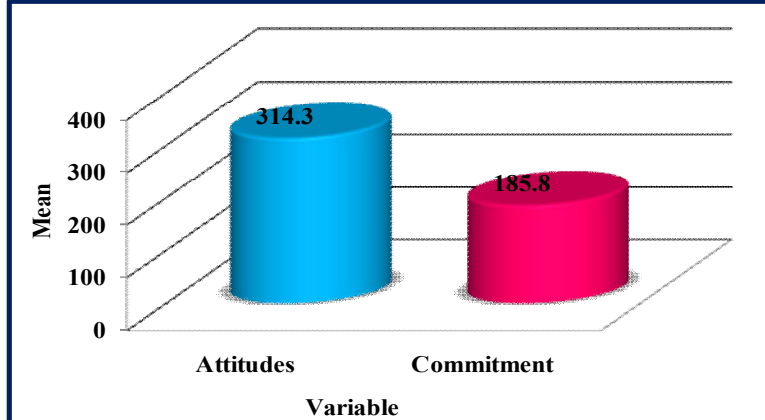
Findings:

It is found that there is no significance difference between mean attitudes towards teaching Kannada and commitment of high school teachers and also found that there is no significance relationship between mean attitudes towards teaching Kannada and commitment of high school teachers.

Conclusion:

There is significance difference between mean attitudes towards teaching Kannada and commitment of high school teachers and also found that there is significance relationship between mean attitudes towards teaching Kannada and commitment of high school teachers.

Graph-5: High school Teachers' attitudes towards teaching Kannada and Commitment

**8. FINDINGS:**

1. There is significance difference between mean attitudes of male and female teachers towards Kannada teaching.
2. There is significance difference between mean attitudes of more and less experienced teachers towards Kannada teaching.
3. There is no significance difference between mean attitudes of urban and rural school teachers towards Kannada teaching.
4. It is found that there is significance difference between mean attitudes of male and female teachers towards Kannada teaching.

5. There is significance difference between mean attitudes of Govt., Private and Aided school teachers towards Kannada teaching.
6. There Is Significant Difference Between The Frequencies Of Favorable, Neutral And Unfavorable attitudes.
7. It is found that there is no significance difference between mean attitudes towards teaching Kannada and commitment of high school teachers and also found that there is no significance relationship between mean attitudes towards teaching Kannada and commitment of high school teachers.
8. There is significance difference between mean attitudes towards teaching Kannada and commitment of high school teachers and also found that there is significance relationship between mean attitudes towards teaching Kannada and commitment of high school teachers.

9. SUMMARY:

There are differences in the attitudes of different groups of high school teachers of Hassan District and the level of attitude of teachers towards teaching Kannada is certainly affecting on their commitment.

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