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“A COMPARATIVE STUDY OF TEACHER’S PROFESSIONAL ATTITUDE WORKING IN GOVERNMENT AND PRIVATE SECONDARY SCHOOL”

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Abstract:-

Teaching being a dynamic activity needs a good perspective and sure specific competencies from its practitioners. Teachers’ proficiency depends on the perspective they possess for the profession. The positive perspective helps teacher to develop a conducive learner friendly atmosphere within the room. This additionally casts a fruitful impact on learning of the students. Perspective being a social construct is influenced by several factors like gender social strata age, stream of education and former expertise of the task. What bearing the gender and also the type of faculty has on the perspective of secondary academics towards teaching profession to throw light on this a study was conducted employing a readymade tool. Study of various classes like Government and private secondary academics, Government male and feminine secondary academics, Private male and feminine secondary academics was undertaken. In an exceedingly sample of 1 hundred and twenty academics all responded. The mean scores were thought-about and t’ worth was calculated to find the distinction within the perspective of various classes towards teaching profession.

Keywords: Attitude, Teaching profession, Teachers

INTRODUCTION

Education is a life-long process. The teachers play an important role in the process of education. An educational institution performs a significant function of providing learning experience to lead their students from darkness of ignorance to the light of knowledge. It is a well known fact that the quality and extent of the learner achievement are determined primarily by teacher’s competence, attitude, sensitivity and motivation. The teacher is required to acquire adequate knowledge, skills, interests and attitude towards the teaching profession. The teachers’ work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation. The educational system of our country is one poised for a leap forward towards the 21st century and is in the process of a remarkable transformation.

Teachers and Their profession

Teacher was compared to a God and treated as a combination of the Trimurti (Brahma, Vishnu and Mahesh) as well as the supreme one. The teacher occupies a pivotal position in the system of education. Without teacher the process of education is ineffective. He is the heart of the matter of this process. Education takes place through the interaction between the teacher and the taught. The true text book for the pupils is in their teacher. He trains the mind, cultivates

manners and shapes the morals of the members of community at their most impressionable age. No educational reform is possible without the teacher. Teacher’s function should not be confined in the classroom teaching only rather he should be the role model before the students in all activities in and around the school.

The teacher is the most important factor of the teaching-learning process. The school’s most important influence is the teacher. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher’s positive attitude towards teaching and higher aspiration level determines his positive perception of the environments.

An effective teacher development design should have an exhaustive measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in favor of more activity oriented programs which have direct bearing on actual classroom situation (UNESCO, 2002).

The teacher should realize that it is not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand the discussion induced most of the teachers to love honesty which is a hidden value for developing positive attitude towards the profession of teaching. Teaching is an arrangement and manipulation of a situation in which a learner tries to overcome the learning problems , comprises as series of actions intended to facilitate learning as teaching is a multidimensional set of activities. The teachers, therefore, need to be competent in the content as well as in the way to deliver that content in order to facilitate learning. Thus knowing ‘how’ of teaching is as important as what of teaching.

Performance is actions of a person or group during the task. Job performance is the product of a combination of an individual’s motivation and ability. In 1976 the term students evaluation of teachers’ performance was firstly gained familiarity in the ERIC system. From 1976-1984 there were present 1055 studies on students’ evaluation of teacher’s performance.

Teaching profession is a noble profession. The University Education Commission (1948) emphasized the importance of the teacher and his responsibility. The aim of education is the all round development of child’s personality. This need of education can be realized only when the teaching profession is effective. Effective teaching is the development of total attitude towards teaching profession.

Definitions of Teacher and Their Profession

NCTE (1998) in quality concerns in Teacher Education-“The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.”

Teaching Attitude

Teaching Attitude as a concept is concerned with a teacher’s way of thinking, acting, and behaving towards his/her profession. The teacher by virtue of his position and role is one of the most important agent of a transmission and enrichment of culture in today’s society. Having to deal with human material during the most impressionable period of life, the teacher is bound to make massive impact on personality, character, intellectual growth, attitude and values of future citizens. In view of their crucial role, it is important for the society to provide the adequate equipments to enable them to meet the challenges of their task and Indian society is no exception to it.

There is a close relationship between teachers’ professional attitude and their performance. Attitude is defined as a relational mental state that directs the behaviors of an individual. Different individuals have different mental dispositions such as experiences, beliefs, desires, hopes, likes and dislikes and intentions their behavior is collaborative and disciplined. Teaching is a professional field. Teachers’ beliefs, experiences and perceptions have deeper influence upon their teaching practices. Attitude is a strong component in human personality. In any profession negative or positive attitude affects the performance and the degree of realization of the goals.

OPERATIONAL DEFINITIONS

- ❖ Definition of Teacher and their Profession:
- ❖ Kothari Commission (1964-66) has observed that “The future of the nation is shaped in the classroom.”
- ❖ Definition of Attitude:

Allport (1935) defines-“Attitude is a mental or neural state of readiness, organized through experience, existing a directive or dynamic influence upon the individual’s responses to all objects and situations with which it is related.”

OBJECTIVE OF THE STUDY

1. To find out and compare between the Teachers professional Attitudes working in Government and Private Secondary Schools.
2. To find out and compare between Male & Female Teachers professional Attitudes working in Government Secondary Schools.
3. To find out and compare between Male & Female Teachers professional Attitudes working in Private Secondary Schools.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in mean scores of the Professional Attitudes of Teachers working in Government and Private secondary Schools.
2. There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Government Secondary Schools.
3. There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Private Secondary Schools.

METHODOLOGY OF THE STUDY

Keeping in view the Research Evidence, Objects and Hypothesis, the Research Scholar found it suitable to go through Descriptive Survey Method.

POPULATION

The population has been selected from Govt. & Private Secondary School Teachers in Ghaziabad District.

SAMPLING

The 120 sample for the study and during the collection of Data; Research Scholar will satisfy technique for listing at population.

TOOL

“TEACHERS ATTITUDE INVENTORY” by S. P. Ahluwalia (SAGAR) tool will be use for the Study.

The teacher attitude inventory is a ninety item Likert instrument consisting of six subscales. Each subscale has fifteen statements that pertain to a particular aspect of prospective and practicing teacher’s professional attitudes.

The six aspects dealt with in the inventory are attitude towards Teaching Profession, Class room teaching, Child centered Practices, Educational Process, Pupils and Teachers. Out of ninety items fifty six are in positive declarative form and thirty four of them are in negative form.

STATISTICAL TECHNIQUE

The Research Scholar has been used Mean, Mode, Median, Standard Deviation, and t-test as statistical technique in the Study.

ANALYSIS AND INTERPRETATION OF DATA

Ho1. There is no significant difference in mean scores of the Professional Attitudes of Teachers working in Government and Private secondary Schools.

TABLE.1

Gender	N	Mean	S.D.	Degree of freedom	t-test
Government Teachers	60	214.73	34.92	118	2.85**
Private Teachers	60	199.12	23.95		

**Significant Difference at 0.05 level

Interpretation:

The data given in the table 1 clearly indicate the professional attitude of teachers between two contrast groups the Government Teachers (N=60) score (M=214.73) Mean score point with (34.92) standard deviation, and the Private Teachers (N=60) score (M=199.12) Mean score with (23.95) standard deviation. The ‘t’-value (t=2.85) clearly indicates that both the groups have significant difference in their professional attitude.

Thus on the basis of ‘t’-value (2.85) hypotheses 1st of the study that – “There is no significant difference in mean scores of the Professional Attitudes of Teachers working in Government and Private secondary Schools” has been rejected at the 0.05 level of the significance.

Ho2. There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Government Secondary Schools.

TABLE.2

Gender	N	Mean	S.D.	Degree of freedom	t-test
Male Government Teachers	30	212.6	35.12	58	0.44*
Female Government Teachers	30	216.8	36.27		

*Not significant difference at 0.05 level

Interpretation:

The data given in the table 2 clearly indicate the professional attitude of teachers between two contrast groups the Male Govt. Teachers (N=30) score (M=212.6) Mean score point with (35.12) standard deviation, and the Female Govt. Teachers (N=30) score (M=216.8) Mean score with (36.27) standard deviation. The ‘t’-value (t=0.44) clearly indicates that both the groups have not significant difference in their professional attitude.

Thus on the basis of ‘t’-value (0.44) hypotheses 2nd of the study that – “There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Government Secondary Schools” has been accepted at the 0.05 level of the significance.

Ho3. There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Private Secondary Schools.

TABLE.3

Gender	N	Mean	S.D.	Degree of freedom	t-test
Male Private Teachers	30	198	28.09	58	0.31*
Female Private Teachers	30	200	20.15		

*Not significant difference at 0.05 level

Interpretation:

The data given in the table 4.3 clearly indicate the professional attitude of teachers between two contrast groups the Male Private Teachers (N=30) score (M=198) Mean score point with (28.09) standard deviation, and the Female Private Teachers (N=30) score (M=200) Mean score with (20.15) standard deviation. The ‘t’-value (t=0.31) clearly indicates that both the groups have not significant difference in their professional attitude.

Thus on the basis of ‘t’-value (0.31) hypotheses 3rd of the study that – “There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Private Secondary Schools” has been accepted at the 0.05 level of the significance.

FINDINGS

On the basis of the analysis of data presented in the fore going pages the findings are systematically arranged here in accordance with the hypotheses as mentioned below:

Ho1 “There is no significant difference in mean scores of the Professional Attitudes of Teachers working in Government and Private secondary Schools” had been rejected even at the 0.05 level of significance.

Group, Government and Private secondary school teachers found differ significantly in relation to their professional attitude. Mean scores of Private teacher’s attitude is less than Government teacher’s attitude. So both groups are not equal in their attitude. Hence both groups found significant different at 0.05 level. Thus the null hypothesis has been rejected.

Ho2 “There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Government Secondary Schools” had been accepted even at the 0.05 level of significance.

Obtainer’s value is less than the table ‘t’ value at 0.05 level of significance. Hence the null hypothesis has been accepted. It means that male and female teachers working in Government Secondary Schools not differs significantly in relation to their professional attitude.

Ho3 “There is no significant difference in mean scores of Professional Attitudes of Male & Female Teachers working in Private Secondary Schools” had been accepted even at the 0.05 level of significance.

Obtainer’s value is less than the table ‘t’ value at 0.05 level of significance. Hence the null hypothesis has been accepted. It means that male and female teachers working in Private Secondary Schools not differs significantly in relation to their professional attitude.

CONCLUSION

This study confined to study of Teacher’s professional Attitude at Secondary level. It was found that there was significant difference in Government and private teachers at secondary level in relation to their Professional Attitude and Attitude towards Class-room teaching, Attitude towards Child-centered practices, Attitude towards Educational process, and Attitude towards Teachers.

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