



ATTITUDE TOWARDS TEACHING AMONG SCHOOL TEACHERS IN COIMBATORE DISTRICT

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ABSTRACT

The present study aims to find out the attitude towards teaching among school teachers in Coimbatore district. The objectives of the study were to explore the level of attitude towards teaching among school teachers in Coimbatore district and to examine the attitude towards teaching among school teachers in Coimbatore district. Survey method was used for the study. 287 school teachers were selected as sample for the study. Teaching Attitude Scale developed by Prof. Dr. S. Sathiyagirirajan was used for data collection. Data was analyzed by t-test and regression analysis. Result found that the level of attitude towards teaching among school teachers is favourable.



KEYWORDS : school teachers , t-test and regression analysis , Survey method.

INTRODUCTION

Teaching is the process of attending people's needs, experience and feelings and making specific interventions to help them learn particular things. In the process of education the role of teachers is very significant. Education becomes impotence without the act of teacher. The teacher holds an important position in the society. The best teacher is the role model to the students, because most of the students get inspired by the teachers. An effective teacher makes the class interesting even though the system of education is uninteresting and dry.

When it comes to attitude, positive attitude towards teaching can make education more productive and functional. Attitude means the individuals prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events) being positive can freshen the mind and keeps on encouraging. Positive attitude can create an impact on every aspect of the life. An optimistic teacher can create a good progress in the students' education. When a teacher demonstrates a positive attitude the teacher is optimistic. So such an optimistic teacher is been inspired by the students of the class and they try to develop the attitude within themselves. In the field of education positive attitude is one of the important aspects. Optimistic people can envision success and therefore able to achieve their goals.

Stress can affect teacher's capacity to fulfill duties effectively. Stress has the propensity to negatively impact students learning. While undergoing a stressful situation, the teacher should try to get rid of the situation only then it may not affect the students negatively. Students should always get good vibes from their teachers. Therefore, teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. A Positive approach of teaching can make the education more fruitful and effective for students.

NEED AND SIGNIFICANCE OF THE STUDY

The teacher plays a vital role in shaping the destiny of a nation. The success of an educational system largely depends upon the quality of the teacher. It is teacher who shapes the conduct and behaviour of the growing millions of whom the teacher is incharge. So it an imperative need on the part of the teaching community to have favorable disposition towards their job. Hence the researcher has taken this topic.

OBJECTIVES OF THE STUDY

1. To find out the level of attitude towards teaching among school teachers.
2. To find out whether there is any significant difference of the school teachers towards attitude towards teaching between
 - A. Male & Female (Gender)
 - B. Rural & Urban (Locality of the School)
 - C. UG & PG (Educational Qualification)
 - D. Unisex & Mixed (Nature of School)
 - E. Arts & Science (Major Subject)
 - F. Middle & High (Type of School)
 - G. Married & Unmarried (Marital Status)
 - H. Below 5yr & Above 5yr (Year of Experience)
3. To identify the background variables which are contributing to the of the school teachers towards attitude towards teaching.

HYPOTHESES OF THE STUDY

1. There is no significant difference of the school teachers towards attitude towards teaching between
 - A. Male & Female (Gender)
 - B. Rural & Urban (Locality of the School)
 - C. UG & PG (Educational Qualification)
 - D. Unisex & Mixed (Nature of School)
 - E. Arts & Science (Major Subject)
 - F. Middle & High (Type of School)
 - G. Married & Unmarried (Marital Status)
 - H. Below 5yr & Above 5yr (Year of Experience)
2. The background variables which are contributing to the of the school teachers towards attitude towards teaching.

DELIMITATIONS OF THE STUDY

The present investigator has involved the Middle and High School Teachers. It does not involve Higher Secondary Teachers and Primary School Teachers. Another delimitation of the study is coverage of Middle and High School Teachers of Coimbatore District only.

METHOD & SAMPLE

Survey method was used for the study. A simple random sampling technique was adopted for the selection of 287 teachers from the Coimbatore district.

TOOL

- Teaching Attitude Scale developed by Prof. Dr. S. Sathiyagirirajan.

ANALYSIS AND INTERPRETATION

Table 1: Descriptive Indices of the Attitude towards Teaching on Teacher

N			287
Mean			54.27
SD			16.13
Percentiles	Q1	25	41.00
	Q2	50	45.00
	Q3	75	72.00

From Table-1, the low, high and moderate groups were categorized in Attitude towards Teaching. The value of Q1 and below was considered as low group, the value Q3 and above was considered as high group and the value in between Q1 and Q3 was considered as average group.

The mean scores of Attitude towards Teaching is 54.27. The mean score fall between **Q1** and **Q3**. Hence, the parents of school students have an average level of Attitude towards Teaching.

Table 2: t-test and results of the Attitude towards Teaching and Sub-Variable Wise

Variables	Sub-Variables	N	Mean	SD	t-value	p-value
Gender	Male	161	53.87	16.332	0.47	0.63
	Female	126	54.78	15.919		
Locality of School	Rural	91	51.62	15.907	1.90	0.50
	Urban	196	55.50	16.125		
Educational Qualification	UG	154	52.23	14.914	2.32	0.021**
	PG	133	56.63	17.187		
Nature of School	Unisex	161	49.35	12.997	5.99	0.00**
	Mixed	126	60.56	17.551		
Major Subject	Arts	147	53.33	15.515	1.00	0.315
	Science	140	55.25	16.751		
Type of School	Middle	84	58.67	18.267	2.76	0.07**
	High	203	52.45	14.828		
Marital Status	Married	154	51.50	14.341	3.17	0.002**
	Unmarried	133	57.47	17.494		
Year of Experience	Below 5yr	189	54.33	16.121	0.95	0.925
	Above 5yr	98	54.14	16.229		

**Significant at 0.01 level.

Table-2 shows that the calculated 't' value of Educational Qualification, Nature of School, Type of School, and Marital Status are 2.32, 5.99, 2.76 and 3.17 are higher than the table value **1.96** at **0.05** level. Hence the null hypotheses Educational Qualification, Nature of School, Type of School, and Marital Status are **rejected**. The calculated 't' value of Gender, Locality of school, Major Subject and Year of Experience are 0.47, 1.90, 1.00, and 0.95 are less than the table value **1.96** at **0.05** level. Hence the null hypotheses Gender, Locality of school, Major Subject and Year of Experience are **accepted**.

Table 3: Regression Co-efficient of Contributing Variables for Attitude towards Teaching

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	38.087	6.847		5.563	.000
Nature of the School	10.643	2.310	.328	4.606	.000

Type of School	-7.474	2.194	-.211	-3.406	.001
Marital Status	7.345	2.754	.227	2.667	.008

* Significant at the 0.05 level

Step-wise regression is performed on the background variables to find out the degree of contribution of background variables on Attitude towards Teaching of school teachers. In the process of treatment of step-wise regression analysis it was found that only eight out of three background variables were contributed significantly to the school teachers towards teaching attitude such as Nature of the school, Type of School and Marital Status (Table-3).

FINDINGS

1. It has been found that the level of Attitude towards Teaching among school teachers is average.
2. There is no significant difference of the school teachers towards attitude towards teaching between
 - A. Male & Female (Gender)
 - B. Rural & Urban (Locality of the School)
 - C. Arts & Science (Major Subject)
 - D. Below 5yr & Above 5yr (Year of Experience)
3. There is a significant difference of the school teachers towards attitude towards teaching between
 - A. UG & PG (Educational Qualification)
 - B. Unisex & Mixed (Nature of School)
 - C. Middle & High (Type of School)
 - D. Married & Unmarried (Marital Status)
4. It was found that only eight out of three background variables contribute significantly to the school teachers towards teaching attitude. They were Nature of the school, Type of School and Marital Status.

CONCLUSION

A positive attitude towards teaching can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student's needs and problems. If, on the other hand, teacher attitude towards teaching is negative and unfavorable the teacher is not likely to be a good teacher even if the teacher has an aptitude for teaching. Teaching is not only 'cognitive' but 'affective' as well. The present study reveals that the school teachers have a favorable attitude towards teaching. Further, the results reported that there is a significant difference between gender, locality of the school, major subject and year of experience. This positive attitude helps the teachers to be role models for the future generation of students.

SUGGESTIONS FOR THE FURTHER RESEARCH

Following are few areas of research related to the present study, which deserve further investigation.

- The same study can be conducted among higher secondary school teachers.
- It is suggested that a nation or statewide study can be carried out.
- The ongoing Research programmes in the State and Central Universities may be studied.
- A Replica of the present study may be conducted among private school teachers.
- The similar study can be conducted of faculty members of the University and Colleges.
- In the present study questionnaire survey was used. Consequently, for future studies another instrument such as interview, experimental and observation schedule can be used, in order to understand more clearly about the teacher competency.

- Research Bodies (e.g., NCERT, UGC, ICSSR, CSIR, DST, NUEPA and University) have a significant influence on individual to engage in research activity. Hence, the influence of research bodies could be isolated and tested in future research.

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