

## Attitude of Elementary School Teachers towards Teaching In Relation To Their Qualification and Locale

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### ABSTRACT

*Teaching is a dynamic activity and it requires a favourable attitude and certain specific competencies. Teacher's proficiency depends on teacher's attitude towards teaching. The positive attitude helps the teacher in developing effective learning environment in the classroom. Teacher's attitude towards teaching is influenced by many factors like gender, school atmosphere and his previous experience as a teacher. The present research paper attempts to study the attitude of elementary school teachers towards teaching in relation to their qualification and locale. On the basis of analysis of data collected and interpretation of the results of the present study obtained through statistical means, the major findings of the study are :- (I) Majority of the elementary school teachers have unfavorable attitude towards teaching. (ii) There exists significant difference in the attitude of graduate and post graduate elementary school teachers towards teaching and (iii) There exists significant difference in the attitude of rural and urban elementary school teachers towards teaching.*

**Keywords:** Attitude, behaviour, teaching proficiency, teachers.

### I INTRODUCTION

An attitude is a mindset that affects how a person thinks and acts. Attitude is made up of three components affective, behavioral and cognitive hence acts as a yardstick of the individual behavior (Feldman, 1985). It can influence a person's performance positively or negatively. Positive/Negative attitude towards one's job will result in Positive/ negative performance respectively. Attitude affects how well a teacher plans and prepares for his/her lessons.

Students' academic performance is greatly affected by the attitude of the teacher. A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. In addition to that, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated. This implies that teachers' attitude towards their students and teaching in general is very important for students' success. In the same way, teachers need to be highly interested in the subjects and topics they teach.

Factors influencing the attitude of the teacher are the domestic environment, family background, socio-economic background, beliefs and educational institutes etc.

The teacher's attitude towards the subject and student is significant in creating desire to make the students learn. Inadequate financial remuneration, and delay in payment of salaries are the causes of teacher's having low attitude towards teaching profession (Osunde & Izevbigie, 2006). These negative factors when minimized can encourage teachers to be more conscious and responsible

towards their duties. Development of positive attitude towards profession helps in developing creative thinking and motivating students (Celikoz & Cetin, 2004).

The different learning environment, instructional materials and strategies adopted in initial teacher training programme are also responsible for difference in attitude of student teachers towards teaching profession (Mckeachie, 1994; Mordi, 1991; Schibeci & Riley, 1986). The type of attitude possessed by the teacher influence the quality of the work.

The teacher occupies a unique and very important place in the education system. He/She is the leading catalyst and ideal role model for the society. Through his/her intelligence, patience and wisdom, he/she lifts the light of knowledge and dispels the clouds of ignorance.

The success of educational system requires a high quality, sincere and dedicated teaching staff. So, teaching is a profession that requires not only a body of knowledge but it demands certain techniques and abilities to meet the new demands of modern world & also requires courage and commitment to help the students in finding and fulfilling their potential every day.

One of the important factors which determine a teacher's feelings, behaviours and commitment to the profession, is the nature of teacher's attitudes towards the profession of teaching. The nature of attitude developed towards the profession influences the students' achievement. Success or failure in any profession is caused more by the positive attitude than mental capacity.

An education is the point where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their choice of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world.

Education and teaching is not the same thing. Teaching is only one factor of education. Teaching is an art and it is said that artists are born not made though this statement is not fully accepted today one has to agree that the capability in teaching has its roots in the personality of the individual. Teaching requires a part from the requisite education and a degree of flair for interacting with the students and a capability of explaining things in clear lucid terms to the students. For being good teacher we not only need to be wise but also be patient and understanding. Teacher not only judgments a student intellect but also contributes to the all-round development of his or her personality. The success of a teacher depends on his ability to state his ideas clearly to the students. The importance of teacher's professional development is being too much emphasized today.

## II TEACHER RELATIONSHIPS

Teachers' relationship with the students, other teachers, school administrators, families, and community members leads to the learning success and healthy development of their students. By developing positive relationships with their students, teachers can buffer the impact of certain basic factors that may negatively impact on a student's academic achievement.

The relationship between teacher and student has been a focus of inquiry for over 2000 years, since Plato, Socrates, and Confucius established much of the philosophical guidelines for teaching. By emphasizing the acquisition of knowledge through dialogue, each philosopher stressed a commitment to the teacher-student relationship.

Teachers' relationships with their peers, other school staff, and school administrators have been researched for decades. These studies reveal that teachers are often isolated from their peers and other school professionals. Thus, increasing teachers' opportunities for interaction and collegiality has been a goal of recent efforts to increase teacher professionalism.

Teacher-parent relationships impact students' learning and well-being. These parent-involvement efforts help in establishing and fostering parent-teacher relationships, and include parents in educational interventions, which are significantly more effective than those without parent involvement.

## III ETHICAL VALUES

- (a) **Respect-** Teachers uphold human dignity and promote equality and emotional and cognitive development. In their professional practice, teachers demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment.
- (b) **Integrity-Honesty,** reliability and moral action are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions.
- (c) **Care-** Teachers' practice is motivated by the best interests of the pupils/students entrusted to their care. Teachers show this through positive influence, professional judgment and empathy in practice.
- (d) **Trust-**Teachers' relationships with pupils/students, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honesty.

## IV PROFESSIONAL RESPONSIBILITIES OF THE TEACHER

The following professional responsibilities must be adhered to by the teacher in carrying out his /her duties.

- (a) To be conscious of duty of caring the students in all educational activities.
- (b) To demonstrate the highest standards of professional behavior, exercise professional judgment and act in a courteous and sensitive manner when interacting with students, parents or caregivers, staff and the public;
- (c) To be conscious of the need for equitable treatment of all students, including those with disabilities or other special needs; meet the individual learning needs of students and assist each student to maximize his or her learning outcomes;
- (d) To manage and implement programs effectively for the children's protection and their welfare.
- (e) To undertake appropriate ongoing professional development to promote competence in curriculum development, delivery and evaluation, classroom management and teaching skills.
- (f) To comply with legislative and industrial requirements and the department's code of conduct, policies and procedures;
- (g) To comply with reasonable directions given by a supervisor/principal and adhere to the official guidelines regarding the performance of duties.

- (h) To implement the priorities of the department and the school to ensure the professional actions, government policy and departmental procedures and guidelines.
- (i) To be fare in exercising delegated responsibilities and to promote personal and professional development of staff.
- (j) To perform the duties efficiently, effectively and with honesty, integrity and fairness at all times.
- (k) To Ensure that decisions are made fare and conveyed promptly both within the department and to those students and members of the public who have a right to know;

## V JUSTIFICATION OF THE STUDY

A Positive and favorable attitude towards teaching and students makes the work of a teacher not only easier but also more satisfying and professionally rewarding. On the contrary, a negative and unfavorable attitude of a teacher makes the tasks harder, more tedious and unpleasant. A teacher's attitude not only affects his behavior in the classroom but also influences the behavior of his students. Moreover, effective and productive learning on the part of the students can be achieved by employing teachers with desirable positive attitudes or by shaping their attitude in the desired positive direction. Until and unless, teachers with positive frame of attitude are not engaged in the educational endeavors, no dramatic results can be expected on their behalf.

Today, teachers have to play multifarious roles which interrupt them in performing their roles and responsibilities in classroom teaching. Due to the involvement of teacher in various schemes like, mid-day meals, different elections, census etc.; they get over burdened and as a result, the educational environment of the institutions gets worsened. Hence, the need of the hour is to create a congenial environment in educational institutions for improved and enhanced learning among students. For creating this congenial environment in the institute ones, it is essential that the relationship among teachers and students should be healthy and appropriate. So the investigator wants to examine the attitude of elementary school teachers towards teaching.

## VI STATEMENT OF THE PROBLEM

Attitude of elementary School Teachers towards Teaching In Relation To Their qualification And Locale.

- (a) **Objectives of the Study**-The Present study was carried out by the investigator with following objectives.
- (i) To study the attitude of elementary school teachers towards teaching.
  - (ii) To study the attitude of elementary school teachers towards teaching in relation to their Qualification.
  - (iii) To study the difference in attitude of rural & urban elementary school teachers towards teaching.

(b) **Hypotheses of the Study**

- (i) The elementary school teachers have favorable attitude towards teaching.
- (ii) There is no significant difference between the attitude of graduate and postgraduate elementary school teachers towards teaching.
- (iii) There is no significant difference between the attitude of rural & urban elementary school teachers towards teaching.

(c) **Method of the study**

In the present study, descriptive survey method was used by the investigator.

(d) **Sample**

Simple random technique was used for taking sample. For the present study out of twenty two districts in Punjab, one district (Pathankot) was selected randomly taking 10 elementary schools (5 from rural area and 5 from urban area from the selected district) as a sample. Then four elementary school teachers (2male and 2 female) were selected randomly from each school. Thus 40 elementary school teachers were taken as sample for the present the study.

(e) **Tool used**

For the present study, Teacher's attitude scale towards teaching and teacher student relationship (2012) by ArtiAnand, Harbans Singh and Vishal Sood was used by the investigator.

(f) **Statistical techniques used**

Percentage, Mean, Standard Deviation & 't'-test.

(g) **Verification of Hypothesis**

- (i) **Hypothesis 1**- The elementary school teachers have favorable attitude towards teaching.

**Table 1**  
**Percentage of elementary school teachers in different Groups**

Group	No. of Elementary School Teachers	Percentage
High Attitude	37	46%
Average Attitude	3	.037%
Low Attitude	40	50%

(ii) **Interpretation**-Table 1 reveals that 46% of the Elementary School Teachers have favorable attitude towards Teaching .037% Elementary School Teachers have moderate attitude towards teaching and 50% Elementary School Teacher us have unfavorable attitude towards teaching. So, it is clear form table 1 that

majority of the elementary school teachers have unfavorable attitude towards teaching. Thus the Hypothesis is rejected.

(iii) **Hypothesis 2**-There is no significant difference between the attitude of graduate and postgraduate elementary school teachers towards teaching.

**Table 2**  
**Mean, S.D., S.E.D. and 't' value for attitude scores of rural and urban elementary school teachers**

Qualification	N	Mean	S.D	S.ED.	T-ratio	Significant at both level
Graduate	25	202.5	8.36	3.97	3.17	
Post Graduate	55	189.9	18.05			

A glance at table 2 reveals that means scores of graduate and post graduate elementary school teachers towards teaching are 202.5 and 189.9. Standard Deviation is 8.36 and 18.05. The t-ratio is 3.17 which are more than table value at both levels (.05.01). It indicates that there exists significant difference in the attitude of graduate and post graduate elementary school teachers towards

teaching profession. Therefore, it is concluded that graduate and post graduate elementary school teachers have no equal attitude towards teaching. Hence this hypothesis is rejected.

(iv) **Hypothesis 3**

There is no significant difference between the attitude of rural & urban elementary school teachers towards teaching.

**Table 3**  
**Mean S.D, S.ED and 't' ratio for attitude Scores of Rural and urban elementary School Teachers**

Locality	N	Mean	S.D	S.ED	T. Ratio
Rural	40	206	3.2	.76	6.6
Urban	40	201	3.6		

(v) **Interpretation**-A glance at table at 3 reveals that mean scores of rural and urban elementary school teachers towards teaching are 206 and 201. Standard Deviations are 3.2 and 3.6. The t- ratio is 6.6 which is more that table value at both level (.05.01). It indicates that there exists significant difference in the attitude of rural and urban elementary school teachers towards teaching. Therefore, it is concluded that rural and urban elementary school teachers have no equal attitude towards teaching. Hence, this hypothesis is rejected.

## VII MAJOR FINDINGS

- Majority of the elementary school teachers have unfavorable attitude towards teaching.
- There exists significant difference in the attitude of graduate and post graduate elementary school teachers towards teaching.
- There exists significant difference in the attitude of rural and urban elementary school teachers towards teaching.

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