

ATTITUDE OF ELEMENTARY SCHOOL TEACHER TOWARDS TEACHING IN HIMACHAL PRADESH

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Abstract

The present study was undertaken to assess the attitude of elementary school teachers' towards teaching. A sample of 125 teachers was drawn by using stratified random sampling technique from three district of Himachal Pradesh namely: Chamba, Kangra and Hamirpur. Attitude towards teaching was assessed by *Teacher Attitude Scale*(Goyal, 2012). One way ANOVA and t-test were used for analysis of the data. Research finding revealed that the most of the teachers' had favourable attitude towards teaching. No significant differences were found between attitude towards teaching in relation to gender, locale, type of school and teaching experience. But teachers' attitude towards teaching was found to be related to the perceived problems of teachers.

Keywords: Attitude, elementary school teachers, teachers' problems and teachers' attitude

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Introduction

The future of India depends on education and a teacher is the most important human resource who plays an important role in any educational system. It is said that no system of education is better than its teacher, because the quality of education depends upon the teacher who serve it (Panday, 1998). The whole process of education is shaped and molded by the teacher. Administration and management makes the policies but it is the teacher who implements these. A good teacher can certainly give best result out of the worst system (Parvez, 2010). It has been rightly said by an educationist Saraf (1997) that “there can be muddy teaching in marble halls and marvelous teaching in muddy walls”. This implies the fact that school does not mean simply infrastructure rather it is a learning environment where teacher plays an important role. Teachers have to shoulder the heavy responsibilities of nation building, and for this they have to be adequately prepared and possess favorable attitude towards teaching profession. The adequacy signifies development of adequate skills, dedication to teaching and determination for continuous growth and learning (Arshad, 2002). Attitudes of teachers play a crucial role in the teaching profession. Negative attitude of a teacher may have a negative impact on one’s teaching. Attitude is positive or negative feeling that an individual holds about any objects, persons or ideas. Attitude is important to understand human behaviour. To define what exactly an attitude is many attempts have been made in literature. Generally, it is defined as a complex mental state involving beliefs. Hussain, Ali, Khan, Ramzan and Qadeer (2011) defined attitude as a response which can be positive or negative to any situation, events. Individual’s attitudes towards their profession have an effect on their performance. It is also acceptable for teaching profession because the attitudes and perceptions of a profession affects the perception of professional competence and achievement, teachers attitude towards their profession have a great importance in fulfilling the requirements of the profession (Durmusoglu, Yanik & Akkoyunly, 2009, Teizi & Tezci 2007). Luthians (1993) revealed that professional attitude serves in many valuable ways and knowing these attitudes can also serve as an important factor to develop a positive attitude. In simple words attitude is one’s inclination towards something. It is thought to be something inside the person and may be favourable or unfavourable towards a particular thing or object. Therefore, it is supposed that a teacher with a favourable attitude towards his/her profession would produce right type of youth (Shaheen, 2014), while a teacher’s negative attitude towards teaching profession, no matter the levels of subject knowledge and professional

training he/she has, may affect student' performance negatively (Passos, 2009). A teacher with the positive attitude towards teaching is considered better and becomes the popular figure among student, also brings the positive change in the life of their students. Development of positive attitude towards profession helps to developing creative thinking and motivate students (Celikoz and Cetin; 2004). So attitudes towards professions are one of the most important factors to be successful in the profession (Cakir, 2005).

Significance of the study

Attitude reflects man's behaviour and the teacher who thinks well of his or her profession is sure to contribute much towards the students and society. A numbers of studies on attitude towards teaching profession have shown that attitude towards teaching profession is related to success in teaching. Smith (1993) has summarized that the teachers' attitude affect teaching and teaching have an effect on student's attitude and their achievement. Teachers with favorable attitude towards teaching profession may contribute much to the profession and seek pleasure in continuing in the profession. They remained dedicated to the profession even if other factors are not favourable. Such a teacher is intrinsically motivated to remain in the profession and drive pleasure out of it. Teachers' favourable attitude towards teaching profession are likely to promote creative potentiality of students and bring desirable changes among students while unfavourable once may demote it. Attitude, since, plays an important role for the success in any profession and teaching being one of the most important professions for development of any nation the need to study the attitude of teachers towards their profession was realized. Luthans (1993) views that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot. The present study was taken to know about teachers' attitude towards teaching profession and the factors which contributes towards shaping up the attitude of teachers. Although attitude of people tend to be relatively stable, they can be modified to some degree, keeping this in view, those factors were to be found out which affect the attitude so that these might be manipulated to improve the attitude of teachers as it greatly affects the teaching learning environment, ultimately students' behavior and performance.

Objectives of the study:

1. To find out the attitude of elementary school teachers towards teaching.

2. To see the gender difference in attitude of elementary school teachers towards teaching.
3. To investigate the differences in attitude of elementary school teachers towards teaching in relation to locale of the schools.
4. To find out the difference in attitude of elementary school teachers towards teaching in relation to age of teachers.
5. To examine the attitude of elementary school teachers towards teaching in relation to their teaching experience.
6. To study attitude of teachers towards teaching in relation to their perceived problems in schools.

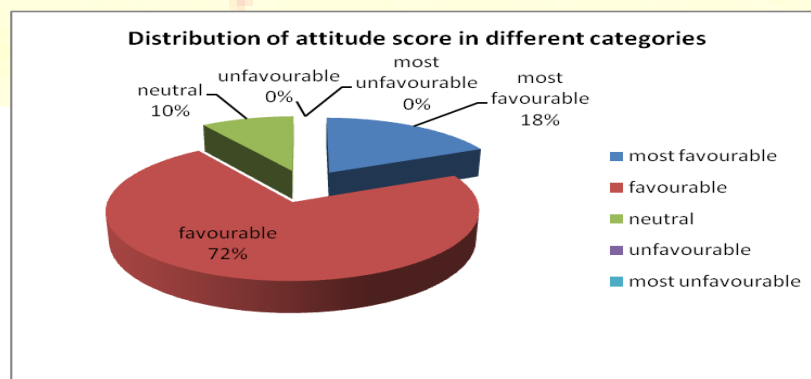
Method

The present study was descriptive in nature. By using multi-stage random sampling, 125 teachers from three districts of Himachal Pradesh (Chamba, Kangra and Hamirpur) were selected. To collect the requisite data from the sample, the investigator used two tools. *Teacher attitude scale* by Goyal (2012) was used to assess the attitude of elementary school teachers towards teaching and a questionnaire on *Problem encountered by elementary school teacher* was used to assess the problems faced by the teachers. For analysis of data, one way ANOVA, t-test, and Pearson product moment correlation were employed. 9 8

Results and Interpretation:

After the applying these statistical techniques on the collected data from 125 elementary teacher following results were obtained:

Figure 1: Distribution of attitude score in different categories:



The data given in figure depicts that 18% teachers had most favourable attitude, 72% had favourable attitude, 10% had neutral attitude and none of the teacher had unfavourable attitude towards teaching. Therefore, it may be said that most of the teachers in elementary schools of Himachal Pradesh had favourable attitude towards teaching.

Attitude of Male and Female teachers towards teaching

Table 1: Showing t-test for Attitude of teachers towards teaching with respect to Gender

Gender	N	Mean	SD	SEM	SED	t-value	Result
Male	66	3.83	.744	.092	.139	.606	Not Significant
Female	59	3.74	.807	.105			

The t-ratio (0 .606) as shown in the Table 1 is less than the critical value of t at .05 level of significance (1.96). It implies that no significant difference exist in attitude of male and female teachers towards teaching. This finding is in consonance with previous researchers like Annamalai (2000), Parvez and Shakir (2013) who also found that men and women teacher did not differ in attitude towards teaching whereas Dodeen, Ibrahim & Emad (2003); Bairagya (2010); Hussain, Ali, Khan, Ramzan and Qadeen (2011); Barwal (2011) found that a significant difference in attitude of male and female teachers towards teaching profession with female teachers having more favourable attitude towards teaching.

Attitude of Rural and Urbanschools teachers towards teaching

Table 2: Showing t-test for Attitude of teachers towards teaching with respect to Locale

Locale	N	Mean	SD	SEM	SED	t-value	Result
Rural	93	3.79	.756	.078	.159	.099	Non Significant
Urban	32	3.77	.830	.147			

As depicted in Table 2 that calculated value of t (.099, $p > .05$) is not significant, therefore, it may be said that teachers of rural elementary schools do not differ in their attitude towards teaching from their counterparts in urban schools.

The findings of previous researchers presented mixed trends as Annamalai (2000) found no significant difference in attitude of rural and urban school teachers towards teaching whereas

Barwal (2011) found significant difference in attitude of rural and urban secondary school teachers towards their teaching profession.

Teachers' attitude towards teaching in relation to their Age

For calculating ANOVA, teachers were divided into four groups on the basis of their age, namely, below 30 years, 30 – 39 years, 40 – 49 years and above 50 years.

Table 3: Showing ANOVA for Attitude of teachers towards teaching with respect to Age

	Sum of squares	df	Mean Square	F	Sig.
Between Groups	1.275	3	.425	.707	.549
Within Groups	72.725	121	.601		
Total	74.000	124			

As shown in table 3, F-ratio came out to be .707 which is not significant at .05 level of significance. It implies that no significant difference exist in teachers' attitude towards teaching on the basis of their age. This result is accordance with the results by Pandey and Maikhviri (1999) that age of teachers was not a differentiating factor in attitude towards teaching.

Teachers' attitude towards teaching on the basis of their Teaching Experience

To see the difference in attitude of teachers in relation to their teaching experience, they were divided in to four groups with respect to their teaching experience in terms of years spent in job, namely, below 5 year, 6 – 10 year, 11 – 15 year and above 15 years.

Table 4: Showing ANOVA for attitude of teachers towards teaching with respect to Teaching Experience

	Sum of squares	df	Mean Square	F	Sig.
Between Groups	1.669	3	.556	.931	.428
Within Groups	72.331	121	.598		
Total	74.000	124			

It is evident from the value of F as shown in table 4 is .931, which is not significant at .05 level of significance. It shows that no significant difference exist in the attitudes of teachers with different

range of teaching experience towards teaching. This result is found to be in congruence with the findings of Pandey and Maikhvir (1999) who also reported that there was no significant difference between teachers with differing teaching experience in their attitude towards teaching.

Relationship between attitudes of teachers towards teaching with their perceived problems

Table 5: Showing correlation for attitudes of teachers towards teaching with their perceived problems

Attitude towards teaching and teachers problems	N	r	Remarks
	125	.189	Significant

*Significant at .05 level

The coefficient of correlation ($r = .186$) as shown in table 5 convey that there is a significant relationship between attitude of teachers' toward teaching and their perceived problems. It shows that the teachers who had favourable attitude towards teaching have less problems and teachers with unfavourable attitude towards teaching encountered more problems or it could be other way round i.e. teachers who encounter lesser problems in schools have more favorable attitude.

To summarize the result of present study it may be said that all the teachers possess favorable attitude towards teaching. Attitude of teachers towards teaching is not related any of the four factors, namely, gender, age, teaching experience of teachers and locale of the schools but the problems faced by the teachers and their attitude towards teaching showed positive significant relationship.

Conclusion

The attitude of teachers towards teaching profession is very important for the teaching performance as well as performance of students. Perceived problems of teachers affect the teachers' attitude towards teaching which consequently may have an influence on students' performance. So there is dire need for administration to pin point the problems faced by teachers and resolve these. Administration need to provide proper facilities and look into other requirements of teachers and establish a motivating environment for teachers which directly and indirectly affects the whole teaching learning process.

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