



A STUDY ON THE ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION IN VARANASI DISTRICT OF UTTAR PRADESH

Dr. O.P. Singh, Professor in Faculty of Commerce B.H.U., Varanasi (Uttar Pradesh)

Sandeep Kumar Singh, Research scholar under the supervision of Prof. O.P. Singh, Faculty of Commerce B.H.U., Varanasi (Uttar Pradesh)

Abstract: *Teaching is very noble and pious profession. It is termed as the profession of the prophets. Teacher is a pivot of educational system and occupies a prominent position in the teaching learning process. Teaching being a dynamic activity requires a favorable attitude and certain teaching competencies from its practitioners. Teachers' proficiency depends on the attitude she/he possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. Teacher's attitude towards the profession directly impacts the student's achievement. Primary school education is considered as the foundation stone of education in every country and in developing countries like India, its place is very crucial for the positive and desirable changes in the behavior of the students as it demands a clear set of goals love for profession and obviously a more favorable attitude towards the profession. Attitude being a social construct is influenced by many factors like gender, age, educational qualification, stream of education, boards of school and previous experience of the job. What bearing the gender, educational qualification, boards of school and stream of education has on the attitude of primary school teachers towards teaching profession to throw light on this study was conducted to assess the attitude of primary school teachers towards teaching profession using a readymade tool.*

Keywords: *pious profession, teaching competencies, teacher's proficiency, attitude, achievement, foundation stone*

INTRODUCTION

Education is considered to be play a very important role in any country both developed and developing alike. No country can dream of increasing the socio-economic status of its population with not a strong educational system. Hence, there is need for improving the quality of primary education. But, unfortunately in India, to-day, the socio-economic status and the professional status of teachers is low. Especially, at the primary level it falls much



below the standards despite many efforts undertaken to improve it. Primary education is the stepping stone for the progress of the educational system in the country, therefore, the role of primary school teachers assumes greater significance in deteriorating scenario of primary education. A competent and committed teachers can bring the entire world in the classroom. "Until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good educational system. Teacher should be the best minds in the country (Dr. S. Radhakrishnan)." To be an effective teaching along with teaching competency, proper attitude of teacher towards teaching is important. A good education system can flourish if two conditions are satisfied. The teacher must pay attention to the entire complex organism. He is concerned with the development of the whole child- intellectual, emotional, socially, spiritually and in some degree, physically where the attitude of a teacher plays a significant factor towards the profession. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding whereas negative unfavorable attitude makes the teaching task harder, tedious, and unpleasant. Thus effective and productive learning on the part of pupils can be achieved only by teachers with desirable attitudes and positive work commitment. Attitude is a noun and it means 'a way of thinking', 'a way in which body is held' and in informal sense 'self-confident or aggressive behavior' (Stevenson, Elliot & Jones, 2002). Thurstone (1946, p. 39) has defined attitude as the degree of positive or negative affect associated with some psychological object. Therefore, it is supposed that a teacher with a favorable 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 s/he has, may affect students' performance negatively (Passos, 2009). Teachers who are generally unenthusiastic about the teaching profession (i.e. having a negative job orientation) reported in one study, that they were more distressed about their teaching situation than were teachers who were enthusiastic (Litt & Turk 1985, p.180). The present study is based on primary teachers "well began is half done" is a well-known maxim. The entire super structure of the educational set up of a nation rests upon primary education.



JUSTIFICATION OF THE STUDY

Primary education is the foundation stone of an educational system in India and quality of primary education depends upon the quality of teachers. Recent modern trends and changing times have added some new dimension to this profession, which requires specified teaching competencies and right attitude. Behavior, attitude and interest of teacher help in shaping the personality of the student. The teachers are the most important factor in society and in educational system. The professional attitude is very important for improving the quality of primary education .Hence the primary school teachers especially deserve the attention of the investigation because the primary education is the foundation stone of educational system. So investigator decides to conduct research on Attitude of primary school teachers towards teaching profession.

STATEMENTS OF THE PROBLEM

A problem selected for the present investigation is “A study of the Attitudes of Teachers towards teaching profession in Varanasi district of Uttar Pradesh.”

RESEARCH QUESTIONS

- a) Is there a significant difference in attitude towards teaching profession between male and female teachers?
- b) Is there a significant difference in attitudes towards teaching profession between the teachers with respect to their educational qualification?
- c) Is there significant differences in the attitudes of teachers towards teaching profession between the teachers with respect to educational stream?
- d) Is there significant differences in the attitudes of teachers towards teaching profession with respect to boards of school?

OBJECTIVES OF THE STUDY

1. To find out the difference between the attitude of male and female primary school teachers towards teaching profession.
2. To find out the difference between the attitude of arts and science groups of primary school teachers towards teaching profession.
3. To find out the difference between the attitude of primary school teachers towards teaching profession on the basis of educational qualifications (graduation/post-graduation).



4. To study the difference in the attitude of primary school teachers towards teaching profession with respect to board of school (C.B.S.E. and U.P. board schools of Varanasi district).

HYPOTHESIS OF THE STUDY

On the basis of the above objectives, following null hypothesis has been formulated:

- Ho1- There exist no significant difference in attitude between male and female primary school teachers towards teaching profession.
- Ho2- There is no significant difference in attitude between the primary school teachers towards teaching profession on the basis of educational stream (arts/science group).
- Ho3- There is no significant difference in attitude of primary school teachers towards teaching profession on the basis of educational qualifications (graduation/post-graduation).
- Ho4- There is no significant difference in attitude of primary school teacher's attitude towards teaching profession with respect to board of school (C.B.S.E. and U.P. board schools of Varanasi district).

DELIMITATIONS OF THE STUDY

(A) Geographical Area

The investigation was delimited to only Varanasi district of Uttar Pradesh.

(B) Level of Profession

The study was restricted to the primary school teachers of the Varanasi district.

REVIEW OF RELATED LITERATURE

The related literature works as a guidepost in regard to the quantum of work done in the field, also enables the researcher to perceive the gap and lacuna in the concerned area of work done. It acts as a lighthouse to discover what is already known, are the pitfalls of the previous studies and also widens our outlook, knowledge, insight and experience with regard to the subject. The study relevant to teachers' attitude towards teaching in general and to the present research problem in particular has been reviewed as follows:

- Mathai (1992) in his study emphasized that attitude towards profession and successes in teaching are correlated to each other.



- Cornelius (2000) conducted a study entitled, 'Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees' and revealed that intelligence, attitude towards teaching and academic achievement of teacher trainee cast impression on their competence.
- Trivedi (2001), "Assessing Secondary School Teachers' attitude towards teaching profession." This study found that most of secondary school teachers irrespective of their gender, medium or subject stream don't have favorable attitude towards teaching profession. Male and female teachers life differ significantly in their professional attitude as female possess more favorable professional attitude than male. The Arts subject stream teachers are more positive in their attitude towards teaching profession and differ significantly from than their counterparts i.e. Science stream teachers.
- Bhalla, A, Jajoo, U. N. & Kalantri, S. P. (2002) [9], "Attitude of teachers towards teaching." The result of the study indicates that the study group has predominantly positive attitude for teaching act. This positive attitude helps the teachers to be role model for the future generation of students.
- Gender and type of training are the paramount factors influencing the attitude of the teacher (Oral, 2004; Bozdogan et al, 2007).
- Devi (2005) found that success in teaching field depends upon two prime factors attitude towards profession and job satisfaction.
- Suja (2007) conducted a study on Interaction effect of attitude towards teaching, interest in teaching and teaching experience of job commitment of primary school teachers. He reported that attitude towards profession, interest in profession and teaching experience influence job commitment of the teacher.
- Barwal (2011) in her study revealed that there exists significant difference in the attitude of male and female, graduate and post graduate, rural and urban secondary school teachers towards their teaching profession are correlated to each other.
- Theresal and Benjamin (2011) conducted a study on attitude towards teaching profession and self-esteem among student-teachers and revealed that male student-teachers and female student teachers had no significant difference their attitude towards teaching profession as well as self-esteem.



METHODOLOGY

The study has been conducted through descriptive survey method and is empirical in nature so that pertinent and precise information concerning the current status of phenomena could be obtained.

POPULATION OF THE STUDY

The population of the present study consists of all the primary school teachers working in Uttar Pradesh government primary schools and central government primary schools of Kashi Vidyapeeth block of Varanasi district.

SAMPLE AND SAMPLING PROCEDURE

90 primary school teachers working in Varanasi district of Uttar Pradesh were taken as representative sample of the whole population. The study was conducted on 90 primary school teachers. The total sample was drawn randomly from the whole population.

TOOLS USED

To assess the attitude of primary school teachers towards teaching profession the teacher attitude inventory developed by Dr. S. P. Ahluwalia has been used as a tool.

DESCRIPTION OF THE TOOL

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. Forty three items are meant to assess attitude in favorable direction and forty six in unfavorable direction. Likert continuum strongly, agree, undecided, disagree and strongly disagree has been provided for each item. The subjects responded by putting tick mark in the chosen alternative against the serial number of the attitude statement in the answer sheet. Though no time limit was assigned for recording responses on the answering Performa, yet primary school teachers were asked to complete it as soon as possible. Once the exercise was over the different categories were sorted out like Male/Female, PG/UG, C.B.S.E. /U.P. BOARD and Science/Arts.



SCORING PROCEDURE OF TAI

Each item alternative of TAI is assigned a weight ranging from '4' (strongly agree) to '0' (strongly disagree) for favorable items. In case of unfavorable items range of weights is reversed i.e. from '0' (strongly agree) to '4' (strongly disagree). The total score of TAI is the sum of attitude score on all the sub scales. The theoretical range of score is from 0 to 360.

A score of 0-90 shows unfavorable attitude towards teaching profession, as one score it, when he strongly agree or agree on an unfavorable item (score 0 or 1) or strongly disagree or disagree on a favorable item (score 0 to 1).

A score of 90-180, indicates neutral attitude of a person as, he scores it by responding to 'undecided' alternatives, (score 2).

Favorable attitude towards teaching profession is shown by the range of score 180-270, while more strong attitudes are shown by range 270-360, as person scores it by responding to agree (score 3) or strongly agree (score 4) alternative of the statement.

DATA ANALYSIS TECHNIQUES

Mean, Standard Deviation and t- test was used to compare two groups and analyze the collected data and verify the hypotheses.

DATA ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data in order to achieve the objectives of the study and testing the null hypothesis formulated on the basis of analysis of data. For this, researcher breakdown the samples of primary school teachers according to sex, educational discipline, educational qualification and type of school in the below tables:

Table 1

S.NO.	GROUPS	NUMBER	MEAN	S.D.	t-VALUE	SIGNIFICANT/NOT SIGNIFICANT
1	Female	38	196.18	22.90		
					4.595	SIGNIFICANT
2	Male	52	173.32	23.87		

Analysis: Table 1 shows that the difference in mean score between the two is 22.86 and t-value is 4.595 ,which is significant at 5% level which implies that difference in attitude towards teaching profession is present between female & male primary school teachers.

Therefore, null hypothesis is rejected, showing that sex affect the attitude of primary school teachers towards teaching profession.



Table 2

S.NO.	GROUPS	NUMBER	MEAN	S.D.	t-VALUE	SIGNIFICANT/NOT SIGNIFICANT
1	POST	48	195.29	23.33		
					6.067	SIGNIFICANT
2	NON-POST	42	168.90	21.44		

Analysis: Table 2 shows that the difference in mean score between the two is 26.39 and t-value is 6.067, which is significant at 5% level which implies that difference in attitude towards teaching profession is present between post graduate & non post graduate primary schoolteachers.

Therefore, null hypothesis is rejected, showing that Post graduate primary school teachers have more positive attitude towards teaching profession than graduate primary school teachers.

Table 3

S.NO.	GROUPS	NUMBER	MEAN	S.D.	t-VALUE	SIGNIFICANT/NOT SIGNIFICANT
1	ARTS	50	195.64	22.97		
					4.576	SIGNIFICANT
2	SCIENCE	40	167.15	20.39		

Analysis: Table 3 shows that the difference in mean score between the two is 28.49 and t-value is 4.576, which is significant at 5% level which implies that difference in attitude towards teaching profession is present between Arts & Science primary school teachers.

Therefore, null hypothesis is rejected, showing that Arts teachers have more positive attitude towards teaching profession than Science teacher of primary schools.

Table 4

S.NO.	GROUPS	NUMBER	MEAN	S.D.	t-VALUE	SIGNIFICANT/NOT SIGNIFICANT
1	C.B.S.E	45	195.93	23.94		
					5.44	SIGNIFICANT
2	U.P. BOARD	45	167.15	21.16		

Analysis: Table 4 shows that the difference in mean score between the two is 25.91 and t-value is 5.44, which is significant at 5% level which implies that difference in attitude towards teaching profession is present between C.B.S.E. & U.P. boards primary school teachers.

Therefore, null hypothesis is rejected, showing that C.B.S.E. school teachers have more positive attitude towards teaching profession than U.P. board primary school teachers.



CONCLUSION

Positive attitude of teachers towards their profession is crucial for effective teaching and learning process and for the professional growth of teachers also. Attitude being a dynamic entity gets influenced by variables like age, previous experience, beliefs, gender and stream of education. The present study also reveals the effect of four variable gender, stream of education, educational qualification and types of school on the attitude of primary school teachers towards teaching profession and found significant difference. Positive attitude of teachers towards their profession is crucial for effective teaching and learning process and for the professional growth of teachers also. So in order to improve the attitude of primary school teachers towards teaching profession, teachers should be involved in decision making process related to teaching learning process. Administration should also create conducive work climate to reduce stress and improve the attitude and work commitment among teachers. There should be an ample of opportunities for all the teachers in order to show their talents, creativity etc. leading to job satisfaction which is one of the major factor which affect attitude of teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- Teacher may be advised to improve their ability to teach they acquire mastery over the subject and to develop positive and favorable attitude towards teaching.
- This study can help the teachers to improve their ability to teach and acquire mastery over the subject and to develop positive and favorable attitude towards teaching.
- It is desirable on the part of recruitment authorities, managements and Government authorities to encourage young men and women not only with high talents potentialities and those with positive attitudes towards teaching and also recruit encourage those who have developed commitment and competitive spirit to their work, so that they strive for the betterment of education.
- This study can help the policy makers to draw such a plan to make the teachers more professionals so that education becomes qualitative.

RECOMMENDATIONS FOR FURTHER STUDY

- This study suggests that the attitude of teachers towards teaching profession must be tested on some other variables like age, rural-urban location, teaching experience



etc. it is also recommended that such type of study must be investigated outside of Varanasi District for its rationality. This study can be conducted in other primary schools.

- Similar studies can be done at various levels of education in India such as Colleges, Universities etc.
- The study also suggest to the future researcher to conduct research on teachers job satisfaction and work commitment which is a major factor which affect the attitude of primary school teachers towards teaching profession.

REFERENCES

1. Aggarwal JC. Teacher and Education in a developing society. Vikaspublishing house Pvt. Ltd, 1995.
2. Ahluwalia, S.P. (1978). Manual for Teacher Attitude Inventory. Agra: National Psychological Corporation.
3. Barwal, S.K. (2011). Attitude of secondary schoolteachers towards their teaching profession. *International Journal of Education and Allied Science*, 3(1), 1-200.
4. Best, J. W. & Kahn, J. V. (1996) *Research in Education*. Prentice Hall of India, New Delhi.
5. Bhalla A, Jajoo UN, Kalantri SP. Attitude of teachers towards teaching. *J Assoc. Physicians India*. 2002; 50:1405-8.
6. Bozdogan, A. E. Aydin D. & Yildirim, K. (2007). Teachers 'attitudes towards teaching profession. *Kirsehir, j. Educ.*8 (2); 83-97.
7. Cornelius, (2000). Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees. Unpublished M.Phil. Thesis, University of Kerala.
8. Devi, Usha, V. K. (2005). A study of role conflict, job satisfaction and select presage variables discriminating between successful and less successful Review 118 secondary school women teachers of Kerala. Unpublished PhD, University of Calicut.
9. Litt, M. D. & Turk, D. C. (1985) Sources of stress and dissatisfaction in experienced high school teachers. *Journal of Educational Research* 78, 3, 178-185.



10. Mathai, M. (1992). Some presage variables discriminating between successful and less successful secondary school science teachers of Kerala. Unpublished M.Phil. University of Calicut.
11. Passos, A. (2009). A comparative analysis of the teacher competence and its effect on pupil performance in upper primary schools in Mozambique and other Samedq countries (PhD thesis). University of Pretoria, Pretoria.
12. Shaheen, S.S. (2014). Attitude towards Teaching Profession: A Comparative Study among Trainee Teachers and Teachers Working in Secondary Schools in Aligarh Muslim University. *European Academic Research*. Vol. II, Issue 7 / October 2014. pp. 9866-9868.
13. Suja, K. (2007). Interaction effect of attitude towards teaching, interest in teaching and teaching experience of job commitment of primary school teachers. M.Ed. Thesis. University of Calicut.
14. Theresal, L. K. & Benjamin, A. E. W. (2011). Attitude towards teaching profession and self-esteem among student-teachers, *New Frontiers in Education*, 44 (3), 257-260.
15. Trivedi, Assessing secondary school Teachers' attitude towards teaching profession. *Journal of all India association for educational research*. Vol.231212/6, 2001.