

Factors Influencing Attitudes Toward Teaching in Secondary Schools

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ABSTRACT

The present investigation is an exploratory one which aims to compare male and female secondary school teachers on various dimensions of Attitude. A sample of 200 teachers of different secondary schools in District ferozepur of Punjab (100 male teachers and 100 female teachers) were selected randomly from various secondary schools. S.P. Alluwalia Teacher Attitude Inventory was used to collect the study revealed that there is a significant difference between Male and Female teachers on teaching attitude. It was found that Female teachers have favourable teaching attitude as compared to Male teachers.

I. INTRODUCTION

Education is considered to be play a very important role in any country both advanced and backward 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. Teacher is the most important factor in the reconstruction of education. But “Teaching is not every body's cup of tea” as Ruskin says “Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting by praise but above all by exercise”. The teacher by virtue of his position and role is one of the most important agent of the tranmission 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 the personality character, intellectual growth, attitudes, and values of the future citizens. In view of their crucial role, it is important for the society to provide the adequate equipment to enable them to meet the challenges of their task and Indian Society is no exception to it. But, unfortunately in India, to-day, the socio-economic status and the professional status of teachers is low. Specially, at the primary level it falls much below the standards despite many efforts undertaken to improve it. The quality of education as an academic study must be raised which can be one of the influential factor for school teaching to emerge as a profession on par with other established professions like Law, Medicine, Engineering etc.. Unless, teaching attains the status of high profession and teachers as professionals, it is vainful to harbor high expectations that we as people have from our teachers. and to have right attitudes towards their profession.

II. OBJECTIVES

The following objectives were formulated for the present investigation:

- To study the attitude towards teaching of male and female secondary school teachers.
- To compare the male and female secondary school teachers on their attitude teachers towards teaching.

III. HYPOTHESES

- There is a significant difference between male and female secondary school teachers on their attitude teachers towards teaching

IV. METHODOLOGY

- The descriptive Survey method was used in the present study. The sample of 200(100 male and 100 female) teachers was drawn randomly from various elementary schools of District Ferozepur of Punjab. The data for the present study was collected with the help of the S.P. Alluwalia Teacher Attitude Inventory. T-test were used to analysis the data.

V. ANALYSIS AND INTERPRETATION

Table 1: Showing mean comparison of Male and Female Teachers on Teaching Profession dimension of Teaching Attitude

Group	N	MEAN	S.D	T-VALUE	LEVEL OF SIGNIFICANCE
MALE	100	32.52	4.04	2.71	SIGNIFICANT AT 0.05 LEVEL
FEMALE	100	35.25	3.13		

Table -1 reveals that mean comparison between male and female teachers on Teaching Profession dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Teaching Profession’ of Attitude. As, mean score favours male Teachers (2.71) which shows that male teachers have better teaching profession than female teachers. Which implies that female teachers have genuinely feel teaching as the best occupation and a profession which develops personality and character. They firmly hold the view that teaching is one of the greatest stimulants for mental activities. They believe that if a teacher intends to live again, teaching is the choice to be preferred. They are of the opinion that the eager faces of the students inspire teachers to do the best.

Table 2: Showing the mean comparison of Male and Female Teachers on Classroom Teaching dimension of Teaching Attitude

Group	N	MEAN	S.D	T-VALUE	LEVEL OF SIGNIFICANCE
MALE	100	26.27	2.76	4.99	SIGNIFICANT AT 0.05 LEVEL
FEMALE	100	25.31	3.03		

Table- 2 reveals that mean comparison between male and female teachers on Teachers on Classroom dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Classroom Teaching’ of Attitude. As, mean score favours Female Teachers (4.99) which shows that Female Teachers possess better classroom teaching than Male Teachers. Which shows that female teachers hold the view that classroom is a source of social atmosphere where students hold respect for each other and a place where weak students can learn better by means of revision. They further believe that classroom teaching is highly affiliated with the social atmosphere. They firmly hold the view that classroom teaching can in calculate a feeling of self confidence among the students.

Table 3: Showing the mean comparison of Male and Female Teachers on Child Centered Practices dimension of Teaching Attitude

Group	N	MEAN	S.D	T-VALUE	LEVEL OF SIGNIFICANCE
MALE	100	40.99	4.35	3.79	SIGNIFICANT AT 0.05 LEVEL
FEMALE	100	42.99	3.50		

Table- 3 reveals that mean comparison between male and female teachers on Child Centered Practices dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Child Centered Practices’ of Attitude. As, mean score favours Female Teachers (3.79) which shows that Female Teachers have better child centered practices as compared to Male Teachers. They find homely and attractive environment of the schools as the only means to make pupils comfortable and less stressed. They believe that students should be given right to express disagreement to what a teacher says. They believe that students should be given authority to pose questions in the classroom which is related to their subject matters in order to clear their confusions.

Table 4: Showing the mean comparison of Male and Female Teachers on Educational Process dimension of Teaching Attitude

Group	N	MEAN	S.D	T-VALUE	LEVEL OF SIGNIFICANCE
MALE	100	37.64	5.35	2.39	SIGNIFICANT AT 0.05 LEVEL
FEMALE	100	40.99	4.89		

Table- 4 reveals that mean comparison between male and female teachers on Educational Process dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Educational Process’ of Attitude. As, mean score favours Female Teachers (2.39) which shows that Female Teachers have better educational process as compared to Male Teachers. They hold a firm believe on warm and friendly relationship between teachers and taught which plays vital role in making process of education effective. The results further reveal that secondary teacher educators oppose the view that “students should not be given freedom of learning according to their ways”. They consider free environment of students as the way of proper development and creativity.

Table 5: Showing the mean comparison of Male and Female Teachers on Pupils dimension of Teaching Attitude.

Group	N	MEAN	S.D	T-VALUE	LEVEL OF SIGNIFICANCE
MALE	100	35.09	4.11	6.39	SIGNIFICANT AT 0.05 LEVEL
FEMALE	100	37.99	4.99		

Table -5 reveals that mean comparison between male and female teachers on Pupil dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Pupils’ of Attitude. As, mean score favours Female Teachers (6.39) which shows that Female Teachers have better pupils as compared to Male Teachers. They find homely and attractive environment of the schools as the only means to make pupils comfortable and less stressed. They believe that students should be given right to express disagreement to what a teacher says. They believe that students should be given authority to pose questions in the classroom which is related to their subject matters in order to clear their confusions.

Table 6: Showing the mean comparison of Male and Female Teachers on Teacher dimension of Teaching Attitude.

Group	N	MEAN	S.D	T-VALUE	LEVEL OF SIGNIFICANCE
MALE	100	29.28	4.15	2.89	SIGNIFICANT AT 0.05 LEVEL
FEMALE	100	33.16	4.99		

Table- 6 reveals that mean comparison between male and female teachers on Teacher dimension of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on ‘Teacher’ of Attitude. As, mean score favours Female Teachers (2.89) which shows that Female Teachers are better teachers as compared to Male Teachers. They believe that everyone pays attention to the sayings of a teacher. They believe that qualities of teachers have a direct effect on character development of a child. They think that teacher must acquire leadership quality as they are the future builders of a nation.

Table 7: Showing the mean comparison of Male and Female Teachers on Overall of Teaching Attitude.

Group	N	MEAN	S.D	T-VALUE	LEVEL OF SIGNIFICANCE
MALE	100	206.06	24.99	3.79	SIGNIFICANT AT 0.05 LEVEL
FEMALE	100	210.98	23.94		

Table-7 reveals that mean comparison between male and female teachers on overall of Teaching Attitude. The results of the table revealed that there is a significant mean difference between male and female Teachers on Teaching Attitude. As, mean score favours Female Teachers (3.89) which clearly indicates that Female Teachers have favourable teaching attitude as compared to Male teachers. They found more competent and they hold firm believe that classroom practice is a means of discipline and freedom of expression should be given due importance. They believe that group activities add a sense to cooperative environment. They often feel pride for being teachers. In the light of the above analysis, the hypotheses stands accepted.

VI. CONCLUSIONS

On the basis of the data analysis, It was found that there is a significant difference between Male and Female teachers on teaching profession of teaching attitude. Male teachers were found to have better attitude towards teaching profession than Female teachers. Further it was found that there is a significant difference between Male and Female teachers on classroom teaching of teaching attitude. Female teachers were found to have better attitude towards classroom teaching than Male teachers. It was also found that there is a significant difference between Male and Female teachers on child centered practices of teaching attitude. Female teachers were found to have better attitude towards child centered practices than Male teachers. There is a significant difference between Male and Female teachers on educational process of teaching attitude. Female teachers were found to have better attitude towards educational process than Male teachers and It was found that there is a significant difference between Male and Female teachers on pupils of teaching attitude. Female teachers were found to have better attitude towards pupils than Male teachers. There is a significant difference between Male and Female teachers on teacher of teaching attitude. Female teachers were found to have better attitude towards teacher than Male teachers. Lastly it was found that there is a significant difference between Male and Female teachers on teaching attitude. It was found that Female teachers have favourable teaching attitude as compared to Male teachers.

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