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Attitude of TET qualified lower primary school teachers' towards teaching: A study in the Dhekiajuli elementary educational block

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Abstract

"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)." The quality of teachers is, to large extent, determined by who are attracted to enter the profession and how they are trained. The community expects teachers to be highly subject-competent and proficient in pedagogy. Teacher's success is determined not only by their skills and techniques of teaching but also by their personal qualities and ethics of teaching profession. So, a teacher should have constructive and encouraging attitude towards teaching because it makes works the work easier, gratifying and professionally rewarding. Primary education is the stepping stone for the progress of the educational system in the country. In this regard, Right to Education Act-2009 or The Right of Children to Free and Compulsory Education Act is an important attempt in our country. The present study is an attempt to study the level of attitude towards teaching among the TET qualified teachers and also to find out the rural-urban as well as gender differences in attitude among the TET qualified teachers towards teaching. The sample of the study comprised of 22 schools from both rural and urban areas from Dhekiajuli elementary educational block and to make equal or near equal number of sample 7% from rural area and 60% from urban area of the total population of TET qualified teachers were selected as sample. Descriptive survey method and stratified random sampling have been used. For the present study "Teacher's Attitude Scale towards teaching and teacher student relationship by Dr. (Mrs.) Arti Anand (H.P), Prof. Harbans Singh (H.P), Dr. Vishal Sood (IGNOU). Data's were analyzed by using descriptive statistics such as mean, Standard deviation etc. and inferential statistics such as t test, chi square etc. The result of the study revealed that there are differences in the levels of attitude among the TET qualified teachers' towards teaching though no significant differences are found in locality and between male-female teachers.

Keywords: TET qualified, primary school teachers, educational block, educational system

Introduction

Teaching means disseminating of knowledge and experiences accumulated by an individual. For a better classroom transaction an effective approach or teaching is highly needed. 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. First is the constant updating and refinement in knowledge and second is equipping teachers with positive attitude towards their profession. Developing a positive attitude towards teaching profession has a constructive impact on all factors related to the teachers.

To a great extend attitude is acquired characteristics. A person develops some attitude in coping with various problems he faces. An individual may develop favourable or positive attitude towards objects that satisfied needs and unfavourable or negative attitude towards which obstruct the satisfaction of the individual's needs. So, it is defined as a complex mental state involving beliefs. Anastasia (1957) ^[12] defines attitudes as "a tendency to react in a certain way towards a designed class of stimuli. People's attitude towards their profession has an effect on their performance. It is usually related with enjoying the profession, complete dedication to their profession, and being aware that profession is socially useful and believing that they need to improve the profession. A good teacher with proper attitude, behaviour and personality traits can motivate, inspire and make students lots from his/her

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teaching.” A teacher with a positive attitude towards teaching is considered better and becomes popular figure among the students. Therefore, it needs determining positive Attitudes of teachers’ towards their profession and but when it’s negative, it is important to encourage them to take a more positive attitude. So, teachers must develop proper and positive attitudes towards their profession to bring a positive change in the education system.

Primary Education and TET

Primary education is considered as the fundamental education. It gives shape to the future generation. So, to make primary education foundation of the education system there is requirement of competent and committed teachers along with positive teaching attitudes. The teachers of primary schools should have a minimum capacity to manage their classes. In this regard training programme is necessary. In Assam the Right to Education Act (RTE-2009) came into force on April 1, 2010. In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) had vide Notification dated 23 August 2010 and 29 July 2011 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. Therefore, it is necessary to know whether the newly appointed TET qualified teachers have adequate teaching attitude or not. The present study is thus an attempt to understand the level of teaching attitude of the TET qualified teachers considering the variables as rural/urban, male/female etc.

Statement of the Problem

The present study has been stated as “Attitude of TET Qualified Lower Primary School Teachers’ towards Teaching: A Study in the Dhekiajuli Elementary Educational block.” It is designed to understand how the attitude of TET qualified teachers towards teaching varies according to locality and gender wise.

Objectives of the Study

1. To study the level of attitude towards teaching among the TET qualified lower primary school teachers’.
2. To find out the differences in teaching attitude among the rural-urban TET qualified teachers’.
3. To find out the differences in the level of teaching attitude of TET qualified male-female teachers’.

Null Hypotheses

Ho1: There is no significant difference in the level of attitude among the TET qualified teachers’ towards teaching.

Ho2: There is no significant difference in the attitude among the TET qualified teachers’ towards teaching working in rural and urban area.

Ho3: There is no significant difference in the attitude among the male and female TET qualified teachers’ towards teaching.

Delimitation of the study

To study the attitude of TET qualified teachers’ towards teaching in the Sonitpur district of Assam would be time

taking. So, the investigator has delimited to the TET qualified teachers appointed at the lower primary schools at Dhekiajuli Elementary educational block (out of total 7 blocks) of Sonitpur District only.

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: Trivedi (2001) ^[14], “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 favourable attitude towards teaching profession. Male and female teachers life differ significantly in their professional attitude as female possess more favourable 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.

Ahmad, A. and Sahak, R. (2009) ^[3], “Teacher-student attachment and teachers’ attitudes towards work.” The result reveals that student’s communication with teachers improves classroom atmosphere and teachers who communicate effectively with their students can give them appropriate subject knowledge and receive feedback from students.

Ustuner, M, Demirtas, H, Comert & Melike (2009)^[16] “The attitudes of prospective teachers towards the profession of teaching.” The result of the study showed that a significance difference was observed between the attitudes of prospective teachers with intrinsic motivations towards the profession of teaching. Other variables for which significant differences were observed include gender, the type of the department/programme they study, the order of the programme in the University Entrance Examination preference list and the SES of the neighbourhood and family they live in.

Belagali, H. V. (2011), ^[7] “A study of attitude towards teaching profession in relation to type of management and teaching experience of secondary school teachers.” The result of the study revealed that the private secondary school teachers have higher attitude towards teaching profession as compared to govt. secondary school teachers. Moreover, the teachers of secondary schools who belong to 26th years of teaching experience have higher attitude towards teaching profession as compared to teachers of secondary schools who belong to 1-15 years / 16-25 years of teaching experience

Choudhry, A. H, Ahmed, G. A. and Iqbal, J. (2011) ^[10] “A study of the attitudes of the teacher educators towards Pre-Service Teacher Education Programme in Pakistan.” The study revealed that there is significant difference among the attitude perception of teacher educators on selected variables

i. e. age, gender, residence, institutions, province, academic qualification, professional qualification, teaching experience and administrative experience.

Trivedi, R.P. (2012) [15], “A study of attitude of teachers towards teaching profession teaching at different levels.” The result shows that primary, secondary, higher secondary and college teacher – all these teachers are having high attitude towards teaching profession. Moreover, attitude of secondary school teachers are more stable and reliable compare to teachers of other levels. Besides these, there is no any effect of primary, secondary and higher-secondary teachers in attitude towards teaching profession.

Babu, B. P. and Raju, T. J. M. S (2013) [5] “Attitude of student teachers towards their profession.” This study was conducted to examine the attitude of student teachers towards their profession in Vizianagram District of Andhra Pradesh, India. The result of the study reveals that there is significance difference in gender and subject of study.

Banerjee, S. and Behera, S. K. (2014), [6] “An investigation into the attitude of the secondary school teachers towards

teaching profession in Purulia Dist. of West-Bengal.” It was found that the attitude of secondary school teachers of Purulia Dist. of West-Bengal is neither more favourable nor unfavourable towards teaching profession, i.e. satisfactory or average in attitude towards teaching profession.

Methodological Approach

The study has been conducted through Descriptive Survey Method so that pertinent and precise information concerning the current status of phenomena could be obtained. The main characteristic of this method is that the researcher has no control over the variables; it can only report what has happened or what is happening.

Population

The population of the study consists of all the TET qualified teachers working in different lower primary schools in Dhekiajuli Block of Sonitpur District of Assam.

Table 1: Number of Schools and Teachers in Dhekiajuli Block and Locality Wise

Elementary Educational Block	Number of Lower primary Schools	Number of Rural Schools	Number of Urban Schools	Lower primary TET qualified teacher working in rural area			Lower primary TET qualified teacher working in urban area			Total R+U
				Male	Female	Total	Male	Female	Total	
Dhekiajuli	464	442	22	246	216	462	32	20	52	514

(U-Urban & R-Rural)

Sample

Sample for the present study has been selected on the basis of stratified random sampling. However, for selection of sample schools in both rural and urban areas it is found that the numbers of schools in rural and urban areas are widely varies. As such while selecting the schools all the 22 schools of urban areas were selected on the basis of saturated sampling. In order to make appropriate comparison similar

Numbers of schools from rural areas were selected for the present study. Moreover, selection of sample was divided into four strata i.e. rural teacher, urban teacher, male teacher, female teacher. Therefore, 7% of total population of TET qualified teachers from rural and 60% from urban areas were selected as sample.

Table 2: Locality and Gender wise distribution of Sample

Name of the Elementary Education Block	Block wise no of Rural L.P schools	Lower Primary TET qualified Teacher working in rural area (7%)			Block wise no of Urban L.P schools	Lower Primary TET qualified Teacher working in urban area (60%)			Urban-Rural Total
		Male	Female	Total		Male	Female	Total	
Dhekiajuli	22	17	15	32	22	20	12	32	64

Tools used

Teacher’s Attitude Scale towards teaching and teacher student relationship by Dr. (Mrs.) Arti Anand (H.P), Prof. Harbans Singh (H.P), Dr. Vishal Sood (IGNOU) was used to collect the data. There are total 52 items in this scale and items are distributing in different dimensions. This scale is a self-administering scale and self-reporting five point scale. The score on the scale can range from 52 to 260. The higher

the score on the scale will reflect favourable attitude and Vice-versa. The reliability of the attitude scale was determined by employing two methods. The test retest reliability coefficient is 0.896 and the split half reliability coefficient is 0.762. Moreover, the criterion related validity was found 0.736.

Analysis and Interpretation of Data

Table 3: Percentage of norms for level of Attitude of Lower Primary TET Qualified Teachers’ towards teaching.

Sl. No.	Range of Raw Scores	Range of Z Scores	Level of Attitude	Percentage of norms
1	213 & above	+2.01 and above	Extremely Favourable	4.69
2	206 to 212	+1.26 to +2.00	Highly Favourable	4.69
3	192 to 205	+0.51 to+ 1.25	Above Average Favourable	15.62
4	177 to 191	-0.50 to +0.50	Moderately Favourable	48.44
5	166 to 176	-0.51 to -1.25	Unfavourable	15.62
6	155 to 165	-1.26 to -2.00	Highly Unfavourable	7.81
7	154 & below	-2.01 and below	Extremely Unfavourable	3.12

The above table No-3 shows the range of raw scores along with the range of Z scores of different levels of attitudes. It also shows the percentage of Lower primary TET qualified teachers in different levels of attitude towards teaching. From the table it has found that 43.44% of TET qualified teachers have moderately favourable attitude towards teaching. On the other hand 4.69% have found extremely favourable and whereas 3.12% have unfavourable attitude towards teaching among the lower primary TET qualified teachers. The

Remaining ranges have found below or above the moderately favourable scores. Therefore, it can be said that most, i.e. 43.44% of lower primary TET qualified teachers have moderately favourable attitude towards teaching. On the basis of raw scores calculated the investigator has applied chi square test to find out the level of significance in the attitude of TET qualified teachers towards teaching. The calculated chi square value with degrees of freedom is shown in the following table-4.

Table 4: Level of Teaching Attitude among the Lower Primary TET Qualified Teachers

Sl. No.	Level of Teaching Attitude	Grade	No's	df	Chi Square
1	Extremely Favourable	A	3	6	64.42
2	Highly Favourable	B	3		
3	Above Average Favourable	C	10		
4	Moderately favourable	D	31		
5	Unfavourable	E	10		
6	Highly Unfavourable	F	5		
7	Extremely Unfavourable	G	2		
Total				64	

df =6 Chi-Square (Table value) at 0.05=12.59

The above table no 4 reveals the levels of teaching attitude among the lower primary TET qualified teachers. Among the TET qualified teachers most have found moderately favourable than other levels attitude towards teaching. The calculated *chi*-square value 64.42 with *df* 6, is found significant at both 0.05 and 0.01 level. Hence, the formulated

null hypothesis: there is no significant difference in the level of attitude among the TET qualified teachers towards teaching, is rejected here. Therefore, it can be said that there are significant differences in the level of attitude among the lower primary TET qualified teachers' towards teaching.

Table5: Differences between Rural and Urban Lower Primary TET Qualified Teachers in Teaching Attitude

Sl. No.	Variables	N	Mean	SD	MD	df	SE _d	t-value
1	Rural	32	205.34	18.24	2.87	30	4.65	0.62
2	Urban	32	202.47	18.97				

The above Table-5 reveals that the mean value of teachers' attitude towards teaching scores of rural area working is 205.34 with standard deviation of 18.24 and that of the urban is 202.47 with a standard deviation of 18.97. Moreover, the difference between two mean is found 2.87. This indicates that, there is a significant difference in between mean of teaching attitude scores of rural and urban area working teachers'. But to establish significance of this finding when,

't' test is applied the calculated value 0.62, found insignificant at both 0.05 and 0.01 level. Therefore the null hypothesis, which states that "There is no significant difference in the attitude among the TET qualified teachers towards teaching working in rural and urban area," is accepted here. Thus, no significant difference is found between TET qualified teachers' working in rural and urban area in their attitude towards teaching.

Table 6: Difference between Male and Female Lower Primary TET qualified Teachers in Teaching Attitude working in rural area.

Sl. No.	Variables	N	Mean	SD	MD	df	SE _d	t-value
1	Rural Male Teaching Attitude	17	198.06	18.02	-1.67	30	5.77	-0.29
2	Rural Female Teaching Attitude	15	199.73	14.60				

From Table 6 it is observed that there are differences in teachers' attitude towards teaching among the male and female TET qualified teachers' working in rural area of Dhekiajuli educational block; the Table shows 198.06 and 199.73 mean scores of male and female teachers' working in rural area respectively. Similarly the standard deviations of the same groups are found 18.02 and 14.60, whereas the standard error of difference between two means is obtained 5.77 and mean difference is -1.67. Thus it shows precise picture that there is a lean difference between male and

female teachers' of rural area in their attitude towards teaching. When *t*-test is applied to know the significance of difference between two mean it is found -0.29, which is not significant at both 0.05 and 0.01 levels. From this we can infer that there is no significant difference between male and female TET qualified teachers' working in rural area in their attitude towards teaching. Thus, the null hypothesis formulated "There is no significant difference in the attitude among the male and female TET qualified teachers towards teaching, is accepted here".

Table: 7 Difference between Male and Female Lower Primary TET Qualified Teachers in Teaching Attitude working in urban area.

Sl. No.	Variables	N	Mean	SD	MD	df	SE _d	t-value
1	Urban Male Teaching Attitude	20	202.15	22.22	0.73	30	7.38	0.09
2	Urban Female Teaching Attitude	12	201.42	18.92				

The above Table-7 reveals that the mean value of teachers' attitude towards teaching scores of male working in urban area, which is found 202.15 with standard deviation of 22.22 and that of the female of urban area is 201.42 with a standard deviation of 18.92. The standard error of difference between mean is 7.38. This indicates that, there is a difference in between mean of teaching attitude scores among the male and female teachers working in urban area. But to establish significance of these findings when 't'-test is applied, the calculated value 0.09 is found no significant at both 0.05 and 0.01 level. Therefore the null hypothesis, which states that "There is no significant difference in the attitude among the male and female TET qualified teachers towards teaching, is accepted here". Thus, significant difference is found between male and female teachers' working in urban area in their attitude towards teaching.

Findings of the Study

The study was conducted to know the differences in attitude between male versus female and rural versus urban area working TET qualified lower primary school teachers of Dhekiajuli educational block of Assam. From the study it was found that most of the TET qualified lower primary school teachers have moderately favourable attitudes toward teaching. In locality wise study though it was found differences between rural and urban area working teachers but no real significant differences was obtained. Similarly in gender wise study also no significant differences was obtained among male and female of urban as well as rural area working teachers toward teaching.

Conclusion

Positive attitude of teachers towards their profession is highly needed for effective teaching and learning process. A good teacher with proper attitude, behavior and personality traits can motivate, inspire and make students lots from his/her teaching. So from the present study it can be said that irrespective of gender, caste, locality, etc. it should develop or need to develop proper and positive teaching attitudes among TET qualified lower primary school teachers of Dhekiajuli block of Sonitpur district of Assam for effective teaching-learning process and to contribute in development of individual, society and nation as a whole.

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