



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2020; 6(10): 227-231
www.allresearchjournal.com
Received: 25-08-2020
Accepted: 29-09-2020

Rashida Kouser
Ph.D., Research Scholar
Department of Education
J. S. University, Shikohabad,
Uttar Pradesh, India

Juxtaposing government and private school teacher's attitude towards their teaching profession

Rashida Kouser

Abstract

Present study was intended to investigate the government and private school teacher's attitude towards their teaching profession. The study was carried in context of descriptive research design. Teaching Attitude Inventory (TAI) developed by S. P. Ahluwalia (1998) was used for data collection. 300 Government school and 200 Private school teachers were selected for generalizing the results. Whole data was selected by using random sampling technique from District Srinagar of Union Territory of Jammu and Kashmir. The collected data was statistically analysed by using descriptive as well as inferential statistics. The results subsequently, indicate that locality seems insignificant impact on the level of teacher's attitude towards teaching profession.

Keywords: Government school teachers, private school teachers, attitude towards their teaching profession

Introduction

Teacher's attitude towards teaching holds paramount importance in the field of education. The teacher is the absolute most critical key factor in the achievement of an instructive program, change or headway. The effect of any instructive programme or advancement on the students works through the teacher. It is, along these lines, very applicable to state that a school's effectiveness depends straightforwardly on the effectiveness of its teachers. In this way, expanding teacher effectiveness is a notable objective of instruction. The powerful teacher is the instructive pioneer and leader who straightforwardly influences and in a roundabout way impacts the understudies. Along these lines, enhancing teacher effectiveness of forthcoming teachers ought to be the primary point of any teacher training programme. Teacher attitude towards teaching profession is the influencing factor for their better teaching. Teaching is a term which represents a position in educational organizations coupled with a set of behaviours necessitated by this very position and expresses the status, duties, and relationships of that position. When a study about teacher and teaching within the context of organizational behaviour is conducted, the organizational behaviour of an employee actually taking place in that educational organization is analysed. An analysis of the variables determining the behaviours of a teacher in the class setting in terms of organizational behaviour obviously reveals that one of the major factors determining the teacher's behaviours is the nature of the teacher's attitudes towards the profession of teaching. In the present study, attitude of teachers towards teaching is based operationally on below mentioned dimensions:

Attitude towards teaching profession: The uplifting attitude of a teacher towards teaching impacts him to end up plainly an able teacher. A skilful teacher makes progress toward the nature of training. The nature of training adds to the national advancement.

Attitude towards classroom teaching: Classroom organization is regarded as the backbone of entire education system. However, the destination of the classroom management lies in the hands of teachers. The attitude towards teaching can regulate the effectiveness of the classroom teaching.

Attitude towards child centered practices: If the learning opportunities are not based on the needs and interests of the learners then there is no assurance that the learners can get the skills

Corresponding Author:
Rashida Kouser
Ph.D., Research Scholar
Department of Education
J. S. University, Shikohabad,
Uttar Pradesh, India

to participate effectively in social activities; students as adults and good citizens. If a teacher is autocratic, then there is opportunity that least expression of talents on part of children will take place in education system. Learning and other skills and gain meaningful knowledge that will help them throughout life.

Attitude towards educational process: Teachers are expected to possess the sense of satisfaction towards education system. Only optimistic approach towards education system can gain the confidence of the learners inside the classroom as well as outside the classroom.

Attitude towards pupils: Practically speaking, whole education system revolves round to learners. The recruitment of teachers, economic investment on education system, curriculum construction, educational supervision and administration is only for the sake of child.

Attitude towards teacher: Teaching is joint venture and must be performed collectively. The pervasiveness of cohesive culture can shape the education system. Teaching should be organised with team and group spirit and any kind of segregation may hamper the process harmonious functioning of the school. Mutual cooperation among teachers can promote peaceful environment. Large number of the research studies has been conducted in the domain of teacher's attitude toward teaching. However, diversified results have been reported. Notable studies are; Elina, S. (2016), Daniel A, Muñata B, Victor B, Cecilia M. (2014), Darwis S. A. (2017) and Dupuis, A. L. (1979). In pursuance to same, the investigator conducted a study on below mentioned research problem.

Research Problem: The statement of the research problem for the present study is as under:
"Juxtaposing Government and Private School Teacher's Attitude Towards Their Teaching Profession"

Objectives of The Study: The objectives of the study are as under:

1. To explore the government and private school teachers attitude towards their profession on below mentioned dimensions:
 - a. Attitude towards teaching profession
 - b. Attitude towards classroom teaching
 - c. Attitude towards child centred practices
 - d. Attitude towards educational process
 - e. Attitude towards pupils
 - f. Attitude towards teachers

Hypothesis of The Study: Based on the richness background of the knowledge the investigator speculated the below mentioned null hypothesis:

1. There exists no significant difference between government and private school teachers on their level of attitude towards teaching on below mentioned dimensions:
 - a. Attitude towards teaching profession
 - b. Attitude towards classroom teaching
 - c. Attitude towards child centred practices
 - d. Attitude towards educational process
 - e. Attitude towards pupils
 - f. Attitude towards teachers

Operationalization of the Variables

The operationalization of the terms and variables are as under:

1. **Teacher's attitude towards teaching:** Teacher's attitude towards teaching in the present study refers the set of score obtained by the respondents on "Teachers Attitude Inventory" (TAI) developed by S.P. Ahluwalia (1998).
2. **Government Teachers:** Government School teachers in the present study indicate those teachers who are teaching in selected government high schools of Srinagar District of Union Territory of Jammu and Kashmir.
3. **Private School Teachers:** Private School teachers in the present study indicate those teachers who are teaching in selected Private schools of Srinagar District of Union Territory of Jammu and Kashmir.

Delimitation of the study: Keeping the budget and time constraints under consideration, the investigator delimited the present study as under:

1. The present study was delimited to Srinagar District of Union Territory of Jammu and Kashmir.
2. The study will be delimited to government and private High Schools (HS).

Methodology and Procedure: Keeping research feasibility under consideration, the investor found it suitable to use descriptive research design for the present study:

- **Design of the study:** The present study has been operated through descriptive survey method. Further, design if the study is based on below mentioned parameters.
- **Sampling procedure:** The researcher made a list of schools both Government and private schools. The sample was bifurcated on the basis of type of school. The total sample for the present investigation consists of 600 respondents. However, due representation of was given on the basis of gender and type of profession. The details about the procedure of selecting the sample are given as under in table 1.

Table 1: Showing sample breakup of the respondents included in the study

Category	GST		PST	
	Male	Female	Male	Female
Teachers	150	150	150	150
Total 600				

Index

- **GST:** Government School Teachers
- **PST:** Private School Teachers

Instrument Used: For measuring teachers attitude of teachers towards teaching, Teachers Attitude Scale (TAS) developed by S. P. Ahluwallia (1998) was used.

Analysis of The Data: The data has been analysed with the statistical treatment as under:

Table 2: Showing the frequency and percent wise distribution of Government and private school teachers on various levels of Teachers Attitude Inventory (TAI).

LTFI	GST		PST	
	%	Frequency	%	Frequency
HF	13.33	40	14	42
MF	75.00	225	73.33	220

Index

- GST= Government School Teachers
- PST= Private School Teachers
- LTAI= Levels of Teachers Attitude Inventory
- TT= Trained Teachers
- UTT= Un-trained Teachers
- HF=High Favourable
- MF= Moderate Favourable
- UF= Unfavourable

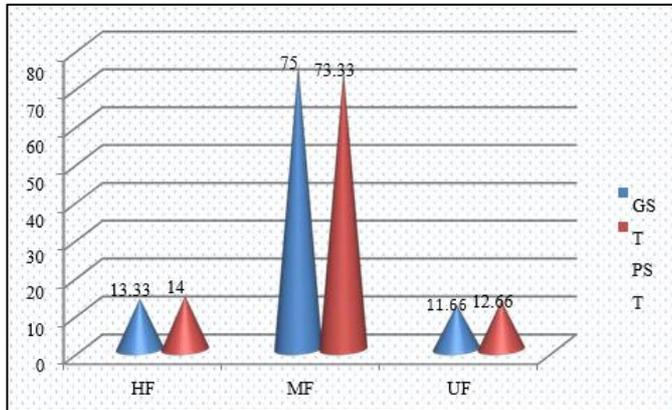


Fig 1: Showing graphical representation of Government and private school teacher’s onvarious levels of Teachers Attitude Inventory (TAI).

Index

- GST= Government School Teachers
- PST= Private School Teachers
- HF=High Favourable
- MF= Moderate Favourable
- UF= Unfavourable

Interpretation: The results presented in table 2 (Please refer Fig. 1) provides information about frequency and percent wise distribution of Private and Government teachers on various levels of Teachers Attitude Inventory (TAI). The results indicate that among Government teachers 13.33% (F=40) were observed with high favourable attitude towards their teaching profession. Meanwhile, it was reported that 75.00% (F=225) Government teachers were seen with moderate favourable attitude towards their teaching profession. Further, the perusal of the obtained results reveal that 11.66% (F=35) were found with unfavourable attitude towards their teaching profession. Coming towards their counterparts (Government teachers), it was seen that 14% (F=42) were observed with high favourable attitude towards their teaching profession. Apart from this, it was reported that 73.33% (F=220) Private school teachers were seen with moderate favourable attitude towards teaching profession. Further, the examination of the obtained results reveal that 12.66% (F=38) Private school teachers were found with unfavourable attitude towards teaching profession. Hence, from the above discussion it can be inferred that among Private teachers majority of the respondents were inclined towards moderate favourable attitude towards their profession. However, incase of Private school teachers aging majority of the respondents were inclined towards moderate favourable attitude towards their teaching profession.

Table 3: Showing signigance difference between Government and private teachers on various dimensions of attitude towards teaching profession.

DTAI	GST		PST		‘t’ value
	Mean	SD	Mean	SD	
ATTP	30.09	4.87	29.97	4.83	0.29*
ATCT	29.56	4.08	29.39	4.13	0.50*
ATCCP	28.42	3.91	28.11	3.91	0.42*
ATEP	28.09	3.85	28.02	3.90	0.20*
ATP	24.49	4.17	24.37	4.14	0.35*
ATT	31.00	2.07	30.86	2.39	0.72*
CS	171.48	14.02	170.74	14.45	0.63*

Index

- GST= Government School Teachers
- PST= Private School Teachers
- DTAI= Dimensions of teaching attitude inventory
- ATTP: Attitude towards Teaching profession
- ATCT: Attitude towards Classroom Teaching
- ATCCP: Attitude towards Child centered practices
- ATEP: Attitude towards Educational Process
- ATP: Attitude towards Pupils
- ATT=Attitude towards Teacher
- CS= Composite score
- *= Insignificant at 0.01 level of confidence

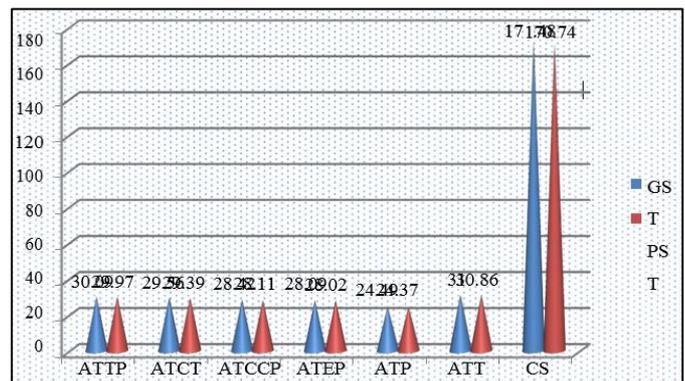


Fig 2: Showing graphical representation of Government and private school teachers on various dimensions of attitude towards teaching profession.

Index

- GST= Government School Teachers
- PST= Private School Teachers
- ATTP: Attitude towards Teaching profession
- ATCT: Attitude towards Classroom Teaching
- ATCCP: Attitude towards Child centred practices
- ATEP: Attitude towards Educational Process
- ATP: Attitude towards Pupils
- ATT=Attitude towards Teacher
- CS= Composite score

The brief look on the table 3 (Fig. 2), the statistical procedure indicates information about the mean comparison of Private and Government teachers on various dimensions of Teacher Attitude Inventory (TAI). The comprehensive elucidation of the each dimension is given as under:
While perceiving the first dimension “Attitude towards teaching profession” of Teaching Attitude Inventory (TAI), it has been observed that the two groups under discussion did not differ significantly with each other. The mean score of Government teachers was reported

30.09 while as the mean score of Private teachers was seen 29.97. The calculated 't' value came out to be 0.29, which is insignificant at 0.01 level of confidence. Thus, from the results it can be inferred that Private and Government teachers differ insignificantly on their level of attitude towards their teaching profession. Identical attitude was perceived in both the category of teachers. Subsequently, the comparative analysis led the investigator to impact of type of profession was found insignificant on the level of attitude towards teaching profession. Coming towards the second dimension (Attitude towards Classroom Teaching) of Teaching Attitude Inventory (TAI), insignificant difference has been examined among Private and Government teachers. The inspection of the mean indicates insignificant difference indicates that the mean score of Private teachers ($M=29.56$) was observed and in case of Government teachers ($M=29.39$). When the mean significant difference has been analysed on the independent 't' test, it has been discovered that the calculated 't' value ($t=0.50$) is lower than the table value at 0.05 level of confidence. Thus, statistically insignificant difference has been detected among Private and Government teachers. The results led the investigator to conclude that impact of type of profession seem insignificant on the level of attitude of teachers in their classroom management. While exploring the (Private and Government teachers) on third dimension (Attitude towards child centred practices), results indicate again insignificant difference between two groups under discussion. The mean score of Government teachers was reported 28.42. However, in case of Private teachers it was reported 28.11. The calculated 't' value ($t=0.42$) also indicated the insignificant difference between Private and Government teachers. Besides, it was observed that both Private and Government perceive effectively that student's behaviour should be taken into consideration by the teacher. They feel that students are generally sincere so it is the duty of the teacher to respect everybody in the classroom. It was observed that both Private and Government teacher's feel democratic attitude should be employed towards the children, so that they can avail more learner centred environment. teachers perceive that good relationship between teacher and learner is essential for learning.

The comparative analysis on the fourth dimension (Attitude towards educational process) of "Teaching Attitude Inventory (TAI)", reveal that the two Private and Government teachers differ insignificantly with each other on this dimension also. The mean score of Government teachers was reported 28.09, while as in case of Private teachers it was observed 28.02. The calculated "t" value came out to be 0.20, which is lower than the table value at 0.01 level of confidence. Thus, result reveal that type of profession of the teachers seems insignificant difference on the level of teachers attitude towards educational process. The transitory look on the fifth dimension (Attitude towards pupils), gives mean significant difference between Private and Government teachers in relation to their attitude towards pupil. They obtained results reveal that there is insignificant difference between Private and Government teachers on their level of attitude towards dealing their learners. The obtained results reveal that the mean score of Government teachers was 24.39, while as the mean score of their counterparts (Private teachers) was reported 24.37. The comparative analysis of the mean significance indicate the obtained 't' value ($t=0.35$) is significantly lower than the calculated value at 0.01 level of confidence. Thus, from the above results the investigator may

inferred that type of school of the respondents seems insignificant impact on the level of attitude of teachers, while dealing with their learners.

Coming towards the sixth dimension (Attitude towards teachers), it has been observed that there is again insignificant difference between Private and Government teachers. The comparative analysis on the basis of independent 't' test indicate that the mean score of Government teacher was reported 31.00. However, the mean score of Private teachers was obtained 30.86. Thus, the results indicate insignificant difference between Government and Private school teachers ($t=0.72$). While analysing the Private and Government teachers on their "Composite Score", it has been observed that there is again insignificant difference between Private and Government teachers on their composite score. The numerical analysis indicate that the mean score of Government teachers was reported which is significantly resembles the mean score of Private teachers ($M=171.48$). The comparative analysis of the independent 't' test indicate that there is insignificant difference between Private and Government teachers. The calculated 't' value ($t=0.56$) was reported insignificant at 0.01 level of confidence. Thus, from the above results it can be inferred that insignificant difference has been observed between Private and Government teachers on all dimension of their attitude towards teaching *viz.*; attitude towards teaching profession, attitude towards classroom teaching, attitude towards child centred practices, attitude towards educational process, attitude towards pupils, attitude towards teachers and composite score. Hence, keeping the insignificant difference under consideration the below mentioned hypothesis has been shown along with status.

1. **Hypothesis:** There exists no significant difference between Private and Government teachers on their level of attitude towards teaching at elementary level on below mentioned dimensions: (Please Refer Chapter- I)
 - a. Attitude towards teaching profession
 - b. Attitude towards classroom teaching
 - c. Attitude towards child centred practices
 - d. Attitude towards educational process
 - e. Attitude towards pupils
 - f. Attitude towards teacher

Accepted: As per the calculated results insignificant difference has been observed between Private and Government teachers on all dimension of their attitude towards teaching *viz.*; attitude towards teaching profession, attitude towards classroom teaching, attitude towards child centered practices, attitude towards educational process, attitude towards pupils, attitude towards teachers and composite score.

Support to findings: The results are carried out in consonance of the bunch of the researchers like; Gnanaguru S A, Kumar S. (2007) found that there exists insignificant difference between Government and private teacher in relation to their attitude towards teaching profession. Ibraheim, M. (2005) found that Government teachers possess more favourable attitude towards teaching as compared to Private teachers. Besides, the researcher argued that the reported results may be due to smart infrastructure facilities available in the female school than male schools. So keeping in view, some results are in favour of researcher and some results are against. Thus it opens gap for further research.

Conclusion of The Study: The study was planned to explore the level of attitude of teachers towards their teaching profession in relation to their type of school. In context to same, it was found that there exists insignificant impact of type of school on the all dimension of their attitude towards teaching *viz.*; attitude towards teaching profession, attitude towards classroom teaching, attitude towards child centred practices, attitude towards educational process, attitude towards pupils, attitude towards teachers. Private school teachers were seen with identical level of attitude towards their teaching.

Conflict of interest: During the entire research process the investigator declare no ay conflict of interest.

References

1. Anastasi C. Attitude of In-Service and Preserve Primary School Teachers. *Journal of Education Psychology*. 1957; 15:21-26.
2. Anyon J. Social class and the hidden curriculum of work. *Journal of Education*. 1980; 162(1):67-93.
3. Benjamin AEW, Sahayarani J, Stanly LS. A Study on Attitude Towards Teaching Profession and Achievement in Teaching Competency of B.Ed. Trainees. *New Frontiers in Education*. 2011; 44(3):250-253.
4. Daniel A, Muúata B, Victor B, Cecilia M. Attitude Towards Teaching Profession. *Social and Behavioural Sciences*. 2014; 142(03):628-63
5. Darwis SA. Teachers' Attitude toward A Foreign Language: Factors Effecting TheTarget Language Teaching Process. *International Journal of English Language Teaching*. 2017; 5(6):1-10.
6. Dupuis, Askov Lee. A Study of In-Service and Pre-Services Teachers with Special references to their attitude towards Their Favourable Attitude towards Their Teaching Profession. *International journal of Education Research and Practice*. 1979; 15(7):15-12.
7. Elina S. Attitude of Teachers towards Teaching Profession. *Quest Journals; Journal of Research in Humanities and Social Science*. 2016; 4(6):103-105.
8. Elina, S. (2016). Attitude of Teachers Towards Teaching Profession. *Quest Journals; Journal of Research in Humanities and Social Science*. 2016; 4(6):103-105.
9. Epstein JL. Family Structures & Student Motivation: A Developmental Perspective. In C. Ames & R. Ames (Eds.), *Research on Motivation in Education*: New York: Academic Press. 1989; 3:259-295.
10. Gnanaguru SA, Kumar S. Attitude of Under Normal and Overachievers Towards Teaching Profession and Their Home Environment. *Journal of All India Association for Educational Research*. 2007; 19(3):36-37.
11. Gornelius. Teacher Competence Associated with Intelligence, Attitude Towards Teaching Profession and Academic Achievement of Teacher Trainees. Unpublished M. Phil Thesis, University of Kerala, 2000.
12. Hoover-Dempsey KV, Walker JMT, Sandler HM, Whetsel D, Green CL, Wilkins AS *et al*. Why Do Parents Become Involved? Research Findings and Implications. *The Elementary School Journal*. 2005; 106(2):105-130.
13. Hughes J, Kwok O. Influence of Student-Teacher and Parent-Teacher Relationships on Lower Achieving Reader's Engagement and Achievement in The Primary Grades. *Journal of Educational Psychology*. 2007; 99(1):39-51.
14. Ibrahim M, Adam GB. Teaching Profession in Nigeria: Teacher Professionalization a way out Standard. *Journal of Educational Research and Essay*. 2015; 3(10):344-348.