



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2022; 8(3): 30-33
www.allresearchjournal.com
Received: 20-01-2022
Accepted: 22-02-2022

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A study on rural and urban teacher's attitude towards teaching

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Abstract

The study was undertaken to assess and compare the attitudes of Rural and Urban Secondary School Teachers. A sample of 400 teachers (N=200 rural and N=200 urban were taken for assessment. Keeping the nature of the study under consideration, the researcher found it suitable to use descriptive method. After securitizing the number of scale, inventories and schedules on teacher's attitude inventory, the investigator found suitable to use the Teacher Attitude Inventory Developed by S. P. Ahaluwallia. 08 sampling sites were selected from the entire District Kulgam on the basis of educational zones. In these sampling sites the investigator made an ample effort to given the due representation to each corner of the District Kulgam so that extraneous effect may be minimized. It was found that no significant difference has been observed between Rural and Urban Teachers (R&UT) on all dimension of their attitude towards teaching profession *viz.*; Attitude/Perception Towards Teaching Profession (ATTP), Attitude/Perception Towards Classroom Teaching (ATCRT), Perception/Attitude Towards Child Centred Practices (ATCCP), Attitude/Perception Towards Educational Process (ATEP), Attitude/Perception Towards People (ATP), Attitude/Perception Towards Teachers (ATT) and Composite Analysis (CS). Thus impact of locality was found insignificant on the level of teacher's attitude towards teaching.

Keywords: Rural teachers, urban teachers, attitude towards teaching

Introduction

Traditionally teachers have enjoyed a position of great respect in our country. The religious leaders and social reformers have been addressed as the teachers of the people. The distinctive contribution made by teaching community to the development of standard of education has long been recognized world over. The quality of education in a society depends upon the teachers, and the quality of teachers in turn depends upon the training and education, the teachers themselves have/had. Attitudes determine to a great extent, the way that a teacher performs his role and fulfils his professional commitment. It has been seen that positive attitudes make the task of teacher more satisfying and rewarding. The behaviour of the student is to a great extent moulded by a teacher in the classroom. A teacher who is himself fearful, tense and above all hostile towards his students call create fear, worry and insecurity in the students. A negative/unfavourable attitude of the teacher have an impact on behaviour of the students as well. Studies have been conducted on the attitude of teachers and several attempts have been made to know the impact of sex, age, professional training, teaching experience on the attitude of the teachers towards teaching as a profession and in its allied aspects. NCERT (1971), Ahiuwaiia (1974), Bhandarkar (1980), Dutt (1983), Ray (1990), Ramachandran (1991), Reddy (1999a), Uma (1996), Kumar (2004), These studies have shown that sex, age, academic qualification influence the attitude of teachers. Ahluwalia (1974) has found that there were no difference in the attitude of teachers due to sex and age. Ramachandran (1991) has found that regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher trainees. Reddy (1994) has found that teachers working in residential schools had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession. Uma *et al.* (1996) has found that majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job. They further revealed that the rural elementary school teachers had average teacher efficiency attitude. Studies have also been conducted on attitudes in relation to teaching efficiency.

Maurya (1990), Vasudev (L990), Dubey (1990), Venkataramaih (1996). These researchers have found that successful and less successful teachers differed significantly in their attitudes. It was also found that effective teachers possessed more favourable attitude and were less authoritarian. Maurya (1990) has revealed that external surroundings contributed a great deal in formulating teaching attitude. Dubey (1993) compared the scientific attitude of college teachers with teachers of Saraswati Bal Mandir and found no difference among them, or between male and female science/humanities teachers. However, it is important to note that no study on the attitudes of secondary school teachers of rural and urban schools has been reported from Jammu and Kashmir State so far. With this background the present investigators made a humble attempt in this direction.

Statement of the research problem: The statement of the research problem is as under:

A study on rural and urban teacher’s attitude towards teaching

Objectives: The objectives of the study are as under:

- 1) To explore the rural and urban teacher attitude towards teaching profession.

Hypothesis: The hypothesis of the study is given as under:

- 1) There seems no significant difference between rural and urban teacher attitude towards their teaching.

Methodology: The present study was carried out to investigate the existing occurrence in the field of elementary education. Keeping the nature of the study under consideration, the researcher found it suitable to use descriptive method. Accordingly, the researcher has mentioned below mentioned parameters.

- **Tools used:** After securitizing the number of scale, inventories and schedules on teachers attitude inventory, the investigator found suitable to use the Teacher Attitude Inventory Developed by S.P. Ahaluwallia.
- **Sampling procedure:** Keeping the nature and type of variables under consideration, the investigator possesses the past experience regarding sampling sites. On the basis of richness background of knowledge the investigator selected the suitable sample techniques. 08 sampling sites were selected from the entire District Kulgam on the basis of educational zones. In these sampling sites the investigator made an ample effort to given the due representation to each corner of the District Kulgam so that extraneous effect may be minimized. A sample of 400 teachers (N=200 rural and N=200 urban were taken for assessment.

Analysis of the data: The analysis of the data is given under:

Table 1.1: Showing the rural and urban teachers attitude towards teaching profession. (N=200 each)

DTAI	Urban Teachers	Rural Teachers	't' value		
	Mean	SD	Mean	SD	
ATTP	45.81	12.94	46.72	12.82	0.70#
ATCT	45.66	13.65	46.04	12.76	0.29#
ATCCP	47.25	12.62	47.28	12.01	0.28#
ATEP	47.30	13.24	47.34	12.44	0.31#
ATP	46.05	13.09	46.18	12.54	0.10#
ATT	46.68	13.25	46.86	12.58	0.13#
CS	278.76	76.61	280.44	72.32	0.22#

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- DTAI= Dimensions of teachers attitude inventory.
- 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 Teachers.
- CS= Composite score.
- #= Insignificant at 0.01 level of confidence.

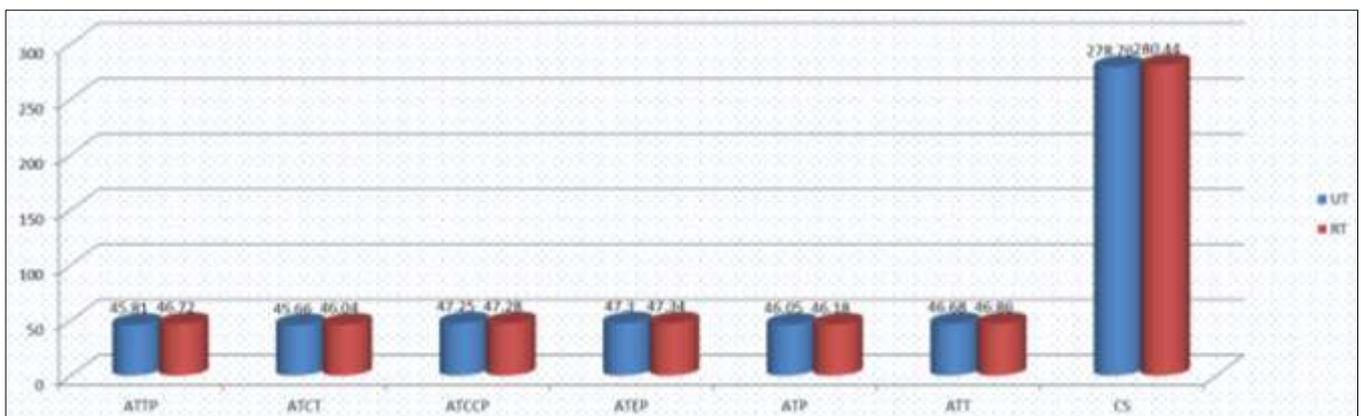


Fig 1.1: Showing significance difference between rural and urban teachers on various dimensions of attitude towards teaching profession

Interpretation of the data: The fleeting look on the table 1.1 (Fig. 1.1), the statistical procedure indicates information about the mean comparison of rural and urban 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 reported that the two groups under discussion did not differ significantly with each other. The mean score of Urban Teachers (UT) was reported 45.81 while as the mean score of rural teachers (RT) was seen (46.72). The calculated ‘t’ value came out to be 0.70, which is insignificant at 0.01 level of index. Thus, from the results it can be inferred that Rural and Urban Teachers (R&UT) differ insignificantly on their level of Attitude toward Their Teaching Profession (ATTP). Identical attitude was perceived in both the category of teachers. Subsequently, the comparative analysis led the investigator to impact of locality was found insignificant on the level of Attitude toward Their Teaching Profession (ATTP). Besides, it was observed that both Rural and Urban Teachers (R&UT) perceive identical favourable attitude/perception towards their teaching job. In addition to this, both Rural and Urban Teachers (R&UT) consider that teachers are boastful and the destiny of the nation can be shaped by teachers, because, teachers are the leaders of the nation. Both the category of teachers perceive that teaching profession has a bright future, consequently, they feel proud of their profession.

Coming towards the second dimension (Attitude towards Classroom Teaching) of Teaching Attitude Inventory (TAI), insignificant difference has been examined among Rural and Urban Teachers (R&UT). The inspection of the mean indicates insignificant difference indicates that the mean score of Rural Teachers (M=45.66) was observed and in case of urban teachers (M=46.04). When the mean significant difference has been analysed on the independent ‘t’ test, it has been discovered that the calculated ‘t’ value ($t=0.29$) is lower than the table value at 0.05 level of confidence. Thus, statistically insignificant difference has been observed among Rural and Urban Teachers (R&UT). The results led the investigator to conclude that impact of locality seem insignificant on the level of attitude of teachers in their classroom management. Besides, it was observed that both Rural and Urban Teachers (R&UT) think that students should be given freedom to think in the classroom. Because, classroom teaching inculcate a feeling of self confidence among students. Further, both rural and urban teachers believe that learners often remains unsatisfied if their doubts are not clarified, so ample opportunities should be provided for the learners to discuss. Even both rural and urban teachers consider that “brain storming” sessions should be organised for student inside the classroom. As per their opinion, it is classroom teaching which strengthens the desire of the learners to learn. Both (Rural and Urban Teachers-R&UT) type of teachers perceive that, the classroom teaching the principle of “Learning by Doing” should be implemented to facilitate the classroom management.

While exploring the (rural and urban teachers) on third dimension (Attitude towards child/oriented practices), results indicates again insignificant difference between two groups under discussion. The mean score of Urban Teachers (UT) was reported 47.25. However, in case of Rural Teacher’s (RT) it was reported 44.18. The calculated ‘t’ value ($t=0.28$) also indicated the insignificant difference between Rural and Urban Teachers (R&UT). Besides, it was observed that both Rural and Urban Teachers (R&UT) 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 respects everybody in the classroom. It was observed that both Rural and Urban Teachers (R&UT) feel democratic attitude should employed towards the children, so that they can avail more learner centred environment. Apart from this, in the present study it was observed that both diversified locality based teachers consider that individual differences among the students should be paid much attention so that equality of educational opportunities may be realized to great extent. Both rural and urban 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 Rural and Urban Teachers (R&UT) differ significantly with each other on this dimension also. The mean score of urban teachers was reported 49.79, while as in case of Rural Teachers (RT) it was observed 44.84. The calculated “t” value came out to be 0.31, which is lower than the table value at 0.01 level of confidence. Thus, result reveal that locality of the teachers seems insignificant difference on the level of teachers attitude towards educational process. Moreover, it was observed that both Rural and Urban Teachers (R&UT) often consider their job interesting and they deal classroom skilfully. Subsequently, both category of teachers (Rural and Urban Teachers-R&UT) perceive that teaching profession appears to be interesting and they feel proud of it.

The transitory look on the fifth dimension (Attitude towards pupils), gives mean significant difference between rural and urban teachers in relation to their attitude towards pupil. They obtained results reveal that there is insignificant difference between Rural and Urban Teachers (R&UT) on their level of attitude towards dealing their learners. The obtained results reveal that the mean score of urban teachers was 46.05, while as the mean score of their counterparts (rural teachers) was reported 46.18. The comparative analysis of the mean significance indicate the obtained ‘t’ value ($t=0.13$) is significantly lower than the calculated value at 0.01 level of confidence. Thus, from the above results the investigator may inferred that locality of the respondents seems insignificant impact on the level of attitude of teachers, while dealing with their learners. Besides, it was observed that both rural and urban teachers observe that sympathetic attitude should be provided towards learners. They believe that students learn best by doing and teachers are “boastful” resources for learners, so teacher should establish effective engagement with their learners. Moreover, it was observed that both rural and urban teachers often consider their job interesting and consequently, they deal classroom skilfully. Subsequently, trained teachers hold that teaching profession appears to be interesting and they feel proud of it.

Coming towards the sixth dimension (Attitude towards teachers), it has been observed that there is again insignificant difference between rural and urban teachers. The comparative analysis on the basis of independent ‘t’ test indicate that the mean score of urban teacher was reported 46.68. However, the mean score of rural teachers was obtained 46.86. Thus, the results indicate insignificant difference between Rural and Urban Teachers (R&UT). Besides, it was observed that both rural and urban teachers consider that there should be cohesive relation among colleges so that all stakeholders of the institution will

collaborate towards effective teaching learning process. In addition to this, it was found that both rural and urban teachers consider that “teachers determine the moral standards of a nation”. They believe that cohesive work culture of teachers and students create a sense of cooperation among the students. However, these above mentioned things were seen identical among both rural and urban teachers.

While analysing the rural and urban teachers on their “Composite Score”, it has been observed that there is again insignificant difference between Rural and Urban Teachers (R&UT) on their composite score. The comparative analysis indicate that the mean score of urban teachers was reported 278.76 which is significantly resembles the mean score of rural teachers (M=280.44). The comparative analysis of the independent ‘t’ test indicate that there is insignificant difference between Rural and Urban Teachers (R&UT). The calculated ‘t’ value ($t=0.22$) was reported insignificant at 0.01 level of confidence. Hence, from the above results it can be inferred that significant difference has been observed between Rural and Urban Teachers (R&UT) differ insignificantly on all dimension of their attitude towards teaching profession *viz.*; Attitude/Perception Towards Teaching Profession (ATTP), Attitude/Perception Towards Classroom Teaching (ATCRT), Perception/Attitude Towards Child Centred Practices (ATCCP), Attitude/Perception Towards Educational Process (ATEP), Attitude/Perception Towards People (ATP), Attitude/Perception Towards Teachers (ATT) and Composite Analysis (CS). Therefore, keeping in view, the above results it can be inferred that locality (Rural urban dichotomy) of the teachers has insignificant impact on the level of attitude of teachers towards their teaching profession. Hence, keeping the insignificant difference under consideration the below mentioned hypothesis has been accepted.

Conclusion

It was found that no significant difference has been observed between Rural and Urban Teachers (R&UT) on all dimension of their attitude towards teaching profession *viz.*; Attitude/Perception Towards Teaching Profession (ATTP), Attitude/Perception Towards Classroom Teaching (ATCRT), Perception/Attitude Towards Child Centred Practices (ATCCP), Attitude/Perception Towards Educational Process (ATEP), Attitude/Perception Towards People (ATP), Attitude/Perception Towards Teachers (ATT) and Composite Analysis (CS). Thus impact of locality was found insignificant on the level of teacher’s attitude towards teaching.

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