

A STUDY OF TEACHERS' ATTITUDE TOWARDS CLASSROOM TEACHING

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Abstract : The best way to know the attitude of teachers is to study professional attitude. According to this study, professional attitude of teachers towards their profession is average. Teacher's attitudes directly or indirectly affect students. Therefore if a teacher's attitude is positive, he or she can contribute to the development of school, classroom and students. Sample of 200 students were selected from Karnal. 't' test was used to test the mean difference. Teacher's attitude inventory was used to collect the scores. Result of the study indicates that there is no significant difference between attitudes of secondary schools teachers towards classroom teaching in relation to gender.

Keywords : Attitude, classroom teaching.

1.0 Introduction: Teaching is a wholesome activity. The teacher's personality factors are equally responsible for his or her effectiveness in the teaching learning process. The teacher is key to effective implementation of the use of materials in the educational system and given that teachers have tremendous potential to transmit beliefs and values to students, it is important to understand the biases and stereo types that teachers may hold about the development and use of language materials and the factors that act as facilitators to teachers' positive language material development, selection and usage. The teachers in ancient India were treated by the students as their parents. But in the present days, several factors have brought about a complete metamorphosis in the teachers' status. Due to lack of moral values, professional freedom, academic scholarship and economic security the present position of the teachers have been affected. A teacher can hardly teach due to overcrowded classes, militant students and low salary grades. Riley (2005) says that there is recognition of the need for teachers to be well equipped with a sound understanding of the curriculum requires no defense. A strong academic and professional qualification enables a teacher to select content and identify key points appropriately. Mayer & Moore (2000) stressed that there is need for teachers to acquire high academic skills. In addition, teachers should teach in the field in which they specialize and was trained.

They further observed that there is need for academic preparation and certification as a way of ensuring competence among teachers. Attitude is positive or negative feeling that an individual holds about objects, persons or ideas. They are generally regarded as enduring thought modifiable by experience and persuasions and as learned rather than innate. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. They can bring about a positive change in the life of their students. Therefore, prospective teacher must develop proper and positive attitude towards their profession. In order to instruct, a teacher has to equip himself with the latest advances in the field of education, the latest developments in the methodology of teaching and the latest changes in the behaviors and needs of the students. Various in-service and pre-service programmes for teachers are based on specialized intellectual training to enhance the teaching efficiency of the pupil-teachers. As stated by the Kothari Commission (1964-66), "The destiny of India is now being shaped in her classrooms and in order to meet with the demanding modernization, new in-service education programmes have been planned, sponsored, monitored and evaluated for all levels of teachers, so that they can shape the modern generation in the required direction." It is right that, "no people can rise above the level of its teachers". (NPE,1986).

Importance of the study

Present research focus on the attitude of teachers towards classroom teaching.

2.0 Review of Related Literature

Banarjee (2016) studied Attitude of Pupil-Teachers towards Teaching Profession in Relation to Sex and Academic Qualification Variation. The sample for the study was collected randomly from two B.Ed. colleges one from the district of Bankura and the other from Purulia district. A total of 120 students, 60 from each college were selected to form the sample for the study. The categorizations of the pupil were made on the basis of sex and academic qualification. Result shows that there is significant difference in the attitude of pupil teachers towards their profession in relation to sex and academic qualification variations.

Sharma (2016) investigated the Attitude of Pupil-Teachers Towards Teaching Profession in Relation to Gender and Background. Teachers' proficiency depends on the attitude she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. In the present study an attempt was made to compare the attitude of pupil teachers towards teaching profession in relation to gender and background. A Sample of 100 pupil-teachers were selected randomly from two districts of Himachal Pradesh and a standardized attitude scale is used for the study. The results of the study indicated that pupil-teachers had positive attitude towards teaching profession. There is no significant difference in the attitude of pupil-teachers towards teaching profession with respect to gender. Furthermore, there is no significant difference in the attitude of pupil-teachers towards teaching profession with respect to background.

3.0 Objective of the study

The main objective of the present study is:

To study the attitude of male and female school teachers towards classroom teaching.

4.0 Hypothesis of the Study

There is no difference in the attitude of male and female school teachers towards classroom teaching

4.1 Tools to be Used : As per the study Teacher Attitude Inventory by S.P. Ahluwalia (1974) seemed to be appropriate. In the present study Likert Type Scale with five responses continuum was used by the researcher to study the attitude of teachers towards teaching profession.

4.2 Delimitation of the Study: This study is delimited to the government school or district Karnal only.

4.3 Operational Definition

Attitude: is a predisposition to react favourably or unfavourably towards ideas, objects, persons, events or situations

Sample of the Study: The sample of 200 study is collected from the Karnal district of Haryana.

5.0 Analysis and interpretation

Table 1-Comparison of Male and Female Schools Teachers Attitude Towards Class Room Teaching

Group	N	M	S.D	Df	't'
Male	118	238.19	30.36	198	1.51*
Female	82	243.11	25.51		

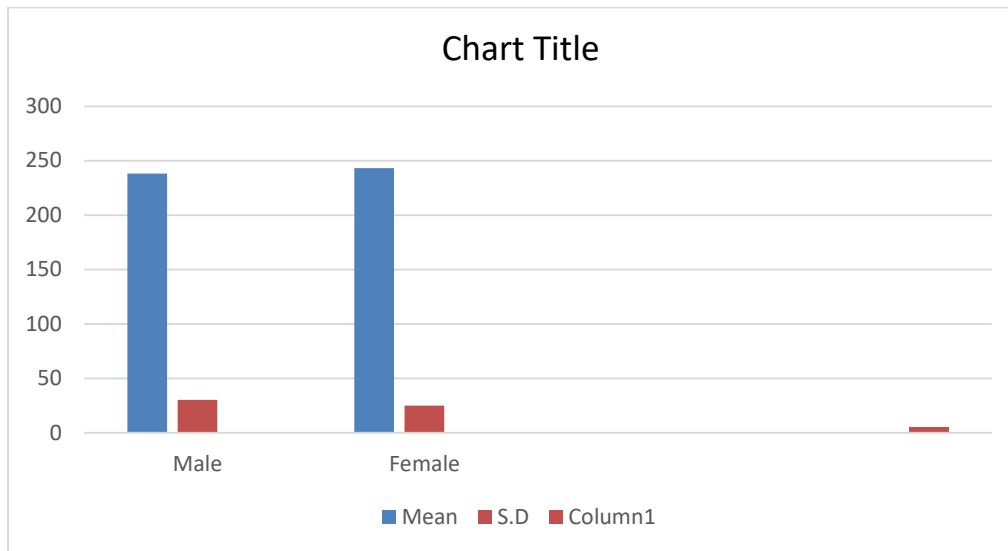
In table 1 't' value for male and female schools teachers towards Classroom teaching.

*Not significant at 0.01 level of significance

Table 1 given above gives the summary of the statistical calculations for obtaining 't' value with regard to attitude towards classroom teaching among male and female schools teachers. It shows that 't' value calculated for the main effects of male and female school teachers on attitude towards classroom teaching of school teachers comes out to be 1.51. The table value of 't' with 198 degree of freedom is 2.60 at 0.01 level and 1.97 at 0.05 level of significance respectively.

As the calculated value of 't' is found to be less than the table value of 't' at both the levels of significance. Therefore the calculated value of 't' ratio is found not to be significant. It means that male and female teachers of schools do not differ significantly on attitude towards classroom teaching.

Thus the null hypothesis which states that "There is no significant difference between attitudes of school teachers towards classroom teaching in relation to gender", is accepted.



6.0 Educational Implications:

1. Positive attitude can be increased by organizing seminar, workshop, and teachers' training in rural area.
2. Attitude of teachers can be improved by institution for teachers' job satisfaction

7.0 References:

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