

ATTITUDE OF TEACHERS TOWARDS ELEMENTARY EDUCATION IN ARUNACHAL PRADESH

Beori Yabe

Ph. D. Scholar

Department of Education Rajiv Gandhi University

Rono, Hills, Doimukh, 791112

E-mail: beoriyabe0@gmail.com

Abstract:

This paper presents an in-depth study of the attitude of teachers towards elementary education in Arunachal Pradesh. Elementary education is the most crucial stage of education spanning. This is the right stage for internalization of values and emotional behavior of the teachers. The teachers occupy a unique place in the education system. They are the leading catalysts and ideal role models for the society. Through their intelligence, patience and wisdom, they lit the light of knowledge and dispelled the clouds of ignorance. A well known and successful education system, therefore, requires a high quality sincere and dedicated teaching staff. The investigator made an attempt to analyse the teacher's attitude towards elementary education in the state. Normative survey method has been used and by using random sampling technique 100 elementary schools which consists 350 teachers. Computation of Mean, Standard Deviation and t-test were employed for analysis of data. The findings of the present study revealed that there is no significant difference between the attitude of graduate and post-graduate, male and female, rural and urban attitude of teachers towards elementary education in the state. There is significant difference between the attitude of tribal and non-tribal teachers towards elementary education in the state. One of the important factors which determine a teacher's feelings, behaviours and commitment to the profession, is the nature of teacher's attitudes towards elementary education in Arunachal Pradesh.

Keywords: Elementary education, Quality education, Attitude, Teacher.

Introduction

Education is a powerful instrument of social change and often initiates upward movement in the social structure. Education is the core of equality and empowerment so, it is important for all. Elementary education is a ladder, on the basis of which learners are able to attain secondary and higher education. Therefore, this stage of education is called a period of basic foundation for all other courses in life. Education commission has stressed this aspect of Education even as early as 1952. "The Education system must take its contributions to the development of habits, attitudes and qualities of character which will enable the citizen to bear worthily the responsibilities of democratic citizenship". No education is possible without a set of values, and any education which purports to be a value-free is likely to be based on hidden values of its own.

Radhakrishnan chaired University Education Commission (1948-49) and said "the right kind of teacher is one who possesses a vivid awareness of his mission. He not only loves his subject, he loves all when he teaches. His success will be measured not in terms of percentage of passes alone not even by the quality of original contribution of knowledge-important as they are, but equally through the quality of life and character of men and women he has taught". Quality in teacher education can be indicated by the 'educatedness' of the products of the institution i.e. the student teachers. Quality teachers are indicated by their 'educatedness' that they have achieved through their education and training. The teachers are well informed and possess knowledge about facts figures, concepts in their subjects. They are cultured and possess integrated personality which is warm, empathetic and ethical. One level ahead of being cultured is emancipation wherein teachers are individuals who rise above the known artificial boundaries of religion, caste, creed, gender, linguistic and geographic belongingness, social mores, cultural traditions and forms and treat their students fairly. Finally, teachers should achieve the best of potential already in

them. However, if the following questions are answered by the educational institutions in general they will be able to achieve quality.

Significance of the Present Study

Elementary education is the foundation on the entire education system stands. It is also the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing elementary education enrolment, retention, regular attendance rate, teacher education and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the quality development of India. Teachers who are used to a selective, homogeneous classroom environment cannot be expected to develop the required positive attitude and professional skills to deal with a diversified class overnight. In view of the fact that children take time to socialize and teachers take time to develop new attitudes and pedagogic skills, the RTE Act provides for admission of disadvantaged and poor children at the entry level, covering pre-school and Class I. With these children moving up, and a new cohort of children entering pre-school and Class I in each successive year, the school will gradually have a more diverse population spread across all classes. At the same time, the attitude of teachers in India has also been a major concern. Its quality and coverage indicate the level of human resource development. The main indicator of the quality of elementary education can be visualized in terms of its product, attitude of teachers, teaching profession, the learners' achievement both in scholastic and co-scholastic areas i.e. the performance in various subjects of study and habits, attitudes, values, and life skills necessary for becoming a good citizen. The state government is giving special attention to elementary education for its rapid development and progress. The investigator feels that the future of the country lies in the hands of the teachers. They are responsible for molding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have a positive attitude towards the students and only if there are truly committed to the profession. Hence the investigator feels that some studies have to done at the grass root level i.e. in the school teacher's attitudes and work commitment which they show for their profession. Therefore, the investigator became interested to take up the following study in hand.

Objectives of the study:

The main objectives of the proposed study are given below:

1. To study the attitude of teachers of elementary school stage of Arunachal Pradesh.
2. To study the difference between the attitude scores of graduate and post-graduate teachers towards elementary school stage of Arunachal Pradesh.
3. To study the difference between the attitude scores of male and female teachers towards elementary school stage of Arunachal Pradesh.
4. To study the difference between the attitude scores of rural and urban teachers towards elementary school stage of Arunachal Pradesh.
5. To study the difference between the attitude scores of tribal and non-tribal teachers towards elementary school stage of Arunachal Pradesh.

Hypotheses of the study:

Based on the above objectives, the present investigator framed the null hypothesis. Hypotheses of the study are given below:

1. There is no significant difference between the attitude mean scores of elementary school graduate and post-graduate teachers of Arunachal Pradesh.
2. There is no significant difference between the attitude mean scores of elementary school male and female teachers of Arunachal Pradesh.
3. There is no significant difference between the attitude mean scores of elementary school rural and urban teachers of Arunachal Pradesh.
4. There is no significant difference between the attitude mean scores of elementary schools stage of tribal and Non-tribal teachers of Arunachal Pradesh.

Definition of the terms

Attitude: Refers to predisposition to perceive feel or behave towards specific objects in a particular manner. However Attitude for this study is defined as the feelings of the teachers towards the teaching profession, classroom teaching, child centred practices, educational process, pupils and teachers.

Teacher: The person who instructs or teaches to the students.

Teaching: Gage has defined teaching as a personal relationship between the teacher and the taught causing behavior modification.

Profession: Profession may be defined as an occupation which requires specialized knowledge or advance learning. Here in this study a person having the qualification, skill, experience, level of knowledge and liking for the work.

Methodology

Teachers of the whole Government elementary schools of the three districts of Arunachal Pradesh viz., Dibang Valley, Lower Subansiri and East Kameng district have been considered as the population of the present study. But, the present investigator has been selected 350 elementary school teachers from 100 schools by using simple random sampling technique.

- 1) **Tools and statistical techniques used:** For the present study, an attitude scale (Likert-type) was used for knowing the attitude of the graduate and post-graduate, teachers towards elementary school stage.
- 2) **Analysis of data:** Both Critical Ratio and “t”-test were used to analyse the collected data and verify the hypotheses.

Results and Discussion

In the context of objectives and to achieve it, the Frequency Distribution Table-1 was prepared and used for the purpose.

Table1: Frequency Distribution Table of Attitude Scores of Teachers towards Elementary School Stage of Arunachal Pradesh

<i>Class Interval</i>	<i>f</i>	<i>x</i>	<i>fx</i>	<i>fx²</i>
110-119	1	+4	4	16
100-109	16	+3	48	144
90-99	35	+2	70	140
80-89	79	+1	79	79
70-79	87	0	0	0
60-69	84	-1	-84	84
50-59	32	-2	-64	128
40-49	15	-3	-45	135
30-39	1	-4	-4	16
	N=350		∑fx=4	∑fx²=742

$$\begin{aligned}
 \text{Mean} &= AM \pm \left(\frac{\sum fx'}{N} \right) \times i \\
 &= 74.5 \pm \left(\frac{4}{350} \right) \times 10 \\
 &= 74.5 + 0.11 \\
 &= 74.61
 \end{aligned}$$

$$\begin{aligned}
 SD &= \frac{i}{N} \sqrt{N \times \sum fx^2 - (\sum fx)^2} \\
 &= 0.02 \sqrt{350 \times 742 - (4)^2} \\
 &= 0.02 \sqrt{259700 - 14} \\
 &= 0.02 \times 509.59 \\
 &= 10.19
 \end{aligned}$$

The researcher developed and used the attitude scale to measuring the attitude of Teacher towards Sarva Shiksha Abhiyan in Arunachal Pradesh. The attitude scale possessed 29 statements relating to the nature of SSA as an educational Programme at elementary school stage. As per the weightages to responses against each statement, the

maximum and minimum scores of any sample of individual would be 0.0 (29 x 0= 0.0) and 116 (29x4=116) respectively and the attitudes mean scores of the scale is 58.00 $\left(\frac{0+116}{2}\right)$.

The frequency distribution Table-1 used for the computation of attitude mean score of elementary 350 school teachers towards SSA and it came out to be 74.61 whereas the mean score of the attitude scale is 58.0, so, the computed attitude mean score of 350 elementary school teacher was found higher than the attitude mean score of the scale and the attitude of teachers considered quite favourable for SSA as an educational programme in Arunachal Pradesh. Further, the researcher computed the SD by using the Table-1 and it came out to be 10.19 which shows the variation of attitude scores of the teachers which means the computed attitude mean score of elementary school teachers varies from 64.48 to 84.80 and again it is greater than the Attitude Mean Score(58.0) of the scale.

The raw scores collected from different tests and scales were tabulated and analysed with the help of statistical procedures and used different purposes depending on needs and the nature of data. The results have been entered from table 1 to 4.

Table 2: Showing Significant Difference Between Attitude of Graduate Teacher and Post Graduate Teacher Towards Elementary School Stage of Arunachal Pradesh

Teachers	N	Mean	SD	SE _D	Computed 't'-value	Table 't' value at (0.05 level)	Level of Significance
Graduate	175	74.39	11.41	1.35	0.33	1.97	Not Significant
Post-graduate	175	74.84	13.93				

Results of table-2 reveals that the computed t-value came out to be 0.33 which is lesser than the table value (1.97) at 0.05 level of confidences for 348 *df*. Therefore, the formulated hypothesis: “There is no significance difference between the attitude mean scores of graduate and post-graduate elementary school teachers” got retained. From this, it is interpreted that the elementary school graduate and post-graduate teachers really don’t differ in their attitude towards SSA and both groups of teachers have been found with highly favourable attitude as their attitude mean score are 74.39 and 74.84 respectively.

Table 3: Showing Significant Difference Between Attitude of Male Teacher and Female Teacher Towards Elementary School Stage of Arunachal Pradesh

Teachers	N	Mean	SD	SE _D	Computed 't'-value	Table 't' value at (.05 level)	Level of Significance
Male	205	75.03	13.06	1.27	0.80	1.96	Not Significant
Female	145	74.01	10.73				

Results of table-3 reveals that the computed t-value came out to be 0.80 which is lesser than the table value (1.97) at 0.05 level of confidences for 348 *df*. Therefore, the formulated hypothesis: “There is no significance difference between the attitude mean scores of male and female elementary school teachers in Arunachal Pradesh” got retained. From this, it is interpreted that the elementary school male and female teachers really don’t differ in their attitude towards SSA and both groups of teachers have been found with highly favourable attitude as their attitude mean score are 75.03 and 74.01 respectively.

Table 4: Showing Significant Difference Between Attitude of Rural Teacher and Urban Teacher Towards Elementary School Stage of Arunachal Pradesh.

Teachers	N	Mean	SD	SE _D	Computed 't'-value	Table 't' value at (.05 level)	Level of Significance
Rural	246	74.41	14.79	1.54	0.42	1.97	Not Significant
Urban	104	75.07	12.50				

Results of table-4 reveals that the computed t-value came out to be 0.42 which is lesser than the table value (1.97) at .05 levels of confidences for 348 *df*. Therefore, the formulated hypothesis: “There is no significance difference between the attitude mean scores of rural and urban elementary school teachers in Arunachal Pradesh” got retained. From this, it is interpreted that the elementary school rural and urban teachers really don’t differ in the attitude towards elementary school stage and both groups of teachers have been found highly favourable attitude as their attitude mean score are 74.41 and 75.07 respectively.

Table-5: Showing Significant Difference Between Attitude of Tribal Teacher and Non-Tribal Teacher Towards Elementary School Stage of Arunachal Pradesh.

Teachers	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>SE_D</i>	Computed ‘t’-value	Table ‘t’ value at (.05 level)	Level of Significance
Tribal	279	73.71	11.75	2.0	2.22	1.97	Significant
Non-Tribal	71	78.16	15.84				

Results of table-5 reveals that the computed t-value came out to be 2.71 which is greater than the table value (1.97) at .05 level of confidences for 348 *df*. Therefore, the formulated hypothesis: “There is no significance difference between the attitude mean scores of Tribal and Non-Tribal elementary school teacher in elementary school stage in Arunachal Pradesh” got rejected. From this, it is interpreted that the elementary school Tribal and Non-Tribal teachers have been differ in the attitude towards elementary school stage in Arunachal Pradesh and both groups of teachers have been found significant as their attitude mean score are 73.71 and 78.16 respectively.

Findings of the study

1. It has been found significant difference in the attitude towards elementary school stage between Tribal and Non-Tribal teachers. It is also important to note that the SD of non-tribal teacher is 15.84 and it indicates a greater variability among the teachers of tribal of elementary school stage in Arunachal Pradesh SD is 11.75 respectively.
2. No significant difference between graduate and post-graduate teacher towards elementary school stage in Arunachal Pradesh. There is similar variability between graduate and post-graduate teacher of elementary school stage in Arunachal Pradesh.
3. The result indicates that the elementary school male and female teachers really don’t differ in their attitude towards elementary school stage and both groups of teachers have been found with highly favourable attitude as their attitude mean score are 75.03 and 74.01 respectively.
4. There is also found no significant difference between rural and urban teacher attitude towards elementary school stage and both groups of teachers have been found highly favourable attitude as their attitude mean score are 74.41 and 75.07 respectively.

Discussion and Conclusion

The study reveals that computed attitude mean score of 350 elementary school teacher was found higher than the attitude mean score of the scale and the attitude of teachers considered quite favourable for elementary school stage in Arunachal Pradesh. With regard to attitude of teacher at elementary school of graduate and post-graduate really don’t differ in their attitude towards quality education and both groups of teachers have been found with highly favourable attitude as their attitude mean score are 74.39 and 74.84, rural and urban, male and female respectively. Teachers at elementary school of tribal and non-tribal teachers have been found differ in the attitude towards elementary school stage in Arunachal Pradesh and both groups of teachers have been found significant as their attitude mean score are 73.71 and 78.16 respectively. However, tribal teacher’s attitude were developed and interested on professional development of teachers.

The present study was conducted in order to know the attitude of elementary school teachers towards quality education in Arunachal Pradesh. It was found that the elementary schools teachers have a positive attitude

towards elementary school stage in Arunachal Pradesh. Therefore, the same study can be conducted by taking a large sample, more items of the attitudes towards elementary school stage can also be taken, Another variables like, trained and untrained teachers, teaching experiences, atmosphere of the schools and etc. can be included as the variables of the study, A comparative survey of attitude of Govt. and Private school at elementary stage of Arunachal Pradesh may be taken, The attitude of the secondary and higher secondary level of school stage in Arunachal Pradesh may be investigated.

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