



A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession

DR. DINUBHAI M. CHAUDHARI

Associate Professor,

Swami Vivekanand Sarvodaya Education College,
Nagalpur, Mehsana, Gujarat (India)

Abstract:

Teacher performs his/her duty as a teacher is reliant, to a huge extent, on his/her attitudes and values. A positive favourable attitude makes the work not only easier but also more agreeable and competently rewarding. Unenthusiastic and unfavourable attitude makes the teaching job harder, monotonous and distasteful. Additionally, teacher's attitude influences the behaviour of her/his students. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. Therefore, Values and Attitudes of School and College Teachers towards Teaching Profession form the major variable for the present study on School and College teachers.

Keywords: Attitude, Value, Teaching Profession, Teacher

1. Introduction

A society with domestic idea attempts consciously to improve its programme and agencies for serving the common welfare of all of the citizens of nation. It attempts to ensure those improvements chiefly by establishing educational institutions which socially acceptable interest and needs that youth feels may be citizen's responsibility. The educational system plays a very important role developing various kinds of personality traits, values and national feelings. Bandura argued that individuals create and develop self-perceptions of capability that become instrumental to the goals they pursue and to the control they exercise over their environments. Beliefs of the personal competence help to determine the outcomes one expects. Human personality is a creative value of synthesis of acceptable life values. The most important human Endeavour is the striving for morality in our action.

2. Review of Related Literature

Patni U. (1983) studied with the major objective of the study (1) To find out the relationship between values and achievement motivation among college girls, and (2) To develop and standardize a test of values for college girls in India. **Sample:** The sample consisted for 1002 college girls from eight college of Rajasthan. The sample included only the final year college girls of the arts, science and commerce faculties. The normative survey method was followed. The tools used were a Scale of Life Values developed and standardized by the investigator, and Mukherjee's Sentence Completion Test. Descriptive statistics and critical ratio were used for drawing conclusions. The major findings were: (1) The girls studying in different faculties had almost similar value patterns. (2) All students showed the highest preference for aesthetic values. (3) The students showed minimum preference for moral values. (4) The arts and science students differed significantly on knowledge values, aesthetic values, social values, national and political

values, moral values, and self values.(5) The science students were found higher on social values and national and political values than the other two groups. (6) The correlations of values and achievement motivation of each category of values in all the three groups were found to be insignificant. (7) In the group of arts students, knowledge values, aesthetic values and money and material values were negatively correlated with level of achievement motivation, whereas in the science group only knowledge and aesthetic values, and in the commerce group, only money and material values, were negatively correlated with the level of achievement of these students.(8) Religious values, social, national political values, self values and moral values had the positive but insignificant correlation with achievement motivation.

Saney, S.P. (1984), studied with the major objective (1) To find out the difference between delinquents and non-delinquents boys in relation to psychoticism, extraversion/introversion and neuroticism (2) To find out the extent to which the delinquents differed from the non-delinquents in respect of personality characteristics. (3) To find out the difference in adjustment of delinquents and non-delinquents in home, emotional, health, social and total adjustment and (4) To find out the difference in preference of values of delinquents and non-delinquents. **Sample** The sample of the study comprised two groups of 105 boys each, viz, delinquents and non-delinquents. The delinquent's samples were selected from the certified schools of Hoshiarpur of Punjab State and non-delinquents from a school of Jalandhar of Punjab State. The Eysenck Personality Inventory (1970) The Jesness Inventory to measure the level of delinquency (1966) The Bell Adjustment Inventory (1937) The Rokeach Value Questionnaire (1967) **Findings** of the study were (1) The delinquents showed significant difference from non-delinquents in respect of extraversion/introversion, social maladjustment and atomism and denial. (2) The delinquents showed significantly poor adjustment on home, health, emotion, social and total adjustment. (3) As regards values as compared to non-delinquents. Marked difference were observed on values of 'Broadminded', 'Capable', 'Clean', 'Honest', 'Obedient', 'Responsible' and 'Self-Controlled' in ease to delinquents.

Sharma S.K.(1986) studied with the major objective (1) The investigator attempted to study the quality and adjustment and intelligence and their impact upon developing intrinsic desirable values. **Sample** 1000 students of first year of 20 different college of Rajasthan were selected by the stratified method of sampling. The normative, comparative and correlation survey method was employed to study the values and personality of students. Value Test, Group Intelligence Test and Adjustment Inventory were adopted. **Findings** of the present study were (1) The role of the teacher quite different in traditional and industrial societies. (2) The teaching experience did not affect significantly their classroom behavior. (3) Student's perceptions regarding female teacher classroom behavior were better than their perceptions regarding the classroom behavior of male teachers. (4) In the context of rapid development in the field of science and technology, teacher faced a changed and disorganized social order, met with the explosion of expectations, and had to take up the role of an agent of social change and innovator of educational ideas.

3. Objectives of the Study

1. To study the values and attitudes towards teaching profession of teachers and its correlation with each other.
2. To compare the values of B. Ed Trainee Students with the values of P.T.C. Trainee Students.
3. To find out whether values of male and female teachers differ.
4. To determine whether the locality (urban/rural) of the teachers affects their values.

5. To compare the attitude of B. Ed Trainee Students towards teaching profession with that of P.T.C. Trainee Students.
6. To find out whether the attitude towards teaching profession is gender biased.
7. To explore whether the attitude towards teaching profession is determined by the locality of the teachers.

4. Meaning of Value

- Worth, desirability, or utility, or the qualities on which these depend.
- Worth as estimated (set a high value on my time).
- One's principles, priorities, or standards.

5. Research Method

The institute, gender and locality have been considered as independent variables, whereas, values and attitude towards teaching profession as dependent variables in the study. Descriptive method of research has been suitably employed for the study.

6. Sample of the Study

The sample of 400 teachers has been systematically drawn using multistage randomization technique. 200 teacher trainee form B.Ed. College and 200 teacher trainee form P.T.C. College were selected from Junagadh District.

7. Tools and Techniques

Value Inventory and Teacher Attitude Inventory prepared by the Investigator Dr. D. M. Chaudhary.

8. Data Analysis

Suitable statistical techniques, namely, mean, median, mode, standard deviation, skewness and kurtosis were applied to examine the nature of distribution of scores of the sample. Cochran test was employed to test the homogeneity of variance in the groups. Analysis of Variance (ANOVA), 2x2x2 factorial design was employed to study the main effects and interactional effects of these variables.

To further explore the interactional effects of variables, t-test was employed wherever F-ratio was found significant. Pearson's coefficient of correlation was used to study the relationship between attitude towards teaching profession and different types of values.

9. Findings of the Study

The study is quite revealing as follows:

9.1 Findings related to political value, religious value economic value theoretical value, social value and attitude:

There is a negative and significant correlation between theoretical value, social value and attitude towards teaching profession. There is a positive and significant correlation between political value, religious value economic value and attitude towards teaching profession. There is a positive and significant correlation between aesthetic value and attitude towards teaching profession.

- The P.T.C. Trainee Students have been found higher in the theoretical value than the B. Ed Trainee Students.
- There has been found no significant difference in the theoretical value of male teachers and female teachers.

- The rural teachers have been found higher in the theoretical value than the urban teachers.
- Gender and locality of the trainee teachers have not been found to interact significantly in determining theoretical value of the teachers as well as Institute, gender and locality do not interact significantly in determining theoretical value of trainee teachers.
- The mean score of economic value of B. Ed Trainee Students has been found higher than that of P.T.C. Trainee Students.
- The mean score of economic value of female teachers has been found higher than that of male teachers.
- The mean score of economic value of urban trainee teachers has been found higher than that of rural teachers.
- No significant difference found between interaction between institute and gender of teachers with respect to their economic value.
- No significant difference found between interaction between institute and locality of trainee teachers with respect to their economic value.
- Gender and locality of the trainee teachers have been found to interact significantly in determining their economic value.
- Gender and locality of the trainee teachers have not been found to interact significantly in determining economic value of teachers.

9.2 Analysis and interpretation of data with respect to aesthetic, social, political and religious values:

- No significant difference found between the attitude of P.T.C. trainee and B. Ed Trainee Students towards teaching profession.
- No significant difference found between the attitude of urban and rural teachers towards teaching profession.
- No significant difference found between interaction between Institute and Locality in determining the attitude of teachers towards teaching profession.
- No significant difference found between interaction between Gender and Locality in determining the attitude of teachers towards teaching profession.
- No significant difference found between interaction between Institute, Gender and Locality in determining the attitude of teachers towards teaching profession.
- Significant difference found between interaction between Institute and Gender in determining the attitude of teachers towards teaching profession.
- Male teachers have been found to have higher favorable attitude towards teaching profession as compared to their counterparts.

10. Conclusion

There is Negative and significant correlation between theoretical value, social value and attitude towards teaching profession. There is a positive and significant correlation between political value, religious value economic value and attitude towards teaching profession. There is a positive and significant correlation between aesthetic value and attitude towards teaching profession. The P.T.C. Trainee Students have been found higher in the theoretical value than the B. Ed Trainee Students. There has been found no significant difference in the theoretical value of male teachers and female teachers. Gender and locality of the trainee teachers have been found to interact significantly in determining their economic value. Significant difference found between interaction between Institute and Gender in decisive the attitude of teachers towards teaching

profession. Male teachers have been found to have higher favorable attitude towards teaching profession as compared to their counterparts.

References

1. Aggarwal, J.C.(1996). Landmarks in the History of Modern Indian Education. Vikas Publishing House Pvt. Ltd, New Delhi.
2. Best, John W. and Khan, James V.(1989). Research in Education.(Sixth Edition) New Delhi : Prentice Hall of India private Limited.
3. Parekh, B.U. and Trivedi, M.D. (1994). Statistics in Education, Fourth Edition. : University Granth Nirman Board, Ahmedabad, Gujarat State.
4. Patni, U. (1983). The values Held by college girls and their relation with achievement motivation, Ph.D., Edu. M. S, Uni. Baroda
5. Sanehy, S.P. (1984). A comparative study of Personality Adjustment and values of delinquents and non-delinquents. Ph.D. Psy. University: PAN. University.
6. Sharma S.K. (1986). Values of College Students of Different Socio-economic Groups and Relationship with their Intelligence and Adjustment in the colleges. Ph.D., M.S. University. Baroda
7. Walter, R. Borg and Gall, M.D. (1983). Educational Research: An Introduction. New York: Longman's Green Co. Ltd.