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## A Study on Attitude Towards Teaching Profession of Rural and Urban Secondary School Teachers

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### Abstract:

Attitude Towards Teaching Profession has an important role on school teachers both of Rural and Urban teachers of secondary school. Attitude Towards Teaching Profession is dependent variable and types of teachers are considered as independent variables. Teacher Attitude Inventory made S.P. Ahluwalia (1985)<sup>1</sup> is used to collect the data for the study from different secondary school and B. Ed. colleges. Data was analyzed using inferential statistical techniques. Normal distribution, t-test, Spearman's rank different Correlation were used to analyze the data. Majority of Rural teachers that is 60.15% of secondary school possess average level of Teaching effectiveness and 1.11% have high level of Teaching effectiveness. Majority of Urban teachers that is 58.04% of secondary school possess average level of teaching effectiveness and 14.51% have high level of Teaching effectiveness. And significant difference was found of Attitude Towards Teaching Profession between Rural and Urban secondary school teachers.

**Keywords:** Attitude Towards Teaching Profession, Rural and Urban Secondary School Teachers.

### 1. Introduction:

Education is significant both for the individual and society. The working of society is unthinkable without instruction or taught people. Truth be told, human life is conceivable just idea training. By education man shapes an appropriate frame of mind towards life, Education shows us numerous ways by which we can tackle the issues of life, Life is brimming with battle. Man makes his life effective idea appropriate education. In this manner, Education is the cleverest and straight street to accomplishment, the more the people become taught, the better people they end up being, the better families they set up, the more beneficial they are, the better work they do and the more dynamic and stable are their networks.

As an important variable, Attitude towards teaching profession needs to be measured especially, when given an input of a new dealing. It is usually observed that student-teachers join it because they like the teaching profession when they join the teacher preparation program. However, many times, it is executed that most of them join because there is a need for job

<sup>1</sup> Ahluwalia, S.P. (1985). Teacher Attitude Inventory. National Psychological Corporation, Agra, India

Allport (1935)<sup>2</sup> introduced to treat, "Attitude as a mental and natural state of readiness embodied through experience, a directive or dynamic influence above the individual response to all purpose and situation with which it is related". Allport paid attention to attitude as a common pattern of appreciation or action as an integration of several experiences. An attitude is not an immediate expression but primarily it is an inner state. It is a mental 'set' or readiness to act and not basically the act itself. It is primarily a trend to act. An attitude is an implicit response unto or far from social value or an individual value. It is determining tendency, a preparatory act and a potential adjustment towards person, an object, or a state of affairs. Attitude is always a position which an individual takes unto a person or an issue.

Attitudes are considered as significant helpers of conduct and influence every single human worth. Crow and Crow (1973)<sup>3</sup> clarified that: 'His attitude towards others decides his social qualities. In the event that the individual can figure out how to overlook self and to be of administration to the individuals who need assistance, he has accomplished character qualities that are basic to the picking up of gratefulness from others. On the off chance that he doesn't feel better than the work that he is doing or to the individuals with whom he is related, he is probably going to accomplishment in his work in his social relationship'.

## 2. Review of the Literature:

Mouli, R. C. and Reddy, S (1990)<sup>4</sup> conducted a study to determine the dimension of relationship between teacher's age, gender, training, teaching experience and attitude towards teaching. Reported on a sample of 100 teachers (50 male, 50 female) from eight secondary schools which was located in Secunderabad and Hyderabad. However, differences among the groups on the gender, age, training and experience variables were found that they were statistically not significant.

Ganapathy (1992)<sup>5</sup> worked on the self-concept of student-teachers and their attitude towards teaching profession. He found that both rural-urban teachers had a satisfactory attitude towards teaching profession. Also, the male and female student-teachers had a positive self-concept.

Shakuntala, K.S. and Sabapathy, Tara (1999)<sup>6</sup> studying the teacher's adjustment as related to interest in and attitude towards teaching profession, found that - a significant and positive correlation between adjustment of secondary school teachers and their interest and attitude

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<sup>2</sup> Allport, G.W. (1935). Productive paradoxes of William James. Psychological Review. P-50.

<sup>3</sup> Crow, L.D, Crow, A. (1973): education in Secondary School, Eurasia Publishing House (P) Ltd, Rabindra Mansions, Ram Nagar, New Delhi-01.

<sup>4</sup> Mouli, R.C. and Reddy, S. (1990). Attitude towards Teaching Profession Experiments in Education, 18(12), p-23-24.

<sup>5</sup> Ganapathy, S.(1992) Self-Concept of Student-Teachers and their Attitude Towards Profession. Fifth Survey of Educational Research. (1988-92) Vol. II. New Delhi: NCERT.p.146.

<sup>6</sup> Shakuntla, K.S. and Sabapathy Tara, (1999) Teacher Adjustment as Related to Interest in and Attitude towards Teaching. Indian Educational Abstract, Issue I, January 2001. New Delhi: NCERT. p.91.

towards teaching profession. Difference in interest in teaching aptitude towards teaching, sex, marital status, age, type of management, and teaching experience of school teachers calculated for significant difference in their adjustment.

Kaur (2012)<sup>7</sup> practiced a study Success in teaching as related to personality types attitude towards teaching and achievement motivation among secondary school teachers, Found significant inter-correlations among the variables of extraversion, achievement-motivation, attitude towards teaching profession and success in teaching of secondary school teacher.

Kumar (2013)<sup>8</sup> practiced a study A study of teaching effectiveness, teaching aptitude and attitude towards teaching mathematics of prospective mathematics teachers. There was a significant difference in the teaching aptitude of rural – urban and male-female prospective mathematics teachers though of them hold very high teaching aptitude. The rural and female prospective mathematics teachers had high teaching aptitude when compared with urban and male prospective mathematics teachers.

Krishnappa (2014)<sup>9</sup> in his study A study of job satisfaction in relation to organizational climate and attitude towards teaching profession of secondary school teachers. No differences were found between rural and urban teachers, govt. and Pvt. School teachers, male and female teachers in respect with their job satisfaction and its dimension.

Smith (1993)<sup>10</sup> summarized this cause-effect relationship as teachers' attitude towards teaching profession have relation on teaching practical and their student's performance. Teachers have a vital role in their student's shaping their attitudes and achievement in the classroom. So that they have an important role in creating students have high/ low attitudes to any of their subject. Mc Dermott and Rothenberg (2000)<sup>11</sup> describe finding from a series of focus groups of seven parents, four elementary school teachers and six middle school girls in a high poverty urban neighbor. The project began with the purpose of recognizing the characteristics of ideal teachers in low-income urban schools. As the research continued, it becomes external that the answer

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<sup>7</sup> Kaur, P. (2012). Success in teaching as related to personality types attitude towards teaching and achievement motivation among secondary school teachers, Ph.D thesis, faculty of education, Panjab University, Chandigarh.

<sup>8</sup> Kumar, M.R. (2013). A study of teaching effectiveness, teaching aptitude and attitude towards teaching mathematics of prospective mathematics teachers. Ph.D thesis, Dept. of Education, Acharya Nagarjuna University. Guntur Andhra Pradesh.

<sup>9</sup> Krishnappa, S.N.-(2014). A study of job satisfaction in relation to organisational climate and attitude towards teaching profession of secondary school teachers. Ph.D thesis, P.G. Department of education, Karnataka University, Dharwad.

<sup>10</sup> Smith, D.M. (1993). Pre service elementary teacher's attitudes towards mathematics and the teaching of Mathematics in a constructivist classroom. Ph.D dissertation, The Oklohama State University: USA. Retrieved from- [http://www.eurojournals.com/AJSR\\_13\\_04.pdf](http://www.eurojournals.com/AJSR_13_04.pdf).

<sup>11</sup> McDermott ,P. Rothenberg, J. (2000). The Characteristics of effective in high poverty schools: Triangulating our data. Paper presented at the annual meeting of the American Educational Research Association. New Orleans. (ERIC Database. ED442887). Retrieved from- [http://scholar.google.co.in/scholar?q=McDermott,p.Rotenberg,j.,2000-the+characteristics+of+effective+teachers&hl=en&hl=en&as\\_sdt=0&as\\_Vis=1&oi=scholar&sa-X&ei-P8uIT4WoJYW3rAellanYcG&sqi 2&ved 0CBkQgQmwAA](http://scholar.google.co.in/scholar?q=McDermott,p.Rotenberg,j.,2000-the+characteristics+of+effective+teachers&hl=en&hl=en&as_sdt=0&as_Vis=1&oi=scholar&sa-X&ei-P8uIT4WoJYW3rAellanYcG&sqi 2&ved 0CBkQgQmwAA).

was simply forward; ideal urban teachers are those who make respectful and truthful relationship with students and their families. Being positive with students was the object that dominated parent discussion, and parents appealed for good relationship with their children's teachers. Teachers are accordant about the value of parental engagement in children's education. And they knew that they were failed in this aspect of their teaching. Students spoke about basic issues of comfort and respect. Comparing these data helped researchers to make a statement of the qualities of effective urban teachers. It was clear that an obstacle existed between parents-teachers in this study. He got in the middle of parent-teacher conflict; the students proud to the teacher who explain interest in their lives.

Ackerman (2004)<sup>12</sup> worked on effective teacher programs from the first-year teachers and revealed that there was positive agreement among participants regarding the conformity of their teacher training. Concerning the second theme, all trainees acquired themselves as being successful in their first year of teachers-training. All trainees were inspiring of the field of experience of the training program, they all accepted there was disconnect in the training program between the theoretical components and the realities of the KG to 12 classrooms. Finally, the new moves in this study identified materials in which positive moves were required. The changes related to professionalism on the part of staff and faculty and program components that without practical applications

Akkus (2010)<sup>13</sup> revealed an effective relationship between teachers' attitude towards the teaching profession and find out levels of the teachers. For the pre-service teachers who have almost completed the required courses to become a teacher. They have to be exposed to the bad side of the profession. And therefore, might have a highly positive attitude.

### 3. Research gap:

After study of the related literatures, I found gap like: The level of Attitude towards teaching profession of Rural and Urban Secondary School teachers in this area.

### 4. Objectives:

- (1) To study the level of Attitude towards teaching profession of Rural secondary school teachers.
- (2) To study the level of Attitude towards teaching profession of Urban secondary school teachers.

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<sup>12</sup> Ackerman, Elaine (2004) Effective teacher preparation program ms from the perspective of first year teachers. Dissertation Abstract International –A, Vol.66, No.3.

<sup>13</sup> Akkus, O. (2010) Teachers' burnout levels and their attitudes towards teaching profession. Paper presented at EABR & ETLC Conference. Dublin Ireland. Retrieved from [http:// www.eurojournals.com/AJSR-13-04.pdf](http://www.eurojournals.com/AJSR-13-04.pdf).

- (3) To compare Attitude towards teaching profession between Rural and Urban secondary school teachers.

## 5. Hypothesis:

- (1) **H<sub>1</sub>**. There are different levels of Attitude towards teaching profession of Rural secondary school teachers.
- (2) **H<sub>02</sub>**. There are no different levels of Attitude towards teaching profession of Urban secondary school teachers.
- (3) **H<sub>03</sub>**. There is no significant difference of Attitude towards teaching profession between Rural and Urban secondary school teachers.

## 6. Methodology:

### 6.1 Population:

The Rural and Urban secondary school teachers of three districts in West Bengal (Bankura, Paschim Bardhaman and Purba Bardhaman) of private and public institutes are the target population.

### 6.2 Sample:

In the present study, sample consisted teachers of 30 Secondary schools and 10 B.Ed. colleges from all the three districts of West Bengal (Bankura, Paschim Bardhaman and Purba Bardhaman). Finally, the researcher collected 526 samples from secondary schools and B.Ed. colleges, among them 271 are Rural and 255 Urban teachers at secondary level.

**Table No. 1: Distribution of Sample**

Sl. No	VARIABLE	NO	%
1	<b>Area</b>		
	Urban	255	48.48
	Rural	271	51.52
2	<b>Gender</b>		
	Male	272	51.71
	Female	254	48.29
3	<b>Stream</b>		
	Language	192	36.50
	Science	160	30.42
	Social science	174	33.08
4	<b>Category of schools</b>		
	Government	246	46.77
	Private	280	53.23
5	<b>Types of teachers</b>		
	In-service	305	57.98
	Pre-service	221	42.02

### 6.3 Research Tools:

To measure teachers' attitude towards teaching profession, S.P. Ahluwalia's "Teacher Attitude Inventory (TAI)" (1985)<sup>14</sup> was used. It appears relevant to develop a dependable multidimensional attitude inventory for measuring attitude towards teaching profession and its allied aspects. It is further added that it is a worthwhile tool for the educational institutions not only for diagnostic and prognostic purposes but also for the possibility of its use in changing the attitudes of the teachers through a positive programme of inculcating favourable attitudes in teacher-trainees by changing the organizational climate of training in institutions and by enriching the social emotional climate of their class rooms. It is a balanced questionnaire which essence to secondary school teachers have attitude toward-teaching profession, class-room teaching, child-centered practices, educational process, pupils and teachers. He also added that the most direct use to which the 'TAI' can be put in the selection, of better teachers and students for teacher preparation. This inventory has selected and used as one of the best tools to know the attitude towards teaching profession of successful teachers.

This inventory is a 90 item Likert type instrument consisting of six sub-scales. These sub-scales were developed by the Likert summated ratings procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing teachers' professional attitudes. The six aspects dealt within the inventory lie to attitude towards: i) Teaching profession; ii) Class-room teaching; iii) Child-centered practices; iv) Educational process; v) Pupils; vi) Teachers.

### 6.4 Data Collection:

The researcher made the list of urban areas and rural areas of each of the three districts. Then, he prepared the list of secondary schools and B.Ed. colleges in urban area and in the rural area of each district with the help of school list available in the website of WB secondary education and the University of Burdwan. Finally, the researcher collected 526 samples from each school and B.Ed. colleges, among which 255 urban and 271 rural; 272 male and 254 female; 305 in-service and 221 pre-service; and 246 govt. and 280 Pvt. Teachers were dawn for the conduct of the study. The investigator visited the selected schools and B.Ed. colleges personally and administered Teacher Attitude Inventory (TAI) to a total 271 Rural and 255 Urban teachers school teachers. Participants have been given sufficient time to give their answers.

### 6.5 Statistical Technique Used:

The data were analyzed with the proper and liable statistical measures to justify the objectives of this research work. The investigator used Central tendency, Standard deviation and T-test for the analysis of the data.

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<sup>14</sup> Ahluwalia, S.P. (1985). Teacher Attitude Inventory. NATINAL PSYCHOLOGICAL CORPORATION, Agra, INDIA.

## 7. Data Analysis, Interpretation and Findings:

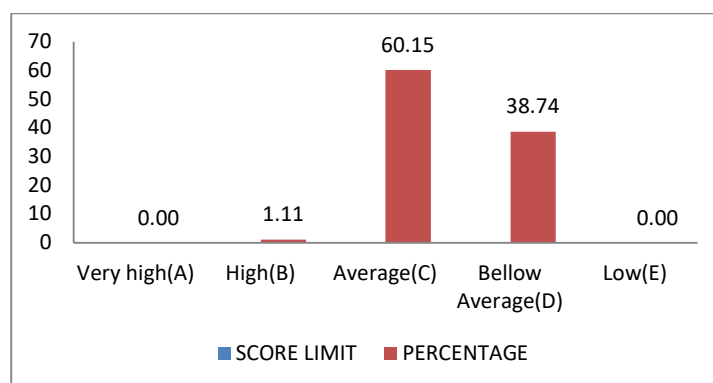
The analysis of the data collected by the investigator have been done to make inferences about the population.

### Categorize of Groups:

- **Group-A (very high):** Score above 330,
- **Group B(high):** Score between 310-329,
- **Group C(average):** Score between 280-309,
- **Group D (Below average):** Score between 250-279 and
- **Group E(Low):** Score between 220-249.

**Table No: 2 showing the level of attitude towards teaching profession of rural secondary school teachers.**

Teaching Attitude	Score Limit	Number/ Frequency	Percentage
Very high(A)	330+	0	0.00
High(B)	310-329	3	1.11
Average(C)	280-309	163	60.15
Below Average(D)	250-279	105	38.74
Low(E)	220-249	0	0.00
<b>TOTAL</b>		<b>255</b>	<b>100</b>

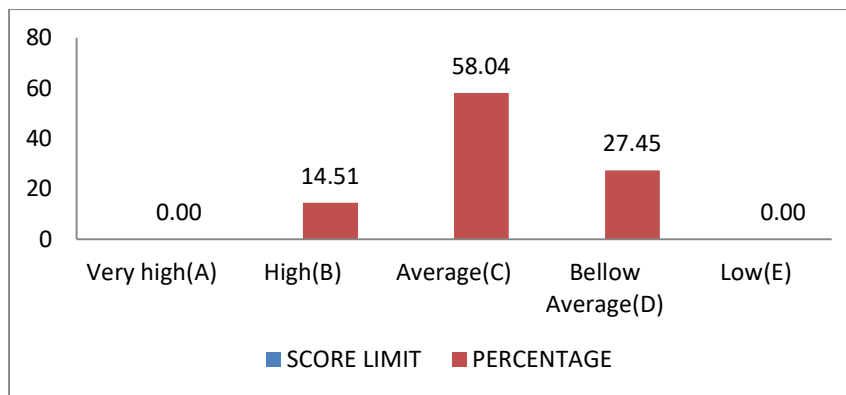


**Figure No. 1 : Level of Attitude of Rural school teachers**

Table No. 1 and Figure No.1 shows that majority of rural secondary school teachers that is 60.15% of rural secondary school teachers possess average level of teaching attitude. It is also seen that 1.11% of rural secondary school teachers possess high level of Teaching attitude. 38.74% of rural secondary school teachers possess below average level of Teaching attitude. 0.00 % of rural secondary school teachers possess very high level of Teaching attitude. 0.00 % of rural secondary school teachers are found to possess low level of Teaching attitude.

**Table No. 3: Showing the level of attitude towards teaching profession of urban secondary school teachers.**

Teaching Attitude	Score Limit	Number/Frequency	Percentage
Very High(A)	330+	0	0.00
High(B)	310-329	37	14.51
Average(C)	280-309	148	58.04
Bellow Average(D)	250-279	70	27.45
Low(E)	220-249	0	0.00
<b>Total</b>		<b>255</b>	<b>100</b>



**Figure No. 2: Level of Attitude of Urban school teachers.**

Table No. 2 and Figure No. 2 shows that majority of urban secondary school teachers that is 58.04% of urban secondary school teachers possess average level of teaching attitude. It is also seen that 14.51% of urban secondary school teachers possess high level of Teaching attitude. 27.45% of urban secondary school teachers possess below average level of Teaching attitude. 0.00 % of urban. secondary school teachers possess very high level of Teaching attitude. 0.00 % of urban secondary school teachers are found to possess low level of Teaching attitude.

**Table no. 4 : For t-test of teaching effectiveness of Rural and Urban secondary school teachers.**

Variable	Sub sample	No	M	SD	df	t-value	Level of Significance
Area	Urban	255	393.088	26.70	524	9.08	S (R)
	Rural	271	371.47	28.61			

The table no 3 shows that the mean score of Urban and Rural secondary school teachers are 393.088 and 371.47 with standard deviations 26.70 and 28.61 respectively. The calculated t-value of 9.08 is more than table value of 1.96 at 0.05 level of significance for degrees of freedom 524. The null hypothesis  $H_0$ .2.2 is rejected and it is concluded that there is significant difference of Attitude Towards Teaching Profession between Rural and Urban secondary school teachers.



## 8. Testing of Hypotheses:

- (1) Variation is found in the level of attitude towards teaching profession among Rural secondary school teachers, hence hypotheses H<sub>1</sub>. "There are different levels of Attitude towards teaching profession of Rural secondary school teachers." Is accepted.
- (2) Since Variation is found in the level of attitude towards teaching profession among Rural secondary school teachers, hence hypotheses Ho<sub>2</sub> "There are no different levels of Attitude towards teaching profession of Urban secondary school teachers." Is rejected.
- (3) Hypothesis Ho<sub>3</sub>. "There is no significant difference of Attitude towards teaching profession between Rural and Urban secondary school teachers." Is rejected because significant difference of attitude is found for the above.

## 9. Conclusion:

Attitude Towards Teaching Profession of two different categories of teachers was explored in this research work. Parameters levels of very high, high, average, below average and low have been statistically established. Variation of levels with respect of Rural and Urban have been investigated. During data collection, the influences with both categories of teachers, school administrators and teacher educators have motivated me to discover the actual state of affairs of the relationship and to let them know the results may help the educational administrators, planners and the teachers in improving the secondary education system more effective, updated and valuable. Efforts are to be made to engage teachers having positive and high attitude towards teaching as well as for upliftment of their effectiveness for better performance of students. Attitude Towards Teaching Profession is correlated with student's classroom performance.

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