

ORIGINAL ARTICLE

Study of Teacher's Attitude Towards Different Social Community and Educational Stream

Savita Kumari*, Ragini Kumari and Amrita Katyayani* Hemant Kumar*****

*Dept. of Education, Basanta Women's College, BHU- Varanasi-U.P

**Dept. of Geography, BHU- Varanasi-U.P

***College of Forestry, SHUATS, Prayagraj-U.P

Email:savitakumari1932@gmail.com

ABSTRACT

The present study is based on the comparative analysis of teaching attitude of senior secondary school teachers towards different educational stream. The teaching attitude of teachers remains the importance determinant of how teachers behave and succeed in dynamic circumstances of real classroom and school. The study was limited to 100 school senior secondary service teacher of city Varanasi in year 2018-19. An extensive survey was conducted to find out the level of teaching attitude in secondary school towards Art, science and commerce stream and different communities. One way Analysis of Variance was used to know the differences within the groups and between the group of teachers of Science, Arts and commerce streams to know their attitude towards creative teaching. A non-significant difference exists between the scores of teaching attitude of Arts, science, and Commerce streams as well teachers belonging to different community towards creative teaching. The results of the study revealed that Arts stream had higher attitude towards creative teaching than that of Science and Commerce streams.

Keywords: Teaching Attitude, senior sec. Teacher, Creative Teaching, Arts, Science and Commerce Streams etc.

Received 02.01.2020

Revised 09.02.2020

Accepted 26.03.2020

INTRODUCTION

Teacher's attitude towards teaching profession forms the major strength of education system and it largely depends upon the quality of variable. In present scenario, there is an urgent need in to examine teacher attitude towards their profession as the educational system undergoes major changes and improvements. It is not enough if the prospective teachers are empowered with knowledge and skills but they should have a favorable attitude towards teaching which in turn influences their teaching competency. Teachers who are generally unenthusiastic about the teaching profession are more distressed about their teaching situation than were teachers who were enthusiastic [1-3]. Thus, for the professional growth of the teachers and improvements in education, the teaching attitudes held by them play crucial role in way of teaching as well extent of knowledge transfer to students. However, a teacher performs his/her duty as a teacher is dependent to a great extent on his/her attitudes, values and beliefs. A favorable teaching attitude makes the work not only easier but also more satisfying and professionally rewarding to them. A negative and unfavorable attitude makes the teaching task harder, tedious and unpleasant to teacher as well students. In addition, a teacher's attitude also influences the behavior of her/his students towards teachers [4-9]. Thus, an effective and productive learning can be achieved only by teachers with pleasing attitudes. The teaching Profession is universally regarded not only as one of the most important profession of civilized life, but also the noblest of all. Dr. Radhakrishnan (1949) has aptly observed in this context, "The teacher's place in the society is of vital importance and acts as the pivot for the transmission of intellectual, traditional and technical skills from generation to generation and helps to keep the lamp of civilization burning." It is the quality of teacher, which creates excellence in all walks of life and hence the teachers are the real architects of any nation. Therefore, teacher's performance cannot be ignored in the field of education and society upliftment as well in civilization. Importance of Teaching Profession is reflected in the words of Aristotle "Those who educate children well are to be honoured more than those who produce children give them only life but those who educate them give them the art

of living well." The teacher is single most important factor responsible for the success, reforms and the advancements of educational programs [10-11].

MATERIAL AND METHODS

Present study was conducted for comparative analysis of teaching attitude of senior secondary school teachers towards different educational stream. An extensive survey were conducted to find out the level of teaching attitude in secondary school towards Art, science and commerce stream and different community of senior secondary school service teacher of city Varanasi, U.P, in year 2018-19. In this study, emphasis was given on inferential quantitative approach to compare the different variables. The present study consisted of 100 teachers of different senior secondary schools as a sample of the study. In the present study, researcher has used different attitude scale regarding teaching profession. After a careful scrutiny of the statements by experts, statements were selected for the study related to attitudes towards teaching profession of prospective teachers. The teaching attitude were categorized under five heads; super unfavorable (SUF) unfavorable (UF) neutral (N), and super favorable (SF).

Design and Statistical techniques of the study

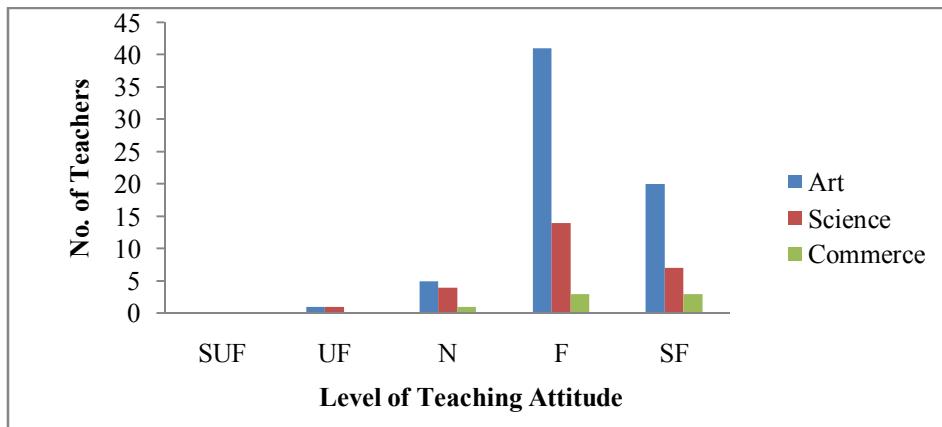
The purpose of the present investigation was to find out the differences in the teaching attitude of senior secondary teachers towards creative teaching. The study was experimental in nature to meet the objectives. Significances of difference between groups with their means were worked out to find out the difference in the teaching attitude towards creative teaching. One way Analysis of Variance was used to know the differences within the groups and between the group teacher trainees of Science, Arts and Commerce streams and different community regarding their attitude towards creative teaching. Mean, Median, Standard deviation was used to analysis the data. To find out the difference of mean scores 'F' ratio was employed. One way Analysis of Variance was used to find out the attitude of pre service teacher trainees of different streams towards creative teaching.

RESULTS AND DISCUSSION

Perusal of data presented in table1&3 and figure1 reveals that there are non-significant differences between and within the educational stream Art, Science and Commerce teachers pertaining to their teaching attitude in senior sec. school of city Varanasi. Non-significance of difference between the means, in attitude of senior secondary teacher creative teaching was assessed in terms of their scores in the test and F-test was employed. Objectives of the study were to assess the professional attitude of teachers of Art, Science and Commerce towards students and compare the professional attitude. Results shows that Art subject stream teachers are more positive in their attitude towards teaching profession (N =67) than their counterparts i.e. Science stream teachers (N = 26) and Commerce stream teachers (N = 07). Maximum teachers have Favorable (N=58) teaching attitudes followed by Super Favorable (N=30) while no (zero) cases reported under SUF category in all three educational streams.

Table1: Level of Teacher's attitude towards different educational stream

Level of Teaching Attitude	Educational Stream			
	Art	Science	Commerce	Total
SUF	0	0	0	0
UF	1	1	0	2
N	5	4	1	10
F	41	14	3	58
SF	20	7	3	30
Total	67	26	7	100

**Fig.1 Level of Teacher's attitude towards different educational stream**

Data presented in table2&3 and figure1 also reveals that there are non-significant differences between and within the different community viz. General, Other backward Class (OBC) and Schedule Caste (SC/ST) teachers pertaining to their teaching attitude in senior sec. school of city Varanasi. Non-significance of difference between the means, in attitude of senior secondary teacher creative teaching was assessed in terms of their scores in the test and F-test was employed. Objectives of the study were to assess the professional attitude of teachers of different communities towards students and compare the teaching attitude. Results shows that General category teachers are more positive in their attitude towards teaching profession ($N = 58$) than their counterparts i.e. other backward class teachers ($N = 25$) and Schedule category ($N = 17$). Maximum teachers have Favorable ($N=58$) teaching attitudes followed by Super Favorable ($N=30$) while no (zero) cases reported under SUF category in all three communities.

Table2: Level of Teacher's attitude of different community in their profession

Level of Teaching Attitude	Community			
	General	OBC	SC/ST	Total
SUF	0	0	0	0
UF	1	1	0	2
N	5	2	3	10
F	35	16	7	58
SF	17	6	7	30
Total	58	25	17	100

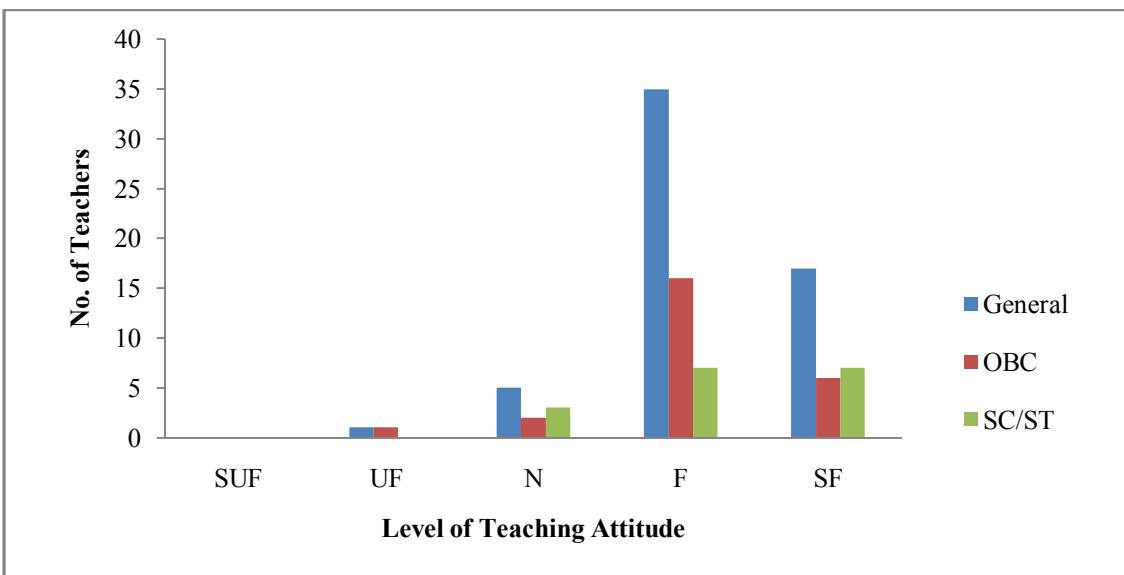
**Fig2: Level of Teacher's attitude of different community in their profession**

Table3: Level of Significance between Means of Different Subgroups of Teachers for Professional Attitude

Parameters	Source of variation	d. f	SS	MSS	F-Value	Level of Significance
Educational stream	Between group	2	1.11	0.56	0.44	Non-significance
	Within Group	97	120.63	1.24		
	Total	99				
Teacher's community	Between group	2	0.0006	0.0002	0.0002	Non-significance
	Within Group	97	121.75	1.25		
	Total	99				

CONCLUSION

The findings of the present study conclude that majority of senior secondary school teachers have positive and favorable teaching attitude towards their teaching profession. In present study teachers subdivided on the basis of educational stream and communities showed non-significant difference in their level of teaching attitude. Healthy attitude of teachers towards their profession is a pre-requisite for a healthy school system. Their favorable professional attitudes have great contribution in making of the mankind and causing progress in the society. The implication of current state of teachers holding favorable or positive attitude towards their profession is very important as it not only helps in skills/professional development but also boost the spirit of the school life.

REFERENCES

1. Abdallah A. (1996).Fostering creativity in student teachers. Community Review, 14(52).12-19
2. Akkaya, F. (2009). Pre-service teachers' attitude towards teaching profession. Inonu University Journal of the Faculty of Education, 9 (6), 27 – 42.
3. Ambasana A. (2011). University teacher's attitude towards professionalism. Edutrack, 10(5).10-14
4. Anastasi C. (1957). Attitude of in-service and pre-service primary school teachers. Journal of Education Psychology ; 36(3):11-15.
5. Beetstone F.(1998). Creative children, imaginative teaching. Buckingham: Open University Press.
6. Best John W, Kahn James V.(2004). Research in Education. Prentice Hall Of India, New Delhi.
7. Biggs J, Tang C. (2007).Teaching for quality learning. Berkshire: SRHE & Open University Press.
8. Capa Y, Cil N (2000). Teachers' Attitudes towards Teaching Profession: An Investigation of the different variables. Hacettepe University J. Educ., 18: 69-73.
9. Craft A.(2000). Creativity across the primary curriculum: Framing and developing practice. London: Routledge.
10. Kaur M, Blossom N. (2016).Effect of teacher education programme on attitude of pupil teachers towards creative teaching. International Journal of Multidisciplinary Research and Development; 3(1):127-130.
11. Kaur, M. (2016). A comparative study of attitude of pre service teacher trainees towards creative teaching, International Journal of Multidisciplinary Education and Research, 1(3), 15-17.

CITE THIS ARTICLE

S Kumari, R Kumari, A Katayani and H Kumar. Study of Teacher's Attitude Towards Different Social Community and Educational Stream . Res. J. Chem. Env. Sci. Vol 8 [2] April 2020. 38-41