



Research Paper

Attitude of Teachers towards Teaching at the Elementary Level

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ABSTRACT

Every society endeavors to make its citizens educated in the best possible manner. Elementary stage of education has vital role to play. The quality and efficiency of education and its contribution to national development largely depends on the quality and competence of teachers and on the other hand the quality of teachers rests on quality of teacher education obtained. Teachers receive training through Teacher Training Institutes to equip themselves with competency, skills and knowledge to impart quality teaching. An attempt is made to assess the attitude of teachers towards teaching profession at the elementary stage of education. The study is descriptive one comprising of 100 sample of teachers from Darjeeling District and attitude scale is constructed for collection of desired data. The study revealed, there exists a difference of attitude towards teaching profession between the male and female teachers. Also, identify certain variation among the teachers with respect to aspects such as classroom management and teaching process in particular.

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I. BACKGROUND

Quality, competency, and commitment of the teachers are the most significant factors, which influence the quality of education. The importance of the quality of teachers in improving the quality of education is a matter of great concern and quality improvement of our teacher education program right from primary level is an indispensable need of the hour. Since attitude towards teaching plays a significant role in predicting the teaching competence of the prospective teachers, our teacher education program focuses on the development of positive attitude towards teaching among the student teachers (Parmar, et. al. 2008). The quality and efficiency of education and its contribution to national development largely depends on the quality and competence of teachers and on the other hand the quality of teachers rests on quality of teacher education obtained. No innovation or change can be implemented without teachers' awareness, involvement, and commitment (NCTE,1998 p.65).

Quality status of primary Schools only in North Bengal area Government of West Bengal has taken several steps such as-

- Establishing new primary schools
- Appointing teachers
- Making school education free
- Supplying dry food and free text books, free uniform etc.

In spite of all, the quality of education has been a great concern in WB. Various research studies has pointed out a number of reasons behind this such as-

Poor attendance- the poor quality of teaching (including teacher absenteeism) combined with other socio-economic problems(such as the involvement of children in sibling care, economic activities and so on) has contributed to a high level of absenteeism among the children.

Private tuition and class discrimination- though private tuition by the school teachers is banned, sometimes other persons fulfill this task and sometimes the teachers do the same secretly. Relatively well-off families can afford private tuition.

Discriminating attitude of the teachers- the poor attendance rate at primary school is not due to purely economic factor or other external factors. Many children did not attend school largely because of teachers' absenteeism, teachers' attitudes and the school environment. Many primary teachers suffer with the preconceived notion that children from poor economic and social background cannot do well in education since their home environment is not conducive to studying.

Poor infrastructure- though grants for additional class room, drinking water and toilet maintenance grants and TLM grants are regularly are regularly released from SSA fund, still norm approved by RTE Act(one class one room) is yet to be achieved.

Poor use of TLM- reluctance in using TLM makes the method of teaching uninteresting and dull.

Poor Supervision- School inspection is not done regularly. SI of school often expresses their grievances that they are over-burdened as well as apprehensive of the teachers' union for making any adverse report.

Primary education in WB suffers from many reasons e.g. problem of infrastructure, shortage of schools, shortage of teachers, the financial handicap of the parents, illiteracy among the parents etc. J.P.Naik states "The progress of primary education is an index of the general, social and economic development of the country as a whole." Thus Elementary Education deserves the highest priority not only on the social justice but also for raising the competence of the average works and initializing national productivity. The prime focus for any teacher is expected to be teaching. Teachers receive training such as Diploma in Elementary Education (DELED) through Teacher Training Institutes to equip themselves with competency, skills and knowledge to impart quality teaching. There are a number of teachers willingly or reluctantly attempt to implement the new pedagogy learnt in training in the class room teaching. Also, there are teachers effectively followed the teaching techniques and strategies but certain teachers feel that training is not always effective or relevant. Hence, there is a need to study the attitude of teachers towards teaching profession at the elementary stage of education. The objective of the study is to assess the attitude of teachers towards teaching profession.

II. REVIEW

Sardar (2021) conducted a study to compare male and female elementary school teachers on various dimension of Attitude. The sample consisted of 200 teachers, 100 government (50 male and 50 female) and 100 private (50 male and 50 female) taken from 20 government and private elementary schools of Nadia district, West Bengal. The data was collected with the help of Teacher Attitude Inventory (TAI) by Dr. S.P Ahluwalia. The tool consisting of 90 items with 6 areas viz. Teaching profession, Classroom teaching, child centred practices, Educational process, Pupil and Teachers. The investigator used the most acceptable and widely used statistical techniques to analyze and interpret the data which includes Mean, S.D and t.test. The result revealed that there is a significant difference between male and female teachers on teaching attitude. It was found that female teachers have favorable teaching attitude as compared to male teachers.

Ghosh & Deb (2017) Teachers are one of the most important components in education system. Apart from teaching learning, teachers are directly involved towards mental, physical, moral, spiritual, and psychosocial development of the students. This study conducted in Jalpaiguri, a Sarva Shiksha Mission (SSM) district of West Bengal to evaluate and assess the level of achievement earned by the Elementary Teachers from the SSM. While the level of attitude of school teachers towards elementary education (Y) had been the dependent/predictor character (Y), the contributory factors had been Age (X1), Education of teachers (X2), Training Experience (X3), Year of Experience (X4), Engagement in other activity (X5), Family Income (X6), Social Participation (X7), Interaction with Head Teacher (X8), Interaction with School Inspectors (X9), Interaction with SSM Personnel (X10), Organizational Interfacing (X11), Involvement in SSM activities (X12), Value Judgement (X13), Response about SSM activities (X14), Use of TL Materials (X15), Exposures to Media (X16), and Opinion about present education system (X17). The statistical analysis illustrated that while the variables: like (1) Education of teachers (X2), Engagement in other activity (X5), Family Income (X6), Social Participation (X7), Interaction with Head Teacher (X8), Use of TL Materials (X15) had wielded a substantive effect on the determining level of attitude of school teachers towards elementary education (Y) and (2) variables: like Year of Experience (X4), Interaction with Head Teacher (X8) have been found to exercise significant regression effect on the level of attitude of school teachers towards elementary education (Y).

Roy & Behera (2018) in their paper aimed to study the attitude of teachers towards the implementation of continuous comprehensive evaluation system at elementary level and to see the influence of variables such as gender, experience and locality of schools on the attitude of such teachers towards CCE in West Bengal. Eighty four (N=84) teachers from 24 schools (2 from each sampled block) were selected randomly. A self developed five-point attitude scale was employed for collecting data. The findings of the study revealed a favourable attitude of teachers towards the existing CCE system. Majority of teachers (62%) were having moderately favourable attitude whereas as 17% were having the least favourable towards the existing CCE system. There was no significant difference in the mean attitude towards continuous Comprehensive Evaluation of male and female teachers. Besides, experience had no role to play in developing attitude towards CCE. On the other hand, mean attitude score significant was significant with reference to urban –rural set up.

Jaiswal (2009) found there was no significant difference of attitude between Para teachers and regular teachers. Maiti (2019) Present study focuses on primary school teachers who teach students from class I to IV in Kharagpur-I. Simple random sampling technique was adopted and 150 primary teachers (110 non-government and 40 government) of 45 primary schools (30 non-government and 15 government) situated in the Block of

Kharagpur-I, district Paschim Medinipur in West Bengal were selected. Standardized tools Teacher's Job Satisfaction Scale (For Primary School Teachers) by Saxena, S. K. (1994) and School Organizational Climate Description Questionnaire (SOCDDQ) by Sharma, M. (1973) were used. The obtained data analyzed by Pearson's Correlation Coefficient (r) were computed and tested for statistical significance when t -value equaled or exceeded the t -critical value in the t -distribution table. It was found that there was significant relationship between primary teachers' job satisfaction and their organizational climate with its dimension of esprit, intimacy, and Production Emphasis. Moreover, statistically there was significant relationship between primary teachers' job satisfaction and their organizational climate ($t_{obs}=2.98 > t_{0.01, 148}=2.61$).

Reveiw of studies suggest that a variety of research works are conducted yet there is a need for research study at the elementary level in West Bengal so as to ascertain the loophole in the quality of education. As the education at the elementary level is raising certain concerns therefore it is essential to undertake a research work to explore certain issues.

Hypotheses: H_0 There is no difference of attitude among the male and female teachers towards towards teaching profession

Delimitation of the study: The present study is confined to the primary/upper primary school TET teachers from different blocks of Darjeeling District of West Bengal.

Methodology: The study is descriptive in nature.

Population- The population comprised of all the primary/upper primary school TET qualified teachers from Darjeeling District of West Bengal.

Sample- 100 numbers of teachers from Darjeeling District formed the sample shown in table 2.

Table -2 Sample of the study

District	Number of Teachers		
	Male	Female	Total
Darjeeling	26	74	100

Tool used - Attitude Scale

The try out scale consisted of 65 items. For pilot study the scale was administered on 40 numbers of teachers. Obtained data are processed for item analysis purpose. The collected data was scored according to the responses given by the teachers. The individual scores for the entire items were found out and they were arranged in the manner of highest to the lowest score. After arranging in the descending 27% of the sample constituting the high scores and the bottom 27% constituting the low scores are pooled. Each group consisted of 11 samples. 't' value for each item being calculated. The final draft form consisted of 51 numbers of items. The scale was further validated and reliability was obtained. Applying split half method on the scores obtained from 20 numbers of teachers the reliability coefficient happened to be 0.82.

Analysis and Interpretation

General Information of teacher respondents

General information about teachers is presented in Table 3.

Table 3 Information regarding respondents (Darjeeling District)

Particulars	Options	Number of Respondents			%
		Male	Female	Total	
Gender		26	74	100	100.0
Qualification of Teachers	HS, DEIEd	10	40	50	50.0
	BA, DEIEd	7	15	22	22.0
	BSc, DEIEd	2	10	12	12.0
	MA, DEIEd	5	8	13	13.0
	MSc, DEIEd	2	1	3	3.0

26% of teacher respondents found to be male members and 74% are female respondents. Educational qualification of the teacher respondents under consideration happened to be Higher Secondary; Graduates and Post Graduates holders. Among the respondents 50% are Higher Secondary; 34% are graduates; 16% are Post Graduates

Assessment of teachers' opinion towards teaching at the elementary level

In order to fulfill this objective, the teaching activities are grouped into various aspects. There are a number of activities in the entire teaching process wherein the different aspects play a vital role in formation of their attitude towards the profession at the elementary level.

Table 4 Variation among the aspects of teaching process

Aspects	Male			Female		
	Mean	SD	Rank	Mean	SD	Rank
DEIEd Program	55.81	1.744	I	55.18	1.947	I
Classroom Management	28.73	1.079	IV	28.14	1.011	IV
Teaching	32.77	1.681	II	31.70	1.496	III
Facilitator	32.12	1.925	III	32.31	1.828	II
Job Satisfaction	20.46	2.044	V	20.08	1.914	V

From the mean value it is clear that highest use of DEIEd Program is made functional by the male teachers in teaching process followed by Teaching; Facilitator; Classroom Management; and Job Satisfaction and in case of female teachers it is Facilitator; Teaching; Classroom Management; and Job Satisfaction in order of ranking. Thus, it suggests that the professional qualification attained by the teachers is utilized by the teachers in teaching profession.

H_0 : There is no difference of attitude among male and female teachers towards teaching profession

The mean score of the male teachers are found to be higher than that of female teachers. It follows that there exists a significant difference as evident from the obtained 't' value (2.33) shown in Table 5 which is higher than the table value (1.98) at 0.05 level, so the hypothesis is rejected. Thus there is a difference of attitude between the male and female teachers.

Table 5: Mean significant difference of attitude of teachers

Group	N	Mean	SD	df	t- value	Significance
Male Teachers	26	183.96	5.040	98	2.330	Significant at 0.05 level
Female Teachers	74	181.57	4.310			

Further, analysis on the aspects of teaching process reveals from table 6

There exists no significant difference between the male and female teachers towards the DELED program. The DELED course which is completed by the teachers are well perceived by both the male and female teachers.

There exists a significant difference between the male and female teachers towards the classroom management. In the teaching process it is evident that the male teachers have better control and functioning of the classroom compared to female.

There exists a significant difference between the male and female teachers towards the teaching process. Also, in the teaching process male teachers are effective enough compared to female.

There exists no significant difference between the male and female teachers as a facilitator in instructional process. Both male and female teachers act as facilitator of students in the teaching profession.

There exists no significant difference between the male and female teachers towards the job satisfaction. Both male and female teachers are found to have job satisfaction.

Table 6 Attitude of teachers among the aspects of teaching process

Aspects of teaching	Teacher	N	Mean	SD	t- value	Significance
DEIEd Program	Male	26	55.81	1.744	1.461	Not Significant
	Female	74	55.18	1.947		
Classroom Management	Male	26	28.73	1.079	2.539	Significant
	Female	74	28.14	1.011		
Teaching	Male	26	32.77	1.681	3.027	Significant
	Female	74	31.70	1.496		
Facilitator	Male	26	32.12	1.925	-.463	Not Significant
	Female	74	32.31	1.828		
Job Satisfaction	Male	26	20.46	2.044	.857	Not Significant
	Female	74	20.08	1.914		

III. CONCLUSION

The present study reveals

There exists a difference of attitude towards teaching profession between the male and female teachers.

There exists no significant difference between the male and female teachers towards the DELED program.

There exists a significant difference between the male and female teachers towards the classroom management.

There exists a significant difference between the male and female teachers towards the teaching process.

There exists no significant difference between the male and female teachers as a facilitator in instructional process.

There exists no significant difference between the male and female teachers towards the job satisfaction.

This study is able to identify certain variation among the teachers with respect to aspects such as classroom management and teaching process in particular.

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