

A COMPARATIVE STUDY OF ATTITUDE TOWARDS PROFESSIONALISM OF GOVERNMENT AND NON-GOVERNMENT SCHOOL TEACHERS

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ABSTRACT

Teachers are conscious of their conduct and adherence to human Value and Teaching is a noble profession that counts among its members the greatest and noble figure of human history. Teachers have always been held in esteem as “National Builders”. The teacher plays an important role in shaping the behaviour of student. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her teaching profession. Every profession has certain aspects responsible for satisfaction along with attitude and teaching. In the present study an attempt was made to compare the attitude of Government and Non- Government school teachers towards professionalism. A Sample of 100 school teachers were selected, 50 from each Government and Non- Government schools and a standardised attitude scale is used for the study. The findings showed that Government School Teachers have higher attitude towards professionalism than Non-Government School Teachers. Further comparison in Male and Female teachers, it was found that Government male Teachers have higher teaching attitude than female teachers towards teaching profession and Non-Government schools’ female teachers possess higher teaching attitude than male teachers towards professionalism.

Keywords: Attitude, Professionalism, Government School Teachers, Non-Government School Teacher.

INTRODUCTION

Education is a permanent process in life with the personality of every human being. The true goal of education is to teach a person about the way and means of learning language, interaction with difficult things in the world, acquiring moral and ethical values, adopting difficult kind of technique material and psychological in nature, preparation of gainful employment and service in the society, attainment of satisfaction of the mind and finally to become a flawless perfect person on the earth.

Only a literate person can now adjust with the development of society. As they play vital role in the society. When a girl is educated she attains knowledge, gains power this helps in herself development. This leads our country gradually to develop. It is a fact that everyone must get educated, when girls get educated, they become aware and it reflects in the upcoming generations of our country. In all aspects education is an important factor that helps in bringing about various changes to ourselves as human beings. The basis of all these achievements is education thus getting educated is very important to be a good human being and a good citizen.

According to Emma – “No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.”

According to Ayn Rand – “The only purpose of education is to teach a student how to live life-by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate and to prove. He has to be taught the essentials of the knowledge discovered in the past-and he has to be equipped to acquire further knowledge by his own effort.”

There is a place in America to take a stand: It is public education. It is the under pinning of our culture and political system. It is the great common ground. Public education after all is the engine that moves us as a society towards a common destiny.

Attitude

Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative or neutral views of an “attitude object.” i.e. a person, behavior or event. People can also be “ambivalent” towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question.

According To Jung, “Attitude is a readiness of the psyche to act or react on a certain way.”

According To K. Young, “An Attitude is essentially a form of anticipatory response, a beginning of action not necessary completed.”

Attitudes are composed from various forms of judgments. Attitudes develop on the ABC Model (affect, behavioral change and Cognition). The affective response is a physiological response that expresses an individuals' preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of the entity to form an attitude. Most attitudes in individuals are a result of observational learning from their environment. **Heider (1958)** developed a balance theory of attitude change that was influenced by Gestalt principles.

Development of Attitudes

An attitude is unquestionably an acquired disposition and therefore conditioned by learning or acquisition of experiences. Therefore the development of attitudes can be divided into two parts as follows;

- Factors within the individual himself (like his physical, intellectual, emotional, social and moral development)

- Factors within the individual's environment (like his home and family, social environment outside his family etc.)

Teacher

Teachers are those who are willing to constantly learn and change. Not only are they confident of their own knowledge and maturity, but are also able to recognize and enhance that of their students. They should be able to bring out the hidden qualities of their students by giving those methods of improvement and change, diligence etc. A teacher is also someone who can keep the balance between discipline and love.

In education, a teacher is a person who provides schooling for others. A teacher who facilitates education for an individual student may also be described as a personal tutor. Teachers have to generate interest in subjects that students often find tedious. The importance of teacher is best illustrated in a Sloka whose English translation is given below – “Guru is Brahma, Guru is Vishnu, Guru is Maheswara, Guru is truly Parabrahma.

Role of A Teacher

The role of teacher is often formal and ongoing, carried out by way of occupation of profession at a school or other place of formal education. Placed as he is in a significant and critical position is shaping the destiny of his students, a teacher has several roles to perform, some of which are mentioned below-

- Making difficult things easy.
- Adopting a participative approach.
- Planning the teaching and many more like

Pursuing to see whether it is achieving result. Words “Plan your work and work your Plan” are apt in this context. Taking appropriate decisions considering all factors as the dealings are with human beings who have complex feelings, ambitions, desires, habits and idiosyncrasies.

Professionalism

The conditions of professional work have changed so that the predominant pattern is no longer that of the free practitioner in a market of services, but that of the salaried specialist in a large organization. In this age of corporate capitalism, the model of profession nevertheless retains its vigor; it is still something to be defined or something to be obtained by occupations in a different historical context, in radically different work settings, and in radically altered forms of practice. The persistence of profession as a category of social practice suggests that the model constituted by the first movements of professionalism has become an ideology- not only an image which consciously inspires collective or individual efforts, but a mystification which unconsciously obscures real social structures and relations.

Professionalism is a noble one and requires a certain degree of selflessness – the desire to spend time and energy to mould someone's life and an individual within a certain profession are able to establish boundaries for themselves and others working in the same profession. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding and professional skills. They provide clarity of the

expectations at each career stage. Professionalism in the school environment is very diverse; there you are not only keeping things professional with your co-workers and administrators but also setting up an example for students and establishing what is and what is not acceptable in classroom. Teaching is now a profession rather than a passion and thus there is a paradigm shift in the perception of teachers. The crux of the issue is: to meet the demand with necessary quality and commitment towards the profession.

Government School

Government Schools are those schools which are following the rules and regulations and controlled by Government.

Characteristic of Government School

- Emphasis is laid on Hindi speaking in Government schools.
- All types of co-curricular activities such as excursion, debates, dramas, literary activities likes writing and declamation are also provided in Government Schools.
- Teacher in Government Schools are given number of facilities such as pension, gratuity and free medical aid, leave encashment after retirement group insurance etc.
- In Government schools qualified staff is appointed.
- Emphasis is laid on camping services like NCC etc.

Non-Government School

A Non-Government School is that which is managed by an individual or private organization.

Characteristics of Non-Government School

- Emphasis is laid on English Speaking.
- Types of co-curricular activities like declamation, excursion debates, special coaching is also provided.
- The qualified and experienced teachers are appointed.
- There is fixed criteria for admission in Non-Government schools.
- More stress is laid on all round development of child. Emphasis is laid on medical inspection and remedial treatment etc.

NEED AND SIGNIFICANCE OF THE STUDY

There is no denying fact that in every society, quality of life depends on the quality of education, which in turn depends upon the quality of its teachers. The efficiency of any education system depends largely on the efficiency of its teachers. Education is a continuous process of imparting knowledge, developing skills, inculcating values, more importantly promoting the overall personality development of human beings. Teacher who laid the foundation for the personality development of our children in schools are potentially powerful analysts for transformation in the society.

So, future of India depends upon the quality of education and that can be interpreted from the attitude of Government and Non-Government School teachers towards professionalism. As No. of studies has been conducted in past, like V. Sumangala, V.K. Ushadevi and Mahapatra, P.L. (1987) study, Zayapragassarazan, Z and Pughazhendi, S. (2006) study and Anuradha Bhardwaj (2008) study. All these researchers shows there is significant difference in attitude of male, female, different stream teachers, and teacher trainees Attitude towards teaching profession. But as the Government and Non Government Schools teachers, work completely different situations. So, there must be certain factors which will be responsible for their different attitude towards their profession. So the researcher selected this problem for the present study.

OBJECTIVES OF THE STUDY

1. To study the attitude of Government School teachers towards professionalism.
2. To study the attitude of Non-Government School teachers towards professionalism.
3. To compare the attitude of Government and Non-Government School teachers toward professionalism.

HYPOTHESIS OF THE STUDY

There will be significant difference in attitude of Government and Non-Government School teachers towards professionalism.

REVIEW OF LITERATURE

Sumangala, V., Ushadevi V.K. studied Women teacher's attitude towards teaching profession and success in teaching.

The objectives of the Study were-

- To estimate the percentage of secondary school women teachers with high, average and low attitude.
- To test whether there is any significant relationship between attitude towards teaching profession.

Findings of the Study were-

- Attitude towards teaching Profession is available that affects success in teaching.
- Attitude towards teaching Profession is significantly related with success in teaching.

Mahapatra, P.L. (1987) Comparative role of intelligence, Attitude and Vocational Interest towards success in teaching.

The objectives of the Study were-

- To find out the relative position of other predictors.
- To find out the relation of intelligence, attitude and interest towards teaching success.

The Major Findings of the Study were-

- Regional background did not have a significant effect on all the four variables studied.
- Sex had a significant effect on those variables, namely, teaching success, intelligence and attitude towards teaching and vocational interest.

Zayapragassarazan, Z. & Pughazhendi, S. (2006) conducted a study on perception of B.Ed. student teachers towards teaching practices programme.

Objectives of the Study were:-

- To find out how of B.Ed. student teachers as a whole perceived that the teaching programme is effective.
- To find out how many of the B.Ed. students of various sub samples perceived the teaching practice programme as effective.

Findings of the Study were-

- There was an overall favorable perception among the student teachers of the different education college of Pondicherry and Karaikal region.
- There was no significant difference between male and female student teachers perception of teaching practice programme.

Anuradha Bhardwaj (2008-09) conducted a comparative study of attitude of science and arts group student- teachers towards teaching profession.

Objectives of the Study were –

- To find out the attitude of science group student teachers towards teaching profession.
- To find out the attitude of arts group student-teachers towards teaching profession.
- To compare the attitude of science and arts group student teachers towards teaching profession.

Findings of the Study were-

- The science group students who have opted teaching as a profession, have positive attitude towards it.
- The arts group student teachers too have exhibit a positive and favorable attitude towards teaching profession.

METHODOLOGY

Population of Sample

Study will be conducted in Delhi's Government and Non-Government Schools. Purposive sampling method was used for collection of data. The sample of 100 school teachers was drawn, 50 from each Government and Non-Government schools were selected and further distribution of Sample According to gender of the respondents. Thus, 25 male and 25 female

Government and Non-Government school teachers. Conceptual framework of the study is shown as under (figure 1)

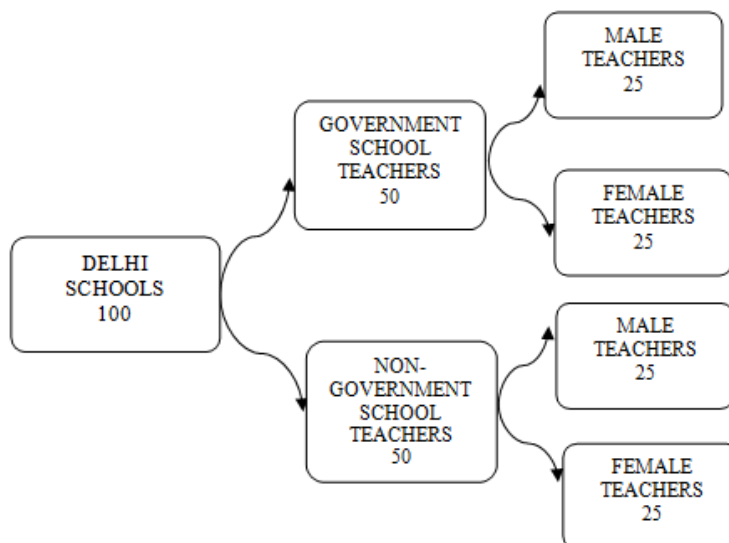


Figure 1: Conceptual framework of Study

Tool Used

The tools used in this study were Dr. UMME KULSUM scale of teachers' attitude towards teaching profession (ASTTP).

Statistical Techniques

The statistical technique will be used.

1. Mean
2. Standard Deviation
3. T-test

DATA ANALYSIS AND INTERPRETATION

Table 1. Showing significant differences between mean scores of Government and Non-Government School Teacher's attitude towards professionalism

Category	N	Mean	SD	t-TEST	RESULTS
GOVERNMENT	150	63.19	17.33	6.20	SIGNIFICANT AT 0.01 LEVEL
NON GOVERNMENT	150	51.35	15.71		

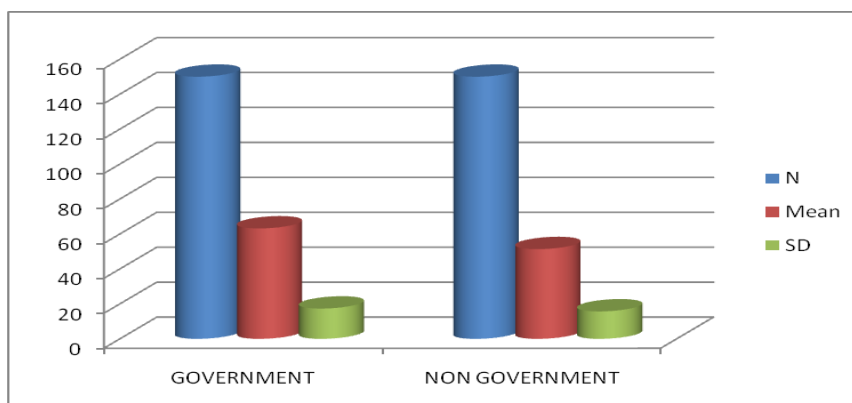


Figure 2: Difference between mean score and standard deviation of Government and Non-Government schools

A perusal of table 1 and figure 2 graphical representation shows significance of difference between mean scores of Government and Non-Government School Teacher's attitude towards professionalism. The calculated t-value came out to be 6.20 which are significant at 0.01 level of confidence.

Table 2. Showing significant differences between mean scores of Government male and female School Teacher's attitude towards professionalism

Category	N	Mean	SD	t-TEST	RESULTS
MALE	75	42.17	5.83	3.03	SIGNIFICANT AT 0.01 LEVEL
FEMALE	75	39.33	5.63		

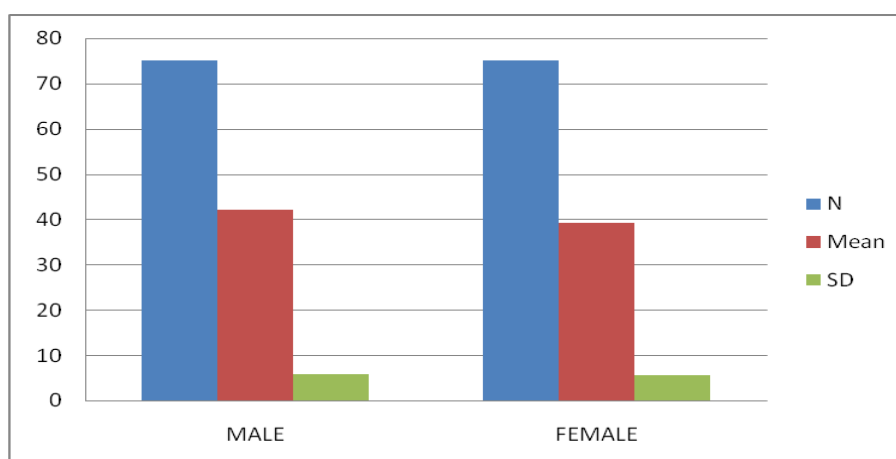


Figure 3: Difference between mean score and standard deviation of Government male and female School Teacher's attitude towards professionalism.

Table 2 and figure 3 graphical representation shows the significance of difference between mean scores of Government School teacher's attitude towards professionalism. The calculated t-value came out to be 3.03 which are very significant at 0.01 level of confidence.

Table 3. showing significance of difference between mean scores and standard deviation of Non-Government schools’ male and female School Teacher’s attitude towards professionalism

Category	N	Mean	SD	T-TEST	RESULTS
MALE	75	40.07	4.07	3.50	SIGNIFICANT AT 0.01 LEVEL
FEMALE	75	42.56	4.61		

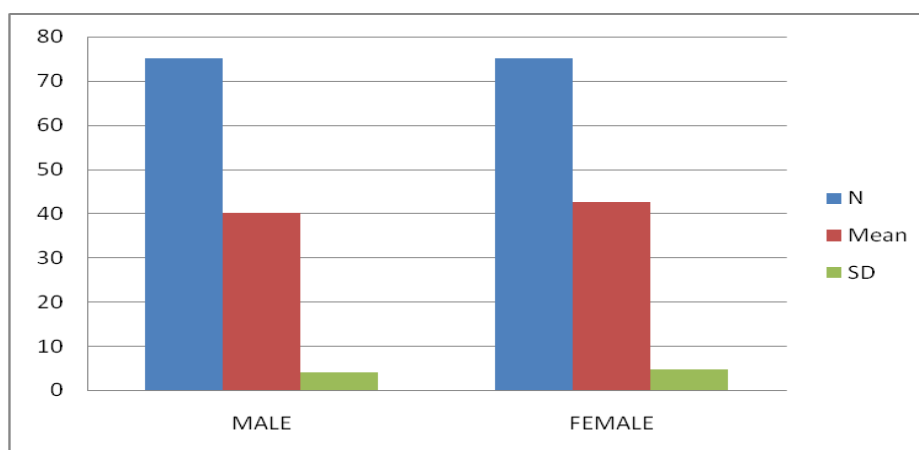


Figure 4: Difference between mean score and standard deviation of Non-Government schools’ male and female School Teacher’s attitude towards professionalism

Table 3 and figure 4 graphical representation shows significance of difference between mean scores of Non-Government schools’ male and female School Teacher’s attitude towards professionalism. The calculated t-value came out to be 3.50 which are significant at 0.01 level of confidence.

RESULT AND INTERPRETATION

It is clear from the table 1 below that the ‘t’ value for government school teachers Vs. Non-government school teachers total sample is 6.20, which is significant at 0.01 level. Therefore it can be said that both the groups are in favour of professionalism, but non-govt. school teacher’s show less attitude towards professionalism in comparison to Govt. School teachers.

As the below table 2 shows that the ‘t’ value of Male Vs. Female teachers of Government school teachers is 3.03, which is significant at 0.01 level. Therefore it can be said that both the groups are in favour of professionalism, but male teachers show more attitude towards professionalism in comparison to female Govt. School teachers.

It is clear from the table 3 below that the ‘t’ value of Male Vs. Female teachers of Non-Government school teachers is 3.50, which is significant at 0.01 level. Therefore it can be said that both the groups are in favour of professionalism, but Female teachers show more attitude towards professionalism in comparison to male Non-Govt. School teachers. Hence, the hypothesis There will be significant difference in attitude of Government and Non-Government School teachers towards professionalism are accepted and correctly tested.

CONCLUSION

The study reveals that teachers are very satisfied with their jobs. The male groups of teachers has the mean value 74.35, thus it corresponds to the extremely satisfied category as per the manual. Similarly, the female teachers also fall in the extremely satisfied category with the mean value of 74.55. The computed t-value is 0.664, which is non-significant. Thus, it is inferred that male and female teachers are not different from each other on job satisfaction variable. The further conclusion is that both the male and female teachers teaching in degree colleges have unfavorable attitude towards education. The male teachers have the mean value 85.1 and female teaches have the mean attitude score of female degree colleges' teachers is higher than that of male teachers. Therefore, it is evident that female degree colleges' teachers have more favorable attitude towards education as compared to their male counterparts. The difference between the mean is non-significant with t-value 0.104. It is inferred that both male and female teachers do not differ significantly regarding the attitude towards education.

SUGGESTIONS FOR FURTHER STUDY

Present study was conducted on a small sample. It is suggested that a large sample can be taken for further study.

The study was limited to certain schools teachers should be taken.

The present study was limited to the school teachers only. A similar study may be conducted in other district also.

The study was limited to only one variable professionalism. To elaborate studies more variables should be taken.

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