



RESEARCH ARTICLE

A COMPARATIVE STUDY OF ATTITUDE OF RURAL AND URBAN SECONDARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION

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ABSTRACT

The present study was undertaken to find out the attitude of secondary school teachers of Aizawl district towards teaching profession with a sample of 100 teachers which was selected randomly. The attitude scale developed by H. Malsawmi and Mary L. Renthlei was used for data collection.

Key Words:

Attitude,
Teaching Profession.

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INTRODUCTION

In this paper, the researcher focuses on teachers' attitude towards teaching profession, their role and functions as a teacher, teaching as a profession and the various factors which affect the attitude towards their profession. A teacher is a person who has always been educating the young to lead a good socio-economic life, create cultures and civilizations and has always been respected in the society by all. The teacher has always been doing noble work in the society by upbringing the youth - educating them in all aspects of life. Teachers occupy a crucial role in the improvement of the quality of education. A good teacher not only shows the right path that the students should follow but also prepares the human resource for future development of the nation.

Teaching as a Profession: The word 'teach' is a derivation from the Anglo-Saxon word 'tacon' which means- 'to impart', 'to instruct' and 'to train'. Therefore, teaching is an act of instructing or imparting knowledge to a person who is unaware about it. The word 'profession' is a derivation from the Greek word 'profession' which has its roots in Latin word 'profiteri' meaning 'to profess', 'to lay down', 'to claim something new', 'an opening for new knowledge'. Teaching is a profession- indeed a noble one, conceptually and ideally. It is different from other professions because of its multitude of dimensions.

Unique demands arise because the clients attendance is compulsory and, more importantly, because the clients are children. Teaching is the purposeful imparting of knowledge or skills to an individual or group. It can be considered as a single most important profession as teachers pass on knowledge and values to students, prepares them for further education and for working life. A profession is calling and it implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity especially in some specific field.

Attitude of teachers towards teaching: An attitude is a particular feeling about something. Therefore, involves a tendency to behave in a certain way. Travers has defined "An attitude is a readiness to respond in such a way that behavior is given a certain direction". Attitude is perceived as a state of readiness shaped through the experience and influence the response of individual towards the stimuli. As such the positive attitude helps teacher to develop a friendly environment in the classroom and also bring a fruitful effect on learning of the students. If the teachers have a positive attitude towards their profession, they may easily develop their future students' intrinsic motivation for learning, able to establish a more efficient communication with them and will be more involved in the diversification and personalization of learning situations. In the teaching profession, attitude is an important variable because it can seriously influence the effective

manifestation of knowledge and skills suitable to teaching profession.

Factors influencing the attitude of Teachers

Attitudes are dynamic in nature. They change with time and experience. Attitude is influenced by environmental factors by which the person is surrounded, it may be acquired. Information generated by an attitude is not always the affair of one day but it result from some conditions the person confront with. Some other factors are family background, socio economic background, beliefs, school status, school infrastructure; safety conditions in the school, social and professional status influence the attitude of the teacher. The diverse learning environment, instructional materials and strategies adopted are also responsible for differences in attitude of teachers towards teaching profession.

Objectives of the study

To reveal the attitude of secondary school teachers towards teaching profession with reference to their locality, management and gender.

METHODOLOGY

The researcher collected the required information by personally visiting the selected schools on the basis of cluster random sampling technique to 100 selected teachers both from urban and rural areas. The attitude scale constructed by H. Malsawmi and Mary L. Renthlei was used to collect data.

Analysis and Interpretation of the Data:

Attitude of secondary school teachers towards teaching profession with reference to their locality

Figure 1 shows that among all the respondents 26% have positive, 57% have moderate and 17% have negative attitude towards teaching profession. However, the scenario is different if the location of the schools is taken into consideration. Among the teachers of rural areas, 20% have positive, 58% have moderate and 22% have negative attitude towards teaching. Whereas, in urban areas, 32% of the total respondents have positive, 56% have moderate and 12% have negative attitude towards teaching profession.

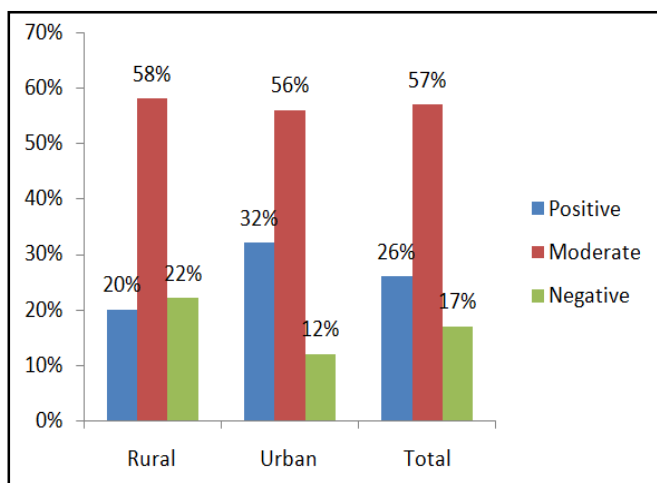


Figure 1.

Attitude of teacher in relation to their gender

Rural Areas: Figure 2 shows that out of total respondents from rural schools, 20% have positive, 58% have moderate and 22% have negative attitude towards teaching. The respondents who have positive attitude towards teaching, 70% are male and 30% are female. 79.31% are male and 20.69% are female who have moderate attitude. The respondents who have negative attitude, 81.81% are male and 18.19% are female. The total respondents of male teachers in the rural areas are 78% and female are of 22%.

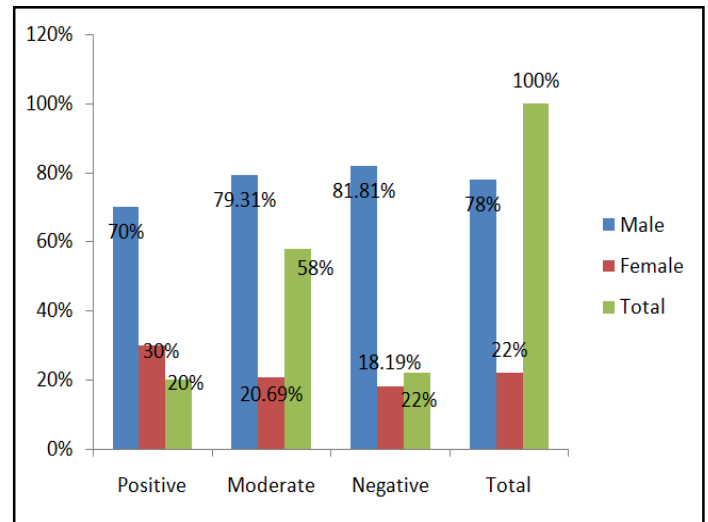


Figure 2.

The total respondents of male teachers in the rural areas are 78% and female are of 22%.

Urban Areas: Figure 3 shows that out of the total respondents from urban schools, 32% teachers have positive, 46% have moderate and 12% have negative attitude towards teaching profession. The respondents who have positive attitude towards teaching, 50% are male and 50% are female. 42.86% are male and 57.14% are female who have moderate attitude. The respondents who have negative attitude, 50% are male and 50% are female. The total respondents of male teachers in urban areas are 46% and female are of 54%.

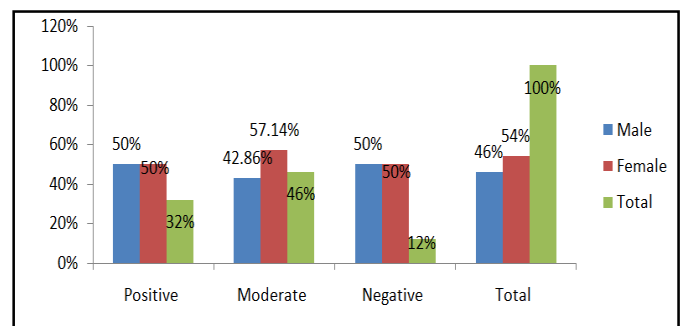


Figure 3.

Attitude of teacher in relation to their management of school:

Rural Areas: The figure 4 shows that out of the total respondents from rural schools, 66% teachers are from government and 34% teachers are from non government schools. Among the respondents who have positive towards teaching, 70% teachers are from government while 30% are from non government schools.

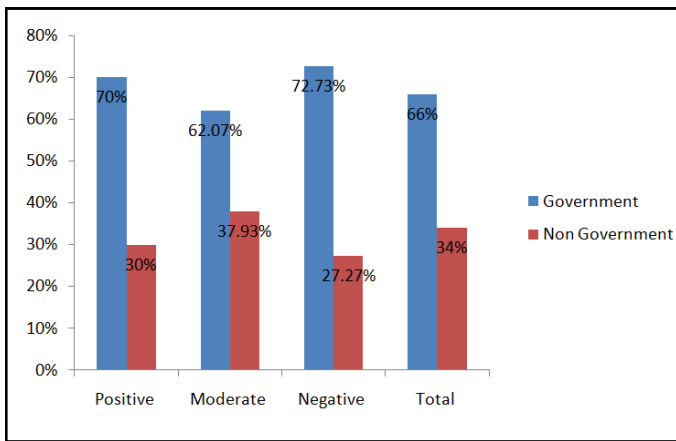


Figure 4.

Among the respondents who have moderate attitude towards teaching, 62.07% teachers are from government and 37.93% are from non government schools. Among the respondents who have negative attitude towards teaching, 72.73% teachers are from government while 27.27% are from non government schools.

Urban Areas: Figure 5 explains the data collected from respondents from urban schools that 44% teachers are from government and 56% teachers are from non government schools. Among the respondents who have positive towards teaching, 25% teachers are from government while 75% are from non government schools. Among the respondents who have moderate attitude towards teaching, 50% teachers are from government and 50% are from non government schools. Among the respondents who have negative attitude towards teaching, 66.67% teachers are from government while 33.33% are from non government schools.

Interpretation: From the above analysis, it can be said that majority of teachers have moderate attitude towards teaching, while the teachers of urban areas have comparatively higher positive attitude and less negative attitude than their rural counterparts.

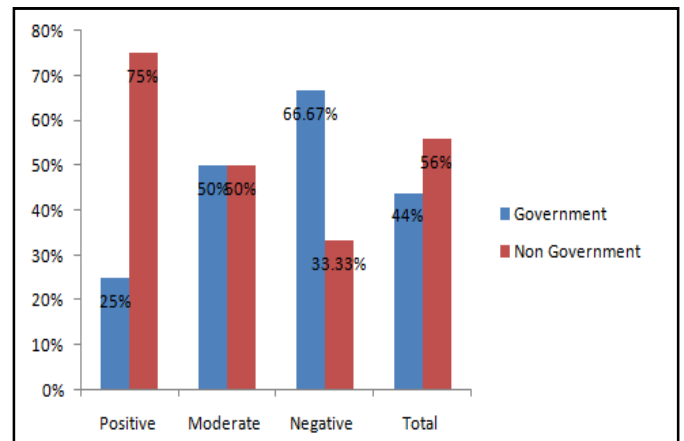


Figure 5.

In both rural and urban areas, the teachers have moderate attitude towards teaching but there is a significant difference of attitude towards teaching among male and female teachers in rural areas. However, there is no such significant difference of attitude among male and female teachers of urban areas. The respondents have significant difference of attitude in rural areas if the management of the school is taking into account. But in urban areas, the respondents from non-governmental school have more positive attitude towards teaching compared to the respondents from government schools and the respondents from government school have more negative attitude than the teachers of non-government schools.

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