

Impact of Qualification and Marital Status on The Professional Attitude of Women Teachers

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Abstract

The present study investigates the professional attitude of women teachers on the basis of their acquired qualification and marital status. The main objective of the present study is to make a comparison of women teachers' professional attitude at secondary level. The present study consisted of a sample of 100 women teachers randomly selected from the secondary schools of Patiala district of Punjab. To study, evaluate and measure the professional attitude, "Teacher Attitude Inventory" by Ahluwalia was used. Further after collecting the data, inferential and descriptive statistics had been used. No significant difference was found between secondary schools women teachers in relation to their professional attitude and qualification. But significant difference was found between married and unmarried women teachers in relation to their professional attitude.

Introduction

If schools are called temples, then teachers are surely idols in it. Teachers are the heart and soul of any educational institution who ensures quality and growth of students. So it can be observed that teaching is a specialized, skilled and intellectual profession. Generally the effectiveness of a teacher is measured through his knowledge of content matter, methodology used, stable mental health, adjustment, traits of personality and teaching attitude. Among these correlates of teacher effectiveness, the most important one is professional attitude of the teachers that ensures success of the students. The classroom behaviour and the teaching methodology of the teacher depend upon his/her professional attitude. The more the positive and satisfactory level a teacher has, the more he/she is effective in the classroom. If we ponder over the word "Attitude", we will find that attitude is a mental preparation for action or work to be done. A person's attitude exhibits his posture and belief system. It also determines what he/she will see, hear, think and do. Attitude and belief system become an inseparable part of human experience and cannot be eschewed at all.

Need Of The Study

The better the educational system of a country is, the more progressive it is. Education has been a center of attraction among all societies in all ages. The welfare, security of people, socio-political improvement and transformation of culture revolves around education and teachers. So, teacher effectiveness is so much highlighted by the educationists, researchers and administrators. Secondary schools can acquire their desired level of education if the teachers have good academic and professional preparation. So the study is significant enough, keeping in view the above discussion.

Review of Literature

The influence of teacher's attitudes or expectations upon the behaviour of school children has been discussed in several studies. Among the most interesting of those has been discussed here. Factors which bear influence on the attitude of the teacher are the domestic environment, family background, socioeconomic background, beliefs and educational institutes etc. School status, school infrastructure, safety conditions in the school, social and Professional status, all these factors are vital in casting impression on the teacher's attitude (Barros & Ela 2008). Another factor which casts influence on the attitude is the experience. This holds true for teaching profession also. Teaching experience of the teacher

contributes significantly in forming attitude. He further suggested that the professional attitude of teacher contribute to achieve the desired level of achievement in schools (Suja, 2007). The teacher's attitude towards the subject and student is significant in creating desire to learn in the students. Gender and type of training are the paramount factors influencing the attitude of the teacher (Oral, 2004; Bozdogan et al, 2007). It is found that female teachers have positive attitude towards teaching profession (Capa & cil; 2007). The type of attitude possessed by the teacher, do influence the quality of the work accomplished and teaching. Attitude of the teacher has the imprint of competencies that she possesses. Pidgeon found that the professional attitudes of women teachers were untouched by the researches. The present study is an effort to find out the bearing of factors like marital status and teaching attitude. Hence the study has been taken.

Objectives of The Study

The present study was undertaken to achieve the following objectives:

1. To study and compare the attitude of graduate and post graduate women teachers towards teaching profession and its dimensions i.e. Teacher Attitude, Teacher profession, Classroom Teaching, Child centered Practices, Educational Process, Pupils and Teachers.
2. To study and compare the attitude of married and unmarried women teachers towards teaching profession and its dimensions i.e. Teacher Attitude, Teacher profession, Classroom Teaching, Child centered Practices, Educational Process, Pupils and Teachers.

Hypotheses

The following null hypotheses were tested in the present study:

1. There will be no significant difference between the attitude of graduate and post graduate women teachers towards teaching profession and its dimensions i.e. Teacher Attitude, Teacher profession, Classroom Teaching, Child centered Practices, Educational Process, Pupils and Teachers.
2. There will be no significant difference between the attitude of married and unmarried women teachers towards teaching profession and its dimensions i.e. Teacher Attitude, Teacher profession, Classroom Teaching, Child centered Practices, Educational Process, Pupils and Teachers.

Sample and Tools

The study was conducted through descriptive method of research.

The descriptive method has undoubtedly, been the most popular and most widely used research method in education. Data for this research is drawn from randomly selected 100 secondary schools teachers of Patiala district of Punjab which include private schools. The researcher for the study used “Teacher’s Attitude Inventory” developed and standardized by Ahluwalia in 1974 (administered to teachers only).

Method And Procedure

At first “Teacher’s Attitude Inventory” was administered on randomly selected 100 secondary schools teachers’ of Patiala

district. Scoring of Teacher’s Attitude Inventory was done and then the following statistical techniques were adopted.

Statistical Techniques Used

It was thought desirable to apply ‘t’ test to measure the level of difference and relationship. So t test was applied on the scores acquired.

Data Analysis And Result

To meet the objectives and testing hypotheses t test was applied and the results of t test are shown in the following table 1:

Table 1 : Results of t -test between graduate and post graduate women teachers of secondary schools with respect to teacher’s attitude towards teaching profession and its dimensions

Dimensions	Educational Qualification	N	Mean	SD	t- value	p-value	Significance Level
Teacher attitude	Graduate B.Ed	69	238.9	19.9	0.63	>0.05	NS
	Post Graduate B.Ed	31	241.4	13.4			
Teaching Profession	Graduate B.Ed	69	39.2	7.0	1.23	>0.05	NS
	Post Graduate B.Ed	31	41.00	6.2			
Classroom Teaching	Graduate B.Ed	69	42.4	6.9	0.24	>0.05	NS
	Post Graduate B.Ed	31	42.7	6.5			
Child Centered Practices	Graduate B.Ed	69	38.6	5.4	0.49	>0.05	NS
	Post Graduate B.Ed	31	39.2	6.0			
Educational process	Graduate B.Ed	69	40.5	5.9	0.83	>0.05	NS
	Post Graduate B.Ed	31	39.0	4.5			
Pupils	Graduate B.Ed	69	41.4	5.9	0.97	>0.05	NS
	Post Graduate B.Ed	31	42.6	5.1			
Teachers	Graduate B.Ed	69	42.1	6.4	0.30	>0.05	NS
	Post Graduate B.Ed	31	42.5	4.9			

df 98 , *S significant, **Not significant

The Table 1 indicates the mean scores on Teacher attitude of the graduate and post graduate women teachers found to be 238.9 (S.D.= 19.9) and 241.4 (S.D.=13.4) respectively. The calculated ‘t’ value 0.63 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 1 further shows the mean scores on Teaching Profession of the graduate and post graduate women teachers were found to be 39.2 (S.D.= 7.0) and 41.00 (S.D.=6.2) respectively. The calculated ‘t’ value 1.23 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 1 also shows the mean scores on classroom teaching of the graduate and post graduate women teachers were found to be 42.4(S.D.= 6.9) and 42.7 (S.D.=6.5) respectively. The calculated ‘t’ value 0.20 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 1 also shows that the mean scores on child centered practice of the graduate and post graduate women teachers were found to be 38.6 (S.D.= 5.4) and 39.2 (S.D.=6.0) respectively. The calculated ‘t’ value 0.49 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 1 indicates the mean scores on Educational Process of the graduate and post graduate women teachers were found to be 40.5 (S.D.= 5.9) and 39.0 (S.D.=4.5) respectively. The calculated ‘t’ value 0.83 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 1 further exhibits that the mean scores on pupils dimension of the graduate and post graduate women teachers were found to be 41.4 (S.D.= 5.9) and 42.6 (S.D.=5.1) respectively. The calculated ‘t’ value 0.97 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 1 indicates the mean scores on teachers dimension of the graduate and post graduate women teachers were found to be 42.1 (S.D.= 6.4) and 42.5 (S.D.=4.9) respectively. The calculated ‘t’ value 0.30 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level.

Verification of Hypothesis 1

So from the discussion it is found that there is no significance difference between graduate and post graduate women teachers of secondary schools with respect to attitude towards teaching profession and its dimensions. so the null hypothesis number 1 is

retained.

Table 2 : Results of t -test between married and unmarried women teachers of secondary schools with respect to teacher’s attitude towards teaching profession and its dimensions

Dimensions	Educational Qualification	N	Mean	SD	t- value	p-value	Significance Level
Teacher attitude	Married	50	234.5	16.0	2.16	<0.05	S
	Unmarried	50	243.8	19.4			
Teaching Profession	Married	50	41.8	6.7	0.14	>0.05	NS
	Unmarried	50	41.6	6.7			
Classroom Teaching	Married	50	42.3	5.9	0.22	>0.05	NS
	Unmarried	50	42.6	7.5			
Child Centered Practices	Married	50	38.5	4.9	3.07	<0.05	S
	Unmarried	50	41.2	3.8			
Educational process	Married	50	38.1	6.1	3.24	<0.05	S
	Unmarried	50	42.0	5.9			
Pupils	Married	50	37.4	6.9	2.07	<0.05	S
	Unmarried	50	40.1	6.1			
Teachers	Married	50	40.4	6.4	0.16	>0.05	NS
	Unmarried	50	40.6	5.6			

df 98 , *S significant, **Not significant

The Table 2 indicates the mean scores on Teacher attitude of married and unmarried women teachers were found to be 234.5 (S.D.= 16.0) and 243.8 (S.D.=19.4) respectively. The calculated ‘t’ value 2.16 turned out to be greater than the Table value at 0.05 level. Therefore, it can be stated that it is significant beyond .05 level. The Table 2 indicates the mean scores on Teacher profession of married and unmarried women teachers were found to be 41.8 (S.D.= 6.7) and 41.8 (S.D.=6.7) respectively. The calculated ‘t’ value 0.14 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 2 indicates the mean scores on classroom teaching of married and unmarried women teachers were found to be 42.3(S.D.= 5.9) and 42.6 (S.D.=7.5) respectively. The calculated ‘t’ value 0.22 turned out to be lesser than the Table value at 0.05 level. Therefore, it can be stated that it is not significant beyond .05 level. The Table 2 further shows the mean scores on Child centered Practice of married and unmarried women teachers were found to be 38.5 (S.D. = 4.9) and 41.2(S.D. =3.8) respectively. The calculated ‘t’ value 3.07 turned out to be greater than the Table value at 0.05 level. Therefore, it can be stated that it is significant beyond .05 level. The Table 2 shows that the mean scores on Educational Process of married and unmarried women teachers were found to be 38.1(S.D. = 6.1) and 42.0(S.D. =5.9) respectively. The calculated ‘t’ value 3.24 turned out to be greater than the Table value at 0.05 level. Therefore, it can be stated that it is significant beyond .05 level. Table 2 also indicates the mean scores on Pupils dimension of married and unmarried women teachers were found to be 37.4(S.D. = 6.9) and 40.1(S.D. =6.1) respectively. The calculated ‘t’ value 2.07 turned out to be greater than the Table value at 0.05 level. Therefore, it can be stated that it is significant beyond .05 level. The Table 2 further indicates that the mean scores on teachers dimension of married and unmarried women teachers were found to be 40.4(S.D. = 6.4) and 40.6(S.D. =5.6) respectively. The calculated ‘t’ value 0.16 turned out to be lesser than the Table value at 0.05 level.

Verification of Hypothesis 2

So from the discussion it is found that there is significance difference between married and unmarried women teachers of secondary schools with respect to attitude towards teaching profession and its dimensions. so the null hypothesis number 2 is rejected on the basis of teacher attitude,child centred practices, Educational Process and pupils dimension.

Conclusion

So it can be concluded that there is the unmarried women teachers were found to have favourable attitude than married women teachers. The professional attitude is found favourable to dimensions i.e. child centered practices, educational process and pupils. This supports the conclusion of many other researches. From this study it was also concluded that there was no significant difference found between graduate and post graduate women teachers of secondary schools in relation to attitude towards teaching profession.

References

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