A study of teachers attitude of pupil teachers of self-financed and aided institute in relation to academic achievement of students

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Abstract
The reason for studying the opinions and attitudes of teachers is grounded in the assumption that these have a significant influence on their thinking and actions. Attitude is considered an important factor in the teaching-learning process. Considerate teacher attitudes to content literacy instruction are the first step to improving their instruction in the classroom, students’ consequent mastery of content and ultimate success in examinations. Compassions and attitudes act as a sort of filter. Science teachers organise the learning experiences of their students and consequently are in a critical position to influence their opinions, conceptions and attitudes.

In this study, the total number of teachers teaching and students studying in Senior Secondary Schools in nine districts run and control by the Directorate of Education, Govt. of U.P. constitutes the population. For educational purpose, these nine districts are namely East, North-East, North, North-West, West, South-West, South, New Delhi and Central. The population for the present study consisted of all the Government and Government aided boys and girls schools of Govt. of U.P. A comparison has been done between male & female teachers of these schools in their attitudes towards teaching science subjects.

Keywords: Teachers Attitude, Academic Achievement, Students Performance, Comparison, Science, Teaching-Learning Process

1 Introduction
Teachers’ beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers’ strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students’ learning environment and influence student motivation and achievement. Attitudes are habitual ways of reacting to situations.

The term ‘attitude’ is generally reserved for an opinion which represents a person’s overall inclination towards an object, idea or institution. Attitudes can be positive, negative or neutral and can be dormant. And are more generalized and may not function at all. The attitude of the teacher toward teaching is an important variable. Teachers have different opinions, as some believe that children should be seen, not heard. But others want to encourage children to feel that the teacher is a friend. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Understanding and addressing negative attitudes may contribute to increased teachers’ willingness to teach literacy skills in the content areas to struggling readers. Attitude can be defined in conceptual and operational terms. Both, however, are intimately related to each other. The conceptual definition of construct refers to its meaning within an abstract theoretical system. A theory is generally needed to link a concept to its various operations whereas in an operational definition, a concept is defined in
terms of a sort of operations such as designing, administration and scoring of an opinion questionnaire. There are many factors that influence the teacher job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting, subject matters, relations with other staff, self-improvement, relations with parents and community, poise, intellect, teaching techniques, interaction with students, teaching competence demonstrated. So, attitudes are viewed by them as disposing the individual to think, feel and act in certain ways and are inferred from these three sources. It is evident therefore, that attitudes consist of cognitive, affective and behavioural components. However, the affective component remains the central aspect of the attitude.

2 Review of related literature

Much recent attention on affective variables, particularly attitudes, in education research stems from the view that affective variables are as important as cognitive variables in influencing, possibly predicting, learning and other outcomes (Koballa, 1988). Evaluative quality is the central attribute of the attitude concept — like ordislike (Shrigley et al., 1988), including terms such as interest, enjoyment, and satisfaction (Gardner & Gauld, 1990) and even curiosity, confidence, and perseverance (Shulman & Tamir, 1972). Shrigley (1983) stated that it is generally agreed that attitude is not innate, but learned as part of culture. It has been shown that enjoyment (or pleasure) is strongly related to other attitudinal concepts and elements, such as relevance, confidence, interest and effort (for example, den Brok, 2001). As stated by Osborne, Simon and Collins (2003), "the investigation of students' attitudes towards studying science has been a substantive feature of the work of the science education research community for the past 30-40 years" (p. 1049). The importance of this investigation is stressed by a persistent decline in post-compulsory high school science enrolment over the last two decades. Concern has been voiced in many countries, including the UK (Smithers & Robinson, 1988), Australia (Dekkers & DeLaet, 2001), Canada (Bordt, DeBroucker, Read, Harris & Zhang, 2001), India (Garg & Gupta, 2003), Japan (Goto, 2001), the USA (National Science Foundation, 2002), and every country in the European Union (Commission of European Communities, 2001). Thus, the more enjoyment students experience in science, the more relevance they attach to science for their future education and occupation, the more confidence they have in performing well in science, the more interested they are in science, and the more effort they are willing to invest into learning science. In some cases, corrections were only limited to a small number of other teacher behaviours. Again, this may have led to overestimation of the influence of interpersonal teacher behaviour on student motivation. Research has shown that teacher behaviours and students’ perceptions of them are partially dependent on and may interact with characteristics of respondents and the context in which they occur (Levy et al., 2003).

3 Statement of the problem

The Problem undertaken by the researcher has been entitled as, "A study of Teachers attitude of pupil teachers of Self-Financed & Aided Institute in Relation to the academic achievement of students".

4 Objectives of the study

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Keeping in view the above stated problems, the major objectives of the present investigation were formulated as below:

1. To study the attitude of Science teachers towards teaching in Senior Secondary schools of Govt. of U.P.
2. To make effective comparison between male & female teachers of these schools in their attitudes towards teaching science subjects.

5 Delimitations of the study

- The study is confined to Senior Secondary Schools under the Govt. of U.P.
- Although there are nine districts under the Govt. of U.P. namely East, North-East, North, North-West, West, South-West, South, New Delhi, Central, the present study was further limited to the schools falling under East and Central districts only.
- Science teachers teaching Class XII were taken for study.
- The study was further delimited to Class XII Science students.

6 Research design and methodology

In this paper an attempt has been made to describe the procedure that will be employed by investigator to realize the objective. Firstly, the population covered in the study, the sample selected and the variables considered are briefly described. This is followed by the brief description of tools used with their reliability and validity. Then a brief account of method of administration and collection of data with statistical techniques used in the present study has been given. The last part of this chapter contains the procedure of analysis and interpretation of data.

6.1 Sample of the study

The nine districts-East and Central were taken as the sample for present study. These districts were selected randomly. Since all schools run by Govt. of U.P. in the East and Central district are not having science stream. Only 98 schools of these districts offer Science to their students at Senior Secondary level. So, all Science school are taken as a sample for Present Study. From 98 Science Stream Schools, 46 schools are girl schools, 52 schools are boy’s schools.

6.2 Statistical techniques & tools used

There is one variable selected for the present study. This variable is Teacher Attitude (TA). There are two main purposes of the study - the first is to find out the present status of the concerned variables in teachers and students, second is to determine the relationship between the dependent and independent variables. The following statistical calculations were got done with the help of computer:

i) Mean and Standard Deviations.

ii) ‘t’ - values to find out the significant differences between male and female teachers in respect of different variables.
7 Result & Analysis

The scores of 46 female Science teachers on attitude scale are presented through frequency distribution given in following table with mean and standard deviation.

Table 1: Frequency distribution of teacher attitude scores of female science teachers (n=46)

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Frequency (f)</th>
<th>% of f</th>
<th>% of Cumulative Frequency (c.f.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.50-3.99</td>
<td>0</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>4.00-4.49</td>
<td>1</td>
<td>2.174</td>
<td>2.174</td>
</tr>
<tr>
<td>4.50-4.99</td>
<td>7</td>
<td>15.217</td>
<td>17.391</td>
</tr>
<tr>
<td>5.00-5.49</td>
<td>24</td>
<td>52.174</td>
<td>69.565</td>
</tr>
<tr>
<td>5.50-5.99</td>
<td>11</td>
<td>23.913</td>
<td>93.478</td>
</tr>
<tr>
<td>6.00-6.49</td>
<td>3</td>
<td>6.522</td>
<td>100.000</td>
</tr>
<tr>
<td>6.50-6.99</td>
<td>0</td>
<td>0.000</td>
<td>100.000</td>
</tr>
<tr>
<td>7.00-7.49</td>
<td>0</td>
<td>0.000</td>
<td>100.000</td>
</tr>
</tbody>
</table>

Mean = 5.32  
S.D. = 0.41

As seen from Table 4.6 the attitude scores of female teachers are spread over from 4.00 to 6.49 only. There are no cases falling in the intervals below 4.00, and Above 6.49. This indicates that there is not a single female science teacher who possess extremely favourable and extremely unfavourable attitude respectively towards teaching profession. The mean of the sample is 5.32 which fallon the interval '5.00-5.49' which contain 52.17% cases. There are 14 (i.e. 30.44%) cases which fall above the mean interval and also 8 (17.39%) cases which fall below the mean interval. Thus, among the female teachers who all have favourslue attitude towards teaching profession 52.17% are having average favourable attitude and 17.39% number of teachers possess attitude higher and 30.44% having lower than the average attitude. The standard deviation and mean of the sample are 0.41 and 5.32 respectively. Thus the number of female teachers between \(-1\sigma\) and \(+1\sigma\) are 35 (i.e. 76%) and
between -2σ and +2σ are 45 (i.e. 98%). This indicates that the distribution of the sample is almost normal. Thus it can be concluded that almost the female teachers of the sample have a favourable attitude towards teaching profession.

8 Conclusion

The second personal characteristic of the teacher is to talk the students in a language they understand. Students appreciate teachers who use ordinary language and avoid technical jargon. Teacher should use appropriate verbal, diagrammatic or symbolic forms, as demanded by the subject discipline, in the ways that are familiar to their classes. Skilled teachers interpret subject matter using ordinary language to make sure that messages are understood. They avoid the use of technical language except when it is absolutely necessary to do so. When technical language is used they should be introduced systematically and a teacher should always ensure that new and unfamiliar terms are clearly explained. The present research also suggests teachers to improve their teaching methodology by consulting internet media, new informative literature to bring innovation in their teaching methodology. The female science teachers have more favourable attitude towards teaching profession as compared to male teachers.

9 References