



Relationship Between Teaching Attitudes And Professional Values Of Secondary School Teachers Of Jaipur District

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Abstract

The present research paper is based on primary data in which the survey method has been used. The aim of this paper is to study the teaching attitudes and professional values of secondary school teachers of Jaipur district and to find out the relation between teaching attitudes and professional values of secondary school teachers. By using the simple random sampling technique 200 secondary school teachers of Jaipur district are selected as a sample for this study. Teacher Attitude Inventory (TAI) by Dr. S.P. Ahluwalia and self-constructed Teacher Professional Value Scale was used to collect the data. The t-test and correlation was used for the analysis of the data. The result shows that there exists a significant relation between teaching attitudes and professional values of secondary school teachers.

Keyword: Teaching Attitudes, Professional Values

Introduction

The teacher is the focal point of the entire education system. He plays an important and decisive role in the chain of the entire educational process. The teacher is the mainstay of any plan of education. The teacher is that sacred medium of the educational process, through whose continuous efforts students can fight the forces of ignorance and darkness. The teacher has the power to create a reflection of the present and the future.

According to Phelps, "The teacher is like a painter, who likes to paint, like a musician who likes to sing, he is like a runner who likes to run. Thus, it is an important factor in the quality of education.

The teacher is the social engineer, the leader of the society. The progress of any nation depends on the quality of its teachers. A teacher is a power that has given a positive direction to the education system. It is the teacher who controls, modifies, and refines the basic tendencies of individuals and helps in the development of their innate powers in such a way that their all-around development takes place. The teacher educates people through his knowledge of his surrounding environment, even beyond the geographical limits. Confirming this connection, Humayun Kabir writes that the teacher is actually the builder of the nation's fortune. Highlighting the importance of the teacher, Henry van Dyck said that the teacher is the one who disturbs the sleep of the dormant souls. Warns the idle and the lazy excites the curious more and accelerates the pace of those who are walking.

The importance of teachers in the field of education is from the primary level to the college level. It is very important for a teacher to have the power to know the child, the ability to work with him, teaching ability and cooperative, etc. That is, only a person can do the teaching work in which some specific physical, intellectual, social, moral, and emotional qualities are present be.

Teaching Attitude

It is very important to have a positive attitude towards the teaching profession in teachers. If the attitude of the teacher is not positive towards the sacred business-like teaching, then he will not be able to make proper and meaningful use of his ability by working only for the purpose of earning money, which will gradually lead him to failure. This will not only diminish the dignity of the teacher but will also directly damage the country's invaluable intellectual property inherent in the children, which is extremely difficult to compensate. It is a common fact that an overall aptitude teacher is more successful than other teachers in achieving his and the objectives of the institution. The teaching profession demands a clear and definite goal, love for the profession, and definitely a positive attitude towards this profession.

Teaching attitude is a concept related to the way a teacher thinks, acts, and behaves towards his profession. A positive attitude towards teaching not only makes the job easier but also more satisfying. At present, there is an explosion of knowledge in the educational world with the use of state-of-the-art equipment like knowledge-science, technology, various communication tools, computers, internet, EduSat, etc. But even in this era of educational revolution, the importance of teachers remains the same as it was earlier.

The teacher is still the role model of the students, especially the secondary and senior secondary students, by imitating whose magnetic personality and ideals, the students adopt the psychological process of social learning. Since the personality of the teacher can become effective and confident only when a positive attitude is present in him. Therefore, it is very important for the teachers to have a positive attitude towards the teaching profession so that they can be able to develop a positive attitude in the children by using their ability with full dedication.

Professional Value

In the modern world, along with the development of knowledge, technical and information revolution, there has been a drastic change in social values and beliefs] Due to which human society is surrounded by many environmental and psychosocial problems today. Education, teachers, and learners are not immune to the world, but in ancient times Indian civilization and many civilizations of the world were rich in religious tendencies in which religion was taught as the basis. The entire life of man was governed by cultural consciousness and religious tolerance. At the same time, economic, political, social, educational structures were irrigated with religious ideologies. The goal of life was to attain moksha. So, at that time, the teacher's role was as God. The teacher was the giver of the path of salvation and education was the path to salvation. Along with the changing nature of the society, its culture is also changing. The education sector has also not been left untouched. In ancient times, the teacher's position was paramount. Teaching was not his business but a sacred goal of life. He was a scholar of his subject and a physically undisturbed person.

Based on the changing environment at present, we have many expectations about the education system and teachers and looking around us, it is known that the education system does not look perfect as per the present educational demands. In such a situation, a number of questions are being raised about the professional values of teachers. Teachers' professional values refer to a set of beliefs, an abstract concept inculcated consciously or unconsciously by the members of the teaching community governing the behavior of the individual or group which helps in realization of their goal and fulfillment of their moral, social, aesthetical, educational, and psychological needs. Therefore, today, there is a need for a program in the field of pre-service and serving training of teachers, which is in line with the present circumstances, with all dimensions of meaningful and innovative knowledge. From this point of view, the procedures, capabilities, and attitudes of education and teachers towards the teaching profession have to be

re-examined and restructured. Only then will the newly appointed teachers, along with experienced teachers, who have been appointed for many years, be able to meet the dynamic needs of society.

Review of Related Literature

A review of related literature provides a comprehensive understanding of what has already been known about a topic. It forms the basis for subscribing rationale for having chosen the problem for the study. A review of related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to define the limits of his study. It also helps the researcher to delimit and define his problem. The knowledge of the related literature brings the researcher up-to-date on the work, which others have done, and thus states the objectives clearly and concisely.

Aktan et.al (2020) analyzed the relationships between teachers' professional values, attitudes, and concerns about the profession in turkey. The results showed a low level, significant and negative correlation between attitudes and concerns. Sivakumar, a. (2018) examined the attitude towards teaching among school teachers in Coimbatore district. Result found that the level of attitude towards teaching among school teachers is favourable. Vermunt, jenny (2016) studied the secondary student teachers' personal and professional values and the teaching as inquiry framework. Findings revealed the positive influence of their vocational values on their perceptions of teaching as inquiry. These values included being of service, pursuing social justice, and being self-aware. Findings also showed how competing values in student teachers' contexts may reduce teaching as inquiry to an assignment, rather than a process for becoming an inquiring, emerging teacher. Kavitha, s. (2015) studied the teaching attitude and job satisfaction of secondary school teachers. The study revealed that significant relationship was found between the teaching attitude and job satisfaction among the secondary school teachers. Iqbal and bichoo (2014) analysed the attitude of secondary school teachers towards teaching with special reference to rural and urban background. The result was found that rural and urban teachers differ significantly on some areas of attitude towards teaching.

Need of the Study

The teacher has an important place in both society and the education system. The success of educational programs depends on the behavior, methodology, and abilities of the teacher. The teacher can awaken the attitude of the new generation by giving them information about social elements. Teaching is not only the result of acquired knowledge and skill of teaching in the concerned subject, because it is not a mere mechanical process. The personality of the teacher, i.e. his attitude, his professional values, and his own experience towards his life have a significant impact on the lives of the students. If the teacher does the teaching work with a dedicated spirit, then the desired objectives can be easily achieved.

In doing any work, the attitude of a person has a major place, because if the attitude of the person is positive then good conclusions are obtained and if the attitude is negative then good conclusions cannot be obtained. A person's intensely positive attitude towards the work he does makes the quality of his work high. On the contrary, it is also true that a negative attitude towards one's work reduces the quality of that work. While this is true in the context of all professions, it is especially applicable in education, because through it life and society are built. Therefore, it is necessary to know whether the attitude of the teacher towards his teaching is positive or negative. With this, by awakening their favorable attitude towards teaching, their attention can be attracted towards teaching.

In this study, attitudes towards teaching and professional values are being studied with the hope and belief that the research findings will be useful for various agencies of the education system.

Statement of the Problem

“Relationship between teaching attitudes and professional values of secondary school teachers of Jaipur district”

Objectives of the Study

- To study the teaching attitudes of secondary school teachers of Jaipur district.
- To study the professional values of secondary school teachers of Jaipur district.
- To find out relationship between teaching attitudes and professional values of secondary school teachers of Jaipur district.

On the basis of

- ✓ Gender
- ✓ Locale
- ✓ Type of School

Hypotheses of the Study

- There is no significant difference in teaching attitudes of secondary school teachers of Jaipur district.
- There is no significant difference in professional values of secondary school teachers of Jaipur district.
- There is no significant relationship between teaching attitudes and professional values of secondary school teachers of Jaipur district.

On the basis of

- ✓ Gender
- ✓ Locale
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Research Methodology

The descriptive survey method was adopted for this study.

Sample and Sampling technique

The population consisted of all secondary teachers of Jaipur district of Rajasthan State. A sample consisting of 200 teachers was taken from both the urban and rural area of Jaipur district. The sample of the study was randomly selected.

Tools and Techniques

For the purpose of collecting the data “Teaching Attitudes Scale” constructed by Dr. S.P. Ahluwalia has been used and for professional value of teachers, the researcher has been constructed a professional value scale. To analyzing and interpretation of the collected data the investigator used the inferential statistical technique like t-test and Pearson’s Product Moment correlation.

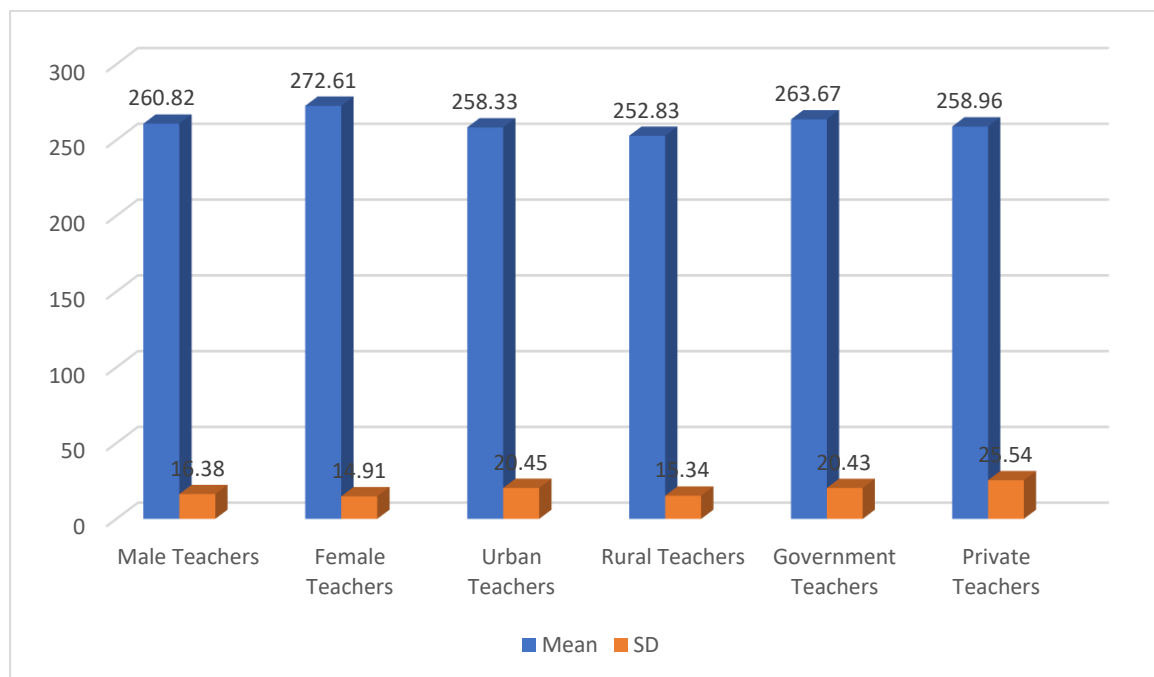
Analysis of the Data

Hypotheses 1 - There is no significant difference in teaching attitudes of secondary school teachers of Jaipur district on the basis of gender, locale and type of school.

Table: 1 Showing the difference in teaching attitudes of secondary school teachers of Jaipur district on the basis of gender, locale and type of school

Group	Demographical Variable	N	Mean	SD	t-value		Result
					Cal.	Tab.	
Gender	Male teachers	100	260.82	16.38	5.32	1.97	Rejected
	Female teachers	100	272.61	14.91			
Locale	Urban teachers	120	258.33	20.45	2.16		Rejected
	Rural teachers	80	252.83	15.34			
Type of School	Government teachers	94	263.67	20.43	1.44		Accepted
	Private teachers	106	258.96	25.54			

The above table shows that, the obtained 't' value of Gender and locale is 5.32 and 2.16, which is more than the table value with df - 198 at .05 level i.e., 1.97 and the obtained 't' value of type of school is 1.44, less than the table value with df - 198 at .05 level i.e., 1.97. It means teaching attitudes of secondary school teachers of Jaipur district are significantly different on the basis of gender and locale. On the other hand, teaching attitudes of secondary school teachers of Jaipur district are significantly not different on the basis of type of school. Hence the null hypotheses "there is no significant difference in teaching attitudes of secondary school teachers of Jaipur district on the basis of gender, locale and type of school" is rejected on the basis of gender and locale, and accepted on the basis of type of school.



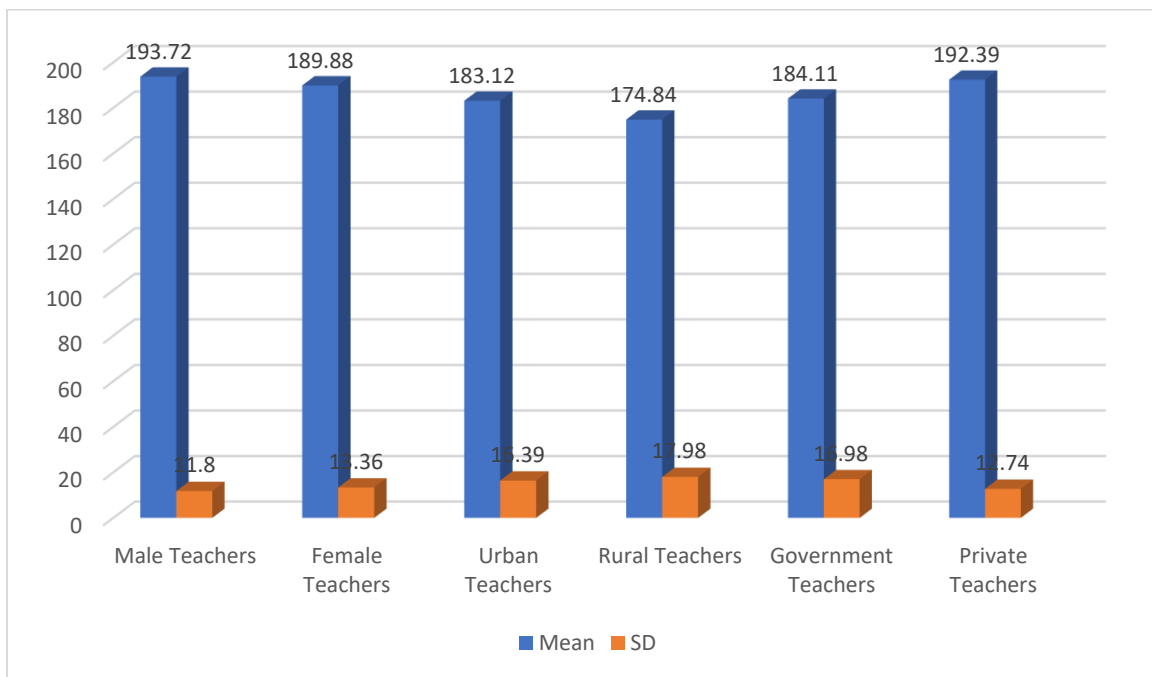
Hypotheses 2- There is no significant difference in professional values of secondary school teachers of Jaipur district on the basis of gender, locale and type of school.

Table: 2 Showing the difference in professional values of secondary school teachers of Jaipur district on the basis of gender, locale and type of school

Group	Demographical Variable	N	Mean	SD	t-value		Result
					Cal.	Tab.	
Gender	Male teachers	100	193.72	11.80			Rejected

	Female teachers	100	189.88	13.36	2.15	1.97	
Locale	Urban teachers	120	183.12	16.39	3.30		Rejected
	Rural teachers	80	174.84	17.98			
Type of School	Government teachers	94	184.11	16.98	3.86	Rejected	
	Private teachers	106	192.39	12.74			

The above table shows that, the obtained 't' value of Gender, locale and type of school are 2.15, 3.30 and 3.86, which is higher than the table value with df - 198 at .05 level i.e., 1.97. It means professional values of secondary school teachers of Jaipur district are significantly not different on the basis of gender, locale and type of school. Hence the null hypotheses "there is no significant difference in professional values of secondary school teachers of Jaipur district on the basis of gender, locale and type of school" is rejected.



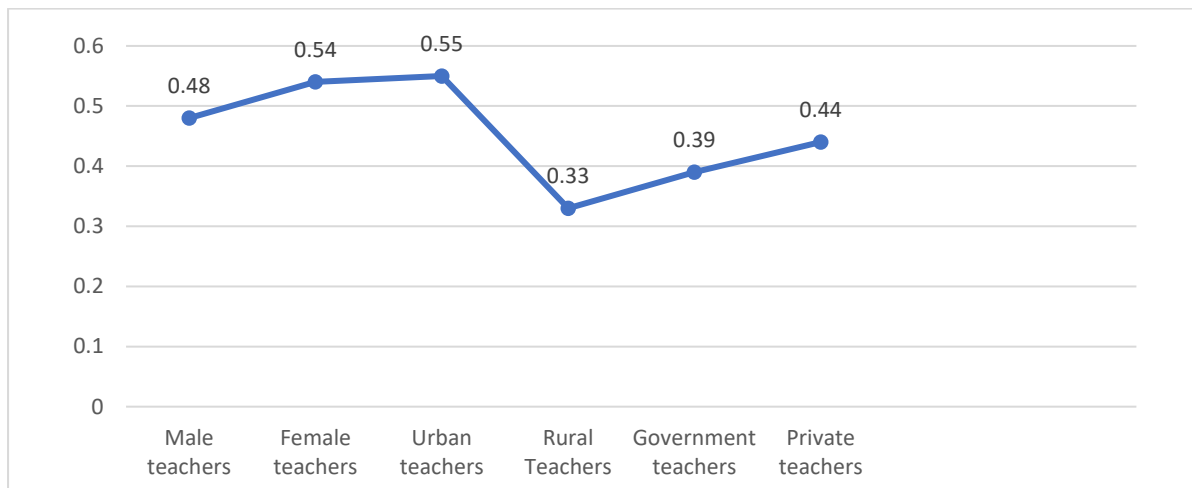
Hypotheses 3 - There is no significant relationship between teaching attitudes and professional values of secondary school teachers of Jaipur district.

Table: 3 Showing the correlation between teaching attitudes and professional values of secondary school teachers of Jaipur district on the basis of gender, locale and type of school.

Group	N	Variable		Correlation Coefficient
Male teachers	100	Teaching Attitudes	Professional Values	0.48
Female teachers	100			0.54
Urban teachers	1200			0.55
Rural Teachers	80			0.33
Government teachers	94			0.39
Private teachers	106			0.44

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From the observation of above table, it is clear that A Pearson product-moment correlation coefficient is computed to assess the correlation between the teaching attitudes and professional values of secondary school teachers of Jaipur district was calculated on the basis of gender, locale and type of school. The teaching attitudes and professional values of secondary school teachers is positively and moderate correlated with each other. That means if professional values of teachers are improved then teaching attitudes of teachers is also increases. That means the professional value of teacher is a deciding factor of teaching attitude of secondary school teachers.



Conclusion

The paper discusses the Relationship between teaching attitudes and professional values of secondary school teachers. The study shows that there is significant difference in teaching attitudes of secondary school teachers of Jaipur district on the basis of gender and locale, significant difference is not found in teaching attitudes of teachers on the basis of type of school. On the other hand significant difference is found in professional value of teachers on the basis of gender, locale and type of school. Applying correlation revealed that there is significant correlation teaching attitudes and professional values of secondary school teachers.

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