

**A COMPARATIVE STUDY OF ATTITUDE OF GOVERNMENT & NON  
GOVERNMENT SCHOOL TEACHERS TOWARDS TEACHING**

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**ABSTRACT**

*Today, the world is acquiring a great speed. Everybody is running after money. With the advancement in Science & Technology, people are getting self – oriented & more professional. The people working as teachers no more exceptional. The attitude of teachers is changed due to change in the mentality of those who are going to become teachers.*

*Since the time immemorial, in India, teacher is considered next to God. Teacher is considered as Guru, as Leader, as Follower, as Philosopher, as Friend & as Guide. In earlier days, teaching was considered to be one of the noblest professions. A teacher was that who was the path-shower which holds the hands of the students, who motivates the students & encourages the students for learning. Even Rabinder Nath Tagore has said that a teacher can never truly teach unless he still learning himself. A lamp can never light another lamp until it continues to burn over on its own flame.*

*Modern society is characterized by rapid change & technological advance. Perhaps never in the history of mankind have so many changes occurred simultaneously & with such acceleration ever so board a spectrum of man's affairs.*

## **INTRODUCTION:**

Changes witnessed during the recent past are seen to represent an ever greater acceleration compared to those of previous decades. Due to these changes, in current scenario, the teaching profession has become just a profession. Many factors are responsible for this. The pupil teachers choose their profession to fulfill their needs of the life. They can earn money through this profession. Many teachers have become impersonal. They don't want to interact with their students in a healthy manner. So, it is being observed today their & this attitude is also affecting their teaching.

So it is necessary to understand why attitude of teachers is changing & how their changing attitude is affecting the student's behavior & performance.

## **MEANING OF 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 objects" .i.e. a person, behavior or event. People can also be "Ambivalent" towards a target, meaning that they simultaneously possess a positive & a negative bias towards the attitude in question.

The main attitude dualities that Jung defines are the following:

1. Conscious & Unconscious
2. Extraversion & Introversion
3. Rational & Irrational

By this I mean a peculiarity of thinking & feeling which the antithesis of abstraction is."

## **TEACHING:**

Teaching is an art. Teaching is not one way communication or no exchange of view points between two parties. Teaching in its simple meaning is referred to either as occupation or profession of a community known as teacher or an activity or group activities undertaken to help an individual to learn or acquire some knowledge, skills, attitude or interests etc.

A good definition of teaching, must accomplish the following objectives.

1. It should tell whether teaching is a process or product.
2. It should clearly indicate the constitutional elements or factors.
3. It should reveal its objectives.
4. It should say something about its organizational or structural aspect.

However for the purpose of this text, a somewhat comprehensive & functional definition can be adopted as below:

Teaching is a triadic relation-tripolar process involving the source of teaching (human & material), student as a set of activities designed and manipulated primarily to bring changes in the behavior of the student.

## **STRUCTURE & ANATOMY OF TEACHING**

Structure of teaching will help us in understanding the process of teaching. Anatomy of teaching reveals that teaching has three dimensional processes. It involves three types of activities (elements):-

- ❖ Signs & symbols in teaching
- ❖ Teaching as linguistic process
- ❖ The logic of teaching

Green has identified eight logic acts of teaching

- ❖ Explaining
- ❖ Concluding
- ❖ Inferring
- ❖ Giving reasons
- ❖ Amassing evidence
- ❖ Demonstrating
- ❖ Defining &
- ❖ Comparing

The logic is used in all the three functions of teaching via (i) Diagnosis,(ii) Prescription & ,(iii) Evaluation. The criterion test items are arranged logically. The planning, organizing, leading & controlling of teaching are developed with the help of logical thinking of the teacher.

Thus these three components of teaching help in understanding the nature of teaching.

## **TEACHER –STUDENT RELATIONSHIP**



Greatest teachers in the history including Jesus, Socrates and Plato have discussed the close relationship or association between the teacher and the disciple. A similar association and relationship is seen in ancient India between the master and the disciple. In ancient India, the students were admitted to the gurukuls, the home of the teacher, where they lived with the teacher and learnt, even the princes came and stayed with the Rishis, Seers and Munis to learn. Hindu spiritual knowledge is contained in the form of Upanishad. The words Upanishad actually means sitting at the feet (a gesture of respect and closeness) of the master. The Nobel Prize winner, Rabinder Nath Tagore also believed in the more human relationship between teacher and students when he started his institute ‘Shanti-Niketan’- a house filled with peace.

The importance of such close relationship between student and teacher lies in:

- ❖ Removing the fear and stress from student’s mind.
- ❖ Developing a common language and mutual understanding.
- ❖ Reducing the communication gap and thus
- ❖ Providing a perfect environment for learning

I know of, a very good student, when continuously received discouraging comments from a difficult-to-approach teacher without providing time to explain, was forced to change the course of her studies. Thus emotions are important in teacher-student relationship. These can influence the life of a student significantly.

### **CHANGING OF ATTITUTDES:**

Attitudes are by no means fixed & unchanging predispositions. They can & do change. The task of attitudes change is very much related to their formation. As discussed earlier attitudes are formed through experiences –direct or indirect. Consequently they may be changed through acquisition of new experiences as Bonner remarks “ Such factors as social, expectancies, propaganda, education & personal experience with different attitudes do make for modifications & shifts in people’s predispositions towards objects, persons, ideas & situations in their environment.”

Let us try to utilize the knowledge of attitude formation & change in our classroom teaching. The simple question is that can our school or classroom teaching be so equipped as to develop desirable social attitude among the pupils’ or what should be people? Let us try to think about this problem.

Whether we have to develop an attitude or to modify it we have to think about the different factors contributing towards its acquisition. In brief we have to proceed in the following way:

1. Attitude formation is considered by the growth & development of an individual in all the dimensions like physical, intellectual, emotional, social, & ethical. Therefore, efforts

should be made to bring an all round harmonious development in the personality of the child.

2. Home & Family establishes the formation of early attitudes. Parents & member of the family should be educated & given proper guidance for helping their children to pick up positive & socially desirable attitudes & family environment.
3. Attitudes towards things are very largely conditions by one's desire to preserve or to enhance one's feeling of self-esteem. Therefore, the self-respect of the students should always be given due consideration while adopting any program me at the development of attitudes. They should never be let down & feel that by adopting such opinions or attitudes their status or self-esteem will be lowered.



4. It should be kept in mind that it is easier to develop attitude positively than negatively. IT is, for example; probably more effective to develop a liking for honesty or democracy than to attempt to develop a dislike for dishonesty or autocracy.
5. The attitudes are never taught, they are caught through direct or indirect experiences. Therefore, teacher should not try to teach attitudes directly as facts may be taught. He should make use of indirect suggestions or provide experiences that will naturally tend to result in the desired attitude formation.
6. Social environment as we seen plays a dominant role in attitude formation. Therefore, attempt should be made to control & modify environmental influences in such a way that desirable attitudes may be developed.
7. The teacher should not go too far from the opinions & attitudes of his students otherwise it will naturally segregate him from the group & he will cease to be a leader. Wise & successful political leader know this fact & therefore they always s carry with them the mass of the voters teachers also should take note that they should direct their efforts towards the attainment of reasonable goals.
8. The teacher should bring desirable & essential changes in their method of instructions for developing favorable attitude towards their subjects they should also learn how to change their own behavior according to the needs of the situations they should try to produce their own examples for the development of desirable attitudes.
9. The audio visual aids & mass media may be utilized for developing desirable attitudes among the pupils. The text-books should be so written that they do not encourage negative or unfavorable attitudes for example disliking for a particular religion, caste,



creed, color of a country; liking or temptation for dishonesty corruption, war, & quarrelling etc. should be properly controlled for developing desirable attitudes.

In this way development of desirable attitudes or reshaping of undesirable attitudes is a gigantic task. It needs co-operation of all the forces of environment. Parents, members of the society, teachers, schools & government authorities all need to join hands in this task of desirable attitude formation among the young generation. First of all they should feel the necessity of right attitude formation & then try to bring changes in their own attitudes before planning to bring similar changes in the young generation. In brief, the overall environment, the cultural pattern of the community & outlook of the whole group need modifications & change before bringing the similar change in the attitude of an individual child or adult.

#### **STATEMENT OF THE PROBLEM:**

**“A COMPARATIVE STUDY OF ATTITUDE OF GOVERNMENT & NON GOVERNMENT SCHOOL TEACHERS TOWARDS TEACHING.”**

#### **OBJECTIVES OF THE STUDY**

1. To study the attitude of government & non government school teachers towards providing opportunities to students.
2. To study the attitude of government & non government school teachers towards providing motivation to students.
3. To study the attitude of government & non government school teachers towards use of technology in teaching.

4. To study the attitude of government & non government school teachers towards the acquisition of new teaching skills & techniques.
5. To study the attitude of government & non government school teachers towards willingness of teacher to share the responsibility involved in a classroom.
6. To study the attitude of government & non government school teachers towards providing meaningful learning experiences to students.

**HYPOTHESIS OF THE STUDY:**

1. There is no significant difference in the attitude of government & non government school teachers towards providing opportunities to students.
2. There is no significant difference in the attitude of government & non government school teachers towards providing motivation to students.
3. There is no significant difference in the attitude of government & non government school teachers towards use of technology in teaching.
4. There is no significant difference in the attitude of government & non government school teachers towards the acquisition of new teaching skills & techniques.
5. There is no significant difference in the attitude of government & non government school teachers towards willingness of teacher to share the responsibility involved in a classroom.
6. There is no significant difference in the attitude of government & non government school teachers towards providing meaningful learning experiences to students.

### **DELIMITATIONS OF THE STUDY**

1. The study will considered government & private school teachers only.
2. The study will be considered to few institutions only.
3. The sample size will be restricted to 120 teachers only.

### **SAMPLE:**

For the present study, the sample of 120 teachers was taken. 60 were government teachers and 60 were non government teachers.

### **TOOLS:**

A Questionnaire was developed.

### **DATA ANALYSIS:**

Data was analyzed through various methods:

Mean

Standard Deviation

t value

### **ANALYSIS AND INTERPRETATION**

The data gathered so far has been analyzed through statistical techniques and results have been interpreted.

<b>Sector</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>t-score</b>	<b>t value at 0.01</b>	<b>t value at 0.05</b>
<b>Government</b>	14.067	4.45	5.87	2.617	1.980
<b>Non-Government</b>	16.61	2.4			

Table showing the significance of difference of means of Government & Non-Government school teachers' attitude towards teaching.

Significance difference in the mean scores of gain in Government & Non- Government school sectors was observed it may be observed from table 't' value (5.87) of difference in mean scores of teachers gain in scores of Government & Non- Government school teachers in attitude of teaching are significant at 0.01 and 0.05. The mean scores of Government differ from mean scores of Non-Government result shown by Government & Non-Government teachers are different.

#### **Interpretation:**

Here the result finding of current study i.e. the effect of teaching attitude appears to be very interesting. The Government & Non-Government school teachers' attitudes differ significant in

terms of teaching. So therefore, the difference in mean gain scores of Government & Non-Government teachers is significantly higher.

The difference in the attitude of the teachers reflects the teaching. The Non- Government teachers were provided higher form of attitude than the Government teachers.

Hence it is obvious from the results that attitude of Non-Government school teachers are higher as compared to the Government teachers. Thus Null Hypothesis framed at the start of the study is rejected.

#### **FINDINGS:**

1. Most of the government teachers are comparatively less responsible towards providing opportunities to the students. The reason being that they are not much pressurized by higher officials.
2. It was found that government teachers do not motivate their students towards their goals in much effective manner as the non government school teachers do.
3. A majority of non government school teachers used a better technology in teaching their students than the government teachers.
4. The non –government school teachers used new and updated teaching skills and techniques for teaching whereas the government and non government school teachers do not.
5. The study showed that non government school teachers decentralize the responsibility of a classroom whereas government school teachers did not.
6. Government school teachers did not provide that much higher meaningful learning experiences to school provided by the non government school teachers.

## CONCLUSION:

1. There is significant difference between the attitude of government & non government school teachers towards providing opportunities to students. Teachers of non government school teachers are academically superior to that of government school teachers.
2. Non government school teachers were found to be more effective in terms of motivating the students towards their goal than the government school teachers.
3. There is significant difference between the attitude of government & non government school teachers for the use of technology in education.
4. Non government school teachers used new teaching skills and techniques than the government school teachers.
5. Non government school teachers decentralize the classroom responsibility as compare to government school teachers.
6. There is significant difference in the attitude of government school teachers did not provide that much higher meaningful learning experiences to school provided by the non government school teachers.

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