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## RELATIONS AMONGST THE FACTORS OF TEACHERS' ATTITUDE



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### ABSTRACT

The purpose of the study was to explore relationship amongst the factors of Teachers' Attitude of Inservice Secondary school teachers'. Survey method was used and data has been collected from 367 (female 146, male 221) inservice secondary school teachers' with standardizing seven point Likert Scale i.e. Teachers' Attitude Scale (TAS).

The responses collected were scored as per the scoring scheme and applied for analysis of data, its tabulation and graphical presentation were made after analysis. The data has been analyzed by applying one-way ANOVA, one-way MANOVA and Pearson 'r' and 't' test.

$\frac{3}{4}$  teachers have high attitude and only  $\frac{1}{4}$  have Average and Low attitude towards the factors of Teachers' Attitude and teachers are highly aware about Creativity and encouraging Creativity amongst students but they are not highly sensitive about Diversity and accepting Diversity of learning of students these are major findings of the study.

**KEYWORDS** :Survey method , graphical presentation , learning of students .

### INTRODUCTION

Education is a process of learning, which is aimed at improving moral, cultural, social and intellectual attributes of the student individually as well as member of social group. The process of learning is looked at as training in the filled of morals for individuals through which their potentialities are developed, the traits of the creator are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and

political set up of the society. It is considered a key to development. An educational system is effective to the extent it makes use of the available resources to achieve its stated aims and objectives. Teaching and Learning are very important aspects and processes of Education. These two processes affects on child's educational development.

The success of any educational system depends on good student teachers. We cannot replace the student teachers with any other type of instructional material. It has been well said that student teachers are the best educational system. So, in an educational system, teacher is the basic factor for its success. A teacher is more than what is commonly talked about. His duties of profession have many other dimensions. The effective learning depends upon quality of teaching which requires individuals who are academically able and who care about the well being of children and youth (Siddiqui, 2010). So the researcher tries to find teachers' attitude and relations amongst the factors.

### TEACHERS ATTITUDES (TA):

Attitude is a concept which is concerned with an individual way thinking, acting and behaving. Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge.

"Attitude is mental and neural state of readiness, organised through experiences, exertive directive or dynamic influence upon the individual's response to all objects and situations with which it is related"- (Allport in Kulm, 1980)

"An attitude is a more or less stable set or disposition of opinion, interest or purpose, involving expectancy of a certain kind of experience and readiness with an appropriate response"- (Trivedi, Tripta, 2011).

### STATEMENT OF THE PROBLEM:

Teachers' attitude (TA) relates and deals with the inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats about any specific topic at the learning environment perceived by inservice teacher regarding its factors (F). So, the present study attempts to explore the relations amongst the factors of inservice teacher's attitude (TA). The following factors of TA are output of Bonni Gourneau, (2005) research article "Five Attitudes of Effective Teachers: Implications for Teacher Training" and that's as follows:

- a) Demonstrating Caring and Kindness (TAF1)
- b) Sharing Responsibility (TAF2)
- c) Sensitively Accepting Diversity (TAF3)
- d) Fostering Individualized Instruction (TAF4)
- e) Encouraging Creativity (TAF5)

### RESEARCH QUESTIONS:

**The research questions for the resent study are as under:**

- A. What are the perceptions of inservice teachers regarding to teachers attitude?
- B. What are the relations amongst the factors of teachers' attitude?

### NULL HYPOTHESES:

The hypothesis that will guide the present study is stated in Null form as under:

- 1)  $H_0$ : There would be no significant difference amongst the scores of Teachers' Attitude factors

perceived by inservice teachers.

### **METHODOLOGY OF STUDY:**

The survey method is employed in the present study. Researcher developed and standardized scale (i) Teachers' Attitude Scale for data collection. After standardization of data tool researcher visited to different 49 secondary schools are in the jurisdiction of Southern Region of Rayat Shikshan Sanstha Satara and provided scales. Head and staff has been assured them that the data gathered from them will not be used for purpose other than research. The inservice-teachers were oriented to give botheration free responses and assured them that their responses will not be communicated and discussed with their school head and any officer of Sanstha.

From these 49 schools 490 teachers became ready to participate as a sample for this study. In them only 367 teachers (146 female teachers and 221 male teachers) means 74.89 % gave back filled scales.

### **DATA ANALYSIS AND INTERPRETATION:**

The responses collected with Survey Method through standardized scales of inservice teachers were scored as per the scoring scheme and then data has been entered in to Excel sheets. After data collection researcher tabulated the data in MS-Excel sheet with classifying. The statistical tools given in Excel were applied for analysis of data, its tabulation and graphical presentation. After tabulation the data were analysed in table and interpreted in format. After interpret the data the formulated hypotheses were tested. The data has been analyzed by applying one –way ANOVA, one –way MANOVA and Pearson 'r' and t test.

### **SAMPLE SIZE:**

In the reviewed researches researcher found that many of researchers used Survey Method and selected convenient sample so the researcher also selects the convenient sample technique for his study also.

### **SAMPLING DESIGN:**

Purposive sampling technique has been used to select the sample from Southern region of Rayat Shikshan Sanstha.

### **TOOLS OF DATA COLLECTION:**

When researcher reviewed the related literature then he found that Likert scales and Inventory with statements can be prepare and use for data collection. So researcher believes that to prepare the Likert type scales to explore Teachers Attitude (TA) with related factors.

### **TOOLS FOR DATA COLLECTION:**

The instrumentation is matter that is directly related to the validity of the data and trustworthiness of the study. So the researcher reviewed the related literature and he found many of researches developed own scales for data collection. When researcher reviewed the related literature then he found that Likert scales and Inventory with statements related to factors can construct with the scale and use for data collection. So researcher thinks that to prepare the Likert type scales for data collection. On the basis of this review the researcher will develop scales to collect the data. Researcher preferred to use scaling technique for development of tools of data collection. Scale were developed by

researcher with demographic and educational information of teachers and prepared set of three scales related with factors of Teachers Attitude Scale (TAS) with its related factors.

The scale was standardized by researcher as per the process of developing and standardization of scales.

**TOOLS FOR DATA ANALYSIS:**

The researcher employed One Way Analysis of Variance (One Way ANOVA), MANOVA and ANCOVA also for data analysis and verification of hypotheses. These hypotheses were tested on alpha level of 0.05.

**Teachers' Attitude Scale (TAS):**

The Teachers' Attitude scale (TAS) was developed to explore teacher's attitude (TA) towards the factors like Demonstrating, caring and kindness (TAF1), Sharing responsibility (TAF2), sensitively accepting diversity (TAF3), Fostering individualized instructions (TAF4), Encouraging creativity (TAF5). There were twenty five statements in this scale related to factors mentioned as a part of scale. Every factor has five constructed statements to respond in Likert type seven points i.e. 1 to 7 (1: strongly agree, 2: disagree, 3: somewhat disagree, 4: undecided/uncertain/ don't know/neutral, 5: somewhat agree, 6: agree, 7: strongly agree).

The distribution of components and items is shown in the table at below

**TABLE NO: 0.1 DISTRIBUTIONS OF ITEMS OF TEACHERS' ATTITUDE SCALE (TAS) AND SCORING**

Sr. No.	Components	Number of Items	Sr. No. of Item	Minimum score	Maximum score
1	Demonstrating, caring and kindness (TAF1)	5	1 to 5	5	35
2	Sharing responsibility (TAF2)	5	6 to 10	5	35
3	sensitively accepting diversity (TAF3)	5	11 to 15	5	35
4	Fostering individualized instructions (TAF4),	5	16 to 20	5	35
5	Encouraging creativity (TAF5)	5	21 to 25	5	35
<b>TOTAL</b>		25	-	25	175

The nature of responses and their scoring is shown in Table No: 0.2.

**TABLE NO: 0.2: SCORING SCHEME AND NATURE OF RESPONSES OF TEACHERS' ATTITUDE SCALE (TAS)**

Responses	Never	Rarely	Sometime -	Average	Sometime +	Frequently	Always
<b>Nature</b>	Strongly disagree	Disagree	Somewhat disagree	Undecided/uncertain/ don't know/ neutral	Somewhat agree	Agree	Strongly agree
<b>Score</b>	1	2	3	4	5	6	7

The reliability of the scale is shown in the table given below: 0.3.

**TABLE NO: 0.3: RELIABILITY OF TEACHERS' ATTITUDE SCALE (TAS)**

Sr. No.	Factors	Method of Reliability	
		Split Half	Test Retest
1	Demonstrating, caring and kindness (TAF1)	0.67	0.53
2	Sharing responsibility (TAF2)	0.67	0.58
3	sensitively accepting diversity (TAF3)	0.69	0.62
4	Fostering individualized instructions (TAF4)	0.66	0.59
5	Encouraging creativity (TAF5)	0.78	0.67
6	Total factors of Teachers' Attitude (TAFT)	0.73	0.66

**ANALYSIS AND RESULTS:**

Analysis of the data has been presented as following:

**1] ANALYSIS OF THE TEACHERS' ATTITUDE (TA) FACTORS:**

For the purpose of knowing the perception of inservice teachers' related to the factors of Teachers' Attitude researcher has presented the analysis in following Table No: 0.4.

**TABLE NO: 0.4: DISTRIBUTION OF THE FACTORS OF TEACHERS' ATTITUDE**

Factor	High (Very high, High) N & (%)	Average (Mod high, Average, Mod Low) N & (%)	Low (Low, Very low) N & (%)	Total (%)
TAF1	289 (76.00%)	73 (19.00%)	5 (5.00%)	100
TAF2	278 (73.00%)	84 (22.00%)	5 (5.00%)	100
TAF3	246 (65.43%)	118 (31.57%)	3 (3.00%)	100
TAF4	316 (84.04%)	47 (12.50%)	4 (4.00%)	100
TAF5	327 (86.97%)	34 (9.04%)	6 (6.00%)	100
TAFT	291 (77.00%)	72 (19.00%)	4 (4.00%)	100

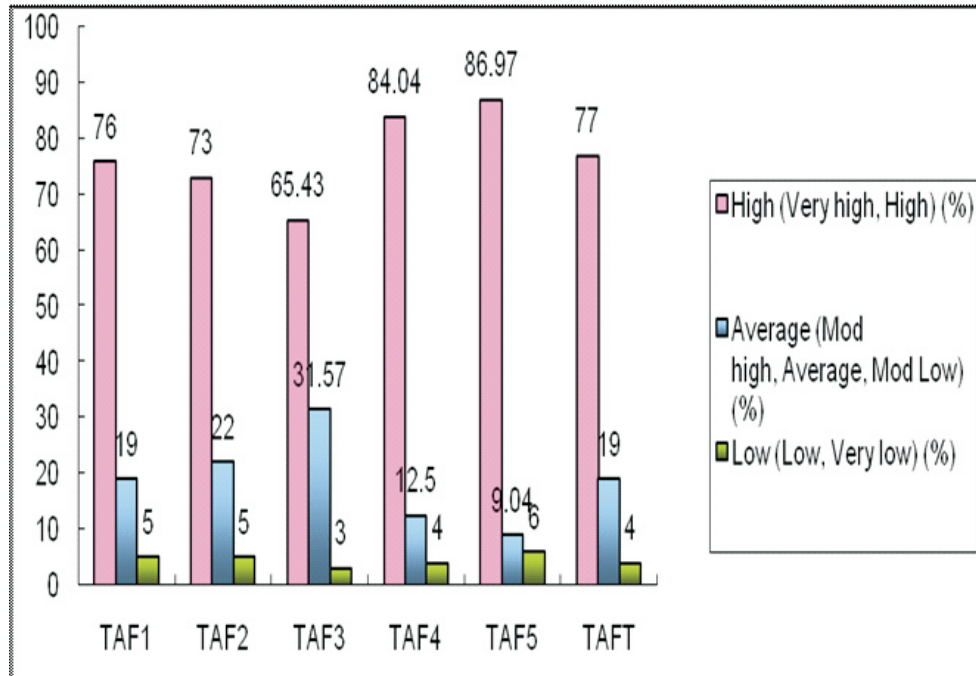
**OBSERVATION & INTERPRETATION:**

Above given table (Table No: 0.4) reveals that 76% teachers are above average, 19% teachers are in average and 5% teachers are in below average regarding Demonstrating Caring and Kindness (TAF1); 73% teachers are above average, 22% teachers are in average and 5% teachers are in below average regarding Sharing Responsibility (TAF2); 65.43% teachers are above average, 31.57% teachers are in average and 3% teachers are in below average regarding Sensitively Accepting Diversity (TAF3); 84.04% teachers are above average, 12.50% teachers are in average and 4% teachers are in below average regarding Fostering Individualized Instruction (TAF4) ; 86.97% teachers are above average, 9.04% teachers are in average and 6% teachers are in below average regarding Encouraging Creativity (TAF5) ; 77% teachers are above average, 19% teachers are in average and 4% teachers are in below average regarding All Factors of Teachers' Attitude (TAFT) .

**RELATIONS AMONGST THE FACTORS OF TEACHERS' ATTITUDE**

It concluded that as general  $\frac{3}{4}$  teachers have high attitude towards Demonstrating Caring And Kindness (TAF1), Sharing Responsibility (TAF2), Sensitively Accepting Diversity (TAF3), Fostering Individualized Instruction (TAF4), Encouraging Creativity (TAF5) but nearly  $\frac{1}{4}$  have Average and Low attitude towards Demonstrating Caring and Kindness (TAF1), Sharing Responsibility (TAF2), Sensitively Accepting Diversity (TAF3), Fostering Individualized Instruction (TAF4), Encouraging Creativity (TAF5).

**GRAPH NO: 0.1: DISTRIBUTION OF THE FACTORS OF TEACHERS' ATTITUDE**



**2] ANALYSIS OF THE COMPARISON OF THE TEACHERS' ATTITUDE (TA):**

For the purpose of comparison of Teachers' Attitude factors researcher has proposed following null hypothesis.

H<sub>0</sub>1: There would be no significant difference amongst the scores of Teachers' Attitude factors perceived by in-service teachers

Mean (M) and Standard Deviation (SD) values for factors of Teacher's Attitude are shown in the following table no 0.5.

**TABLE NO: 0.5: MEAN (M) AND STANDARD DEVIATION (SD) VALUES OF TEACHERS' ATTITUDE RELATED FACTORS**

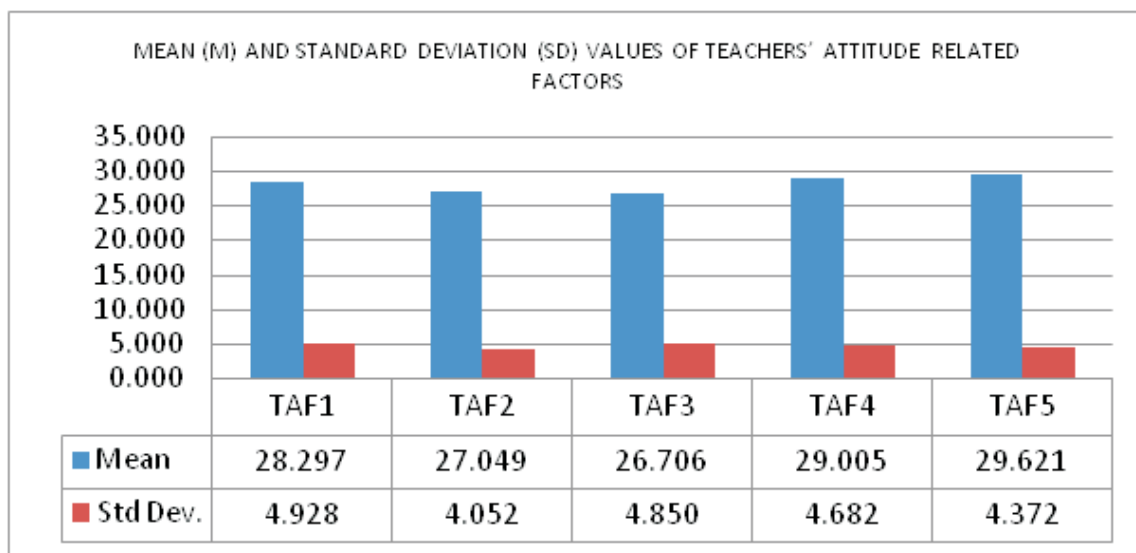
Group	Mean (M)	Std Dev.(SD)
TAF1	28.29	4.92
TAF2	27.04	4.05
TAF3	26.70	4.85
TAF4	29.00	4.68
TAF5	29.62	4.37



**OBSERVATION & INTERPRETATION:**

The above given table (Table no 0.5) shows that mean values of factors of Teacher Attitude Scale (TAS) are as: Demonstrating Caring and Kindness (TAF1) 28.29, Sharing Responsibility (TAF2) 27.04, Sensitively Accepting Diversity (TAF3) 26.70, Fostering Individualized Instruction (TAF4) 29.00 & Encouraging Creativity (TAF5) is 29.62. Their SD values are as 4.92, 4.05, 4.85, 4.68 & 4.37 respectively. The mean value of Encouraging Creativity (TAF5) is highest and Sensitively Accepting Diversity (TAF3) has lowest mean value. Mean (M) and Standard Deviation (SD) values are presented in the graph no: 0.02.

**GRAPH NO: 0.02: MEAN (M) AND STANDARD DEVIATION (SD) VALUES OF TEACHERS' ATTITUDE RELATED FACTORS**



The scores of various factors of Training Environment is compared by One Way ANOVA to verify the above mentioned null hypothesis as following-

**TABLE NO: 0.6: THE SUMMARY OF ONE-WAY ANOVA FOR TEACHERS' ATTITUDE FACTORS**

Analysis of Variance				
Source of Variation	Type III SS	Df	Mean Sq.	F
Between Groups	2280.907	4	570.227	27.087*
Within Groups	38524.305	1830	21.052	
Total	40805.212	1834		

\* Significant at 0.05 level

**OBSERVATION & INTERPRETATION:**

The above table (Table No: 0.6) reveals the F (4, 1830) ratio for various factors of Teachers' Attitude which is 27.087 and it is significant at 0.05 levels. The difference is found significant. The factors are compared by Scheffe's post hoc test as following.

**TABLE NO: 0.7: THE SCHEFFE'S POST HOC TEST FOR COMPARISON OF TEACHERS' ATTITUDE FACTORS**

Group 1	Group 2	Mean Diff. (MD)	SE	q values (q)
TAF1	TAF2	1.248	0.33	3.68*
	TAF3	1.591	0.33	4.69*
	TAF4	-0.708	0.33	2.09
	TAF5	-1.324	0.33	3.91*
TAF2	TAF3	0.343	0.33	1.01
	TAF4	-1.956	0.33	5.77*
	TAF5	-2.572	0.33	7.59*
TAF3	TAF4	-2.300	0.33	6.79*
	TAF5	-2.916	0.33	8.60*
TAF4	TAF5	-0.616	0.33	1.81

\* Significant at 0.05 level

#### **OBSERVATION & INTERPRETATION:**

The above given table (Table No: 0.7) reveals that mean differences between Demonstrating Caring and Kindness (TAF1) & Sharing Responsibility (TAF2) (MD= 1.24, q= 3.68), Demonstrating Caring and Kindness (TAF1) & Sensitively Accepting Diversity (TAF3) (MD= 1.59, q= 4.69) and Demonstrating Caring and Kindness (TAF1) & Encouraging Creativity (TAF5) (MD= -1.32, q= 3.91) are significant (p=0.05). The mean value of Demonstrating Caring and Kindness (TAF1) (M= 28.29) is greater than Sharing Responsibility (TAF2) (M= 27.04), Sensitively Accepting Diversity (TAF3) (M= 26.70) & Fostering Individualized Instruction (TAF4) (M= 29.00).

The mean difference between Sharing Responsibility (TAF2) & TAF4 (MD= -1.95, q= 5.77) and Sharing Responsibility (TAF2) & Encouraging Creativity (TAF5) (MD= -2.57, q= 7.59) are significant (p=0.05). The mean value of Sharing Responsibility (TAF2) (M= 27.04) is smaller than Sensitively Accepting Diversity (TAF3) (M= 28.70) & Fostering Individualized Instruction (TAF4) (M= 29.00).

The mean difference between Sensitively Accepting Diversity (TAF3) & Fostering Individualized Instruction (TAF4) (MD= -2.30, q= 6.79) and Sensitively Accepting Diversity (TAF3) & Encouraging Creativity (TAF5) (MD= -2.91, q= 8.60) are significant (p=0.05). The mean value of Sensitively Accepting Diversity (TAF3) (M= 28.70) is smaller than Fostering Individualized Instruction (TAF4) (M= 29.00) & Encouraging Creativity (TAF5) (M=29.62).

The mean difference between Fostering Individualized Instruction (TAF4) & Encouraging Creativity (TAF5) (MD= -0.616, q= 1.81) is not significant (p=0.05). The mean value of Fostering Individualized Instruction (TAF4) (M= 29.00) is smaller than Encouraging Creativity (TAF5) (M=29.62).

It is clearly found from the results presented in the Table No: 0.5 & 0.7 that there is no significant difference amongst the scores of Teachers' Attitude factors perceived by inservice teachers' thus the null hypothesis is rejected.

The summary of comparison of Teacher Attitude Scale by using One way ANOVA shows that the F value is 27.087 ( p > 0.05). Thus, the null hypothesis that there would be no significant difference

among factors of Teachers' Attitude has been rejected.

### FINDINGS:

#### Findings of the present study have been classified as following:

1A. Researcher found that generally  $\frac{3}{4}$  teachers have high attitude towards Demonstrating Caring and Kindness (TAF1), Sharing Responsibility (TAF2), Sensitively Accepting Diversity (TAF3), Fostering Individualized Instruction (TAF4), Encouraging Creativity (TAF5) but nearly  $\frac{1}{4}$  have Average and Low attitude towards Demonstrating Caring and Kindness (TAF1), Sharing Responsibility (TAF2), Sensitively Accepting Diversity (TAF3), Fostering Individualized Instruction (TAF4), Encouraging Creativity (TAF5).

1B. The mean value of Encouraging Creativity (TAF5) is highest and Sensitively Accepting Diversity (TAF3) has lowest mean value.

1C. The difference for the factors of Teachers' Attitude is found significant at 0.05 levels and the factors of Teachers' Attitude (TA) were as 1) Demonstrating Caring and Kindness (TAF1), 2) Sharing Responsibility (TAF2), 3) Sensitively Accepting Diversity (TAF3), 4) Fostering Individualized Instruction (TAF4), and 5) Encouraging Creativity (TAF5).

1D. The table (Table No: 0.7) revealed that mean differences between Demonstrating Caring and Kindness (TAF1) & Sharing Responsibility (TAF2) (MD= 1.24, q= 3.68), Demonstrating Caring and Kindness (TAF1) & Sensitively Accepting Diversity (TAF3) (MD= 1.59, q= 4.69) and Demonstrating Caring and Kindness (TAF1) & Encouraging Creativity (TAF5) (MD= -1.32, q= 3.91) are significant ( $p=0.05$ ). The mean value of Demonstrating Caring and Kindness (TAF1) (M= 28.29) is greater than Sharing Responsibility (TAF2) (M= 27.04), Sensitively Accepting Diversity (TAF3) (M= 26.70) & Fostering Individualized Instruction (TAF4) (M= 29.00).

The mean difference between Sharing Responsibility (TAF2) & TAF4 (MD= -1.95, q= 5.77) and Sharing Responsibility (TAF2) & Encouraging Creativity (TAF5) (MD= -2.57, q= 7.59) are significant ( $p=0.05$ ). The mean value of Sharing Responsibility (TAF2) (M= 27.04) is smaller than Sensitively Accepting Diversity (TAF3) (M= 28.70) & Fostering Individualized Instruction (TAF4) (M= 29.00).

The mean difference between Sensitively Accepting Diversity (TAF3) & Fostering Individualized Instruction (TAF4) (MD= -2.30, q= 6.79) and Sensitively Accepting Diversity (TAF3) & Encouraging Creativity (TAF5) (MD= -2.91, q= 8.60) are significant ( $p=0.05$ ). The mean value of Sensitively Accepting Diversity (TAF3) (M= 28.70) is smaller than Fostering Individualized Instruction (TAF4) (M= 29.00) & Encouraging Creativity (TAF5) (M=29.62).

The mean difference between Fostering Individualized Instruction (TAF4) & Encouraging Creativity (TAF5) (MD= -0.616, q= 1.81) is not significant ( $p=0.05$ ). The mean value of Fostering Individualized Instruction (TAF4) (M= 29.00) is smaller than Encouraging Creativity (TAF5) (M=29.62).

1E. It is clearly found that there is no significant difference amongst the scores of Teachers' Attitude factors perceived by inservice teachers'. The summary of comparison of Teacher Attitude Scale by using One way ANOVA shows that the F value is 27.087 ( $p > 0.05$ ). Thus, the null hypothesis ( $H_0$ ) that there would be no significant difference among factors of Teachers' Attitude has been rejected.

### CONCLUSIONS:

#### Conclusions are drawn from the data analysis and results of the study and are as follows:

1. Generally  $\frac{3}{4}$  teachers have high attitude and only  $\frac{1}{4}$  have Average and Low attitude towards the factors of Teachers' Attitude (1A) and there is not same weightage given at learning environment to the

factors of Teachers' Attitude by secondary school teachers'. It means weightage of TA factors' varies from teacher to teacher the factors are as 1) Demonstrating Caring and Kindness (TAF1), 2) Sharing Responsibility (TAF2), 3) Sensitively Accepting Diversity (TAF3), 4) Fostering Individualized Instruction (TAF4), and 5) Encouraging Creativity (TAF5) (1C). And there is significant difference amongst the factors of Teachers' Attitude perceived by inservice teachers' (1D, 1E).

2.Secondary school teachers are highly aware about Creativity and encouraging Creativity amongst students but they are not highly sensitive about Diversity and accepting Diversity of learning of students (1B).

### DISCUSSION ON CONCLUSIONS:

The purpose of the study was to explore the relations between teachers' attitude (TA) perceived by inservice teacher regarding it's sub-factors.

This study found that weightage of TA factors' varies from teacher to teacher the factors were as 1) Demonstrating Caring and Kindness (TAF1), 2) Sharing Responsibility (TAF2), 3) Sensitively Accepting Diversity (TAF3), 4) Fostering Individualized Instruction (TAF4), and 5) Encouraging Creativity (TAF5). And there is significant difference amongst the factors of Teachers' Attitude perceived by inservice teachers'. This finding supports Younce (2011) study but in a study Sawant (Undated) found in general male and female teachers do not differ significantly in their attitude towards teaching profession. So it may say this study's finding not supports the finding of Sawant (Undated).

### RECOMMENDATIONS:

In terms of the findings of this study and prior studies, following recommendations are given:

- 1.The inservice teachers should be informed about the significance of themselves Attitude, Competencies and Self-efficacy beliefs and its sub-factors at learning environment and should be explained how they can improve learning environment and students achievement.
- 2.The inservice teachers should be also informed that the importance of weightage of TA factors at learning environment which are 1) Demonstrating Caring and Kindness (TAF1), 2) Sharing Responsibility (TAF2), 3) Sensitively Accepting Diversity (TAF3), 4) Fostering Individualized Instruction (TAF4), and 5) Encouraging Creativity (TAF5). In them they should be aware about the sensitiveness about the learners' diversity and they should be trained about how a teacher should be accepting diversity.

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