

A Comparative Study of the Attitude of Government and Private Teacher Educators towards Teaching Profession in Nagaland

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Abstract

This study aims at assessing the attitude of teacher educators towards the teaching profession. The sample for the study covered the whole universe of teacher educators at the elementary and secondary level. The ASTTP developed by Umme Kulsum has been used for collection of the data. The data was collected from 162 teacher educators from both elementary and secondary teacher education institutions in Nagaland. The mean, standard deviation and t-value was performed using SPSS to bring out the statistical significance of the findings. The study found significant difference in socio-psychological dimension but no significant differences were found on other dimensions of attitude between the attitude of Government and Private teacher educators towards teaching profession. There were significant differences were found between the attitude of Arts and Science teacher educators of government and private teacher educators in respect of academic. Socio-psychological, co-curricular dimensions and overall attitude towards teaching profession. Though significant difference was found in the attitude of male and female teacher educators with respect to co-curricular dimension of attitude but gender factor do not an effect on overall attitude of teacher educators towards teaching profession.

Keywords: Attitude, Teacher Educators, Government, Private, Teaching, Profession.

INTRODUCTION

“No people can rise above the level of its teachers” -NPE (1986)

Teachers play the most vital role in the educational system. They are considered as the makers of man, the builders of future leaders of tomorrow. To carry out this important task, teacher educators in turn are responsible to prepare the prospective teachers for an effective and successful quality role that teachers need to carry out for a vibrant educational system. Teacher educators who possess favourable attitude towards their profession can only ensure to inspire and

transform the novice teachers to deliver the best towards society and the nation at large. Teachers need to acquire the necessary technological skills and keeps the light of civilization burning bright. He is expected to help in the silent revolution that is taking place in the country.

Teacher educators play the pivotal role in teacher preparation. It is their utmost duty to train the prospective teachers who are to carry out their responsibilities towards the upliftment of students in the educational settings. To meet these complex societal needs, the teacher educators should not only be academically vibrant, but also be skilled and intellectually enlightened. To bring about the real transformation among the prospective teachers, teacher educators who are competent and effective with favourable attitude towards their profession who can only truly inspire the teachers who are at their care.

The review of related literature is a very important step in research process. In doing a thorough review of the already existed literature, the investigator gains a good insight into researches done in the past and gives a clear idea as to where the research gaps lies. Numerous researches have been carried out in the field of education and particularly in respect of teachers and its related aspects. The findings from some recent studies in relation to the attitude of teachers of different types of management brought out by Sudhakar. K & Dayakara Reddy.V (2017), Kavitha, S. & Venkateswaran, R.(2015) Gupta. S.L; Prasad Digamber and Ramachandaran Anandhi (2011) and Ahluwalia (1974). They revealed that the type of management do not have an effect on the attitude of teachers. On the contrary, studies of Rani Rekha (2016), Jadhav & Thomas Sybil (2015), Khalid and Amir (2014), and Mohammad Parvez, and Mohd Shakir (2013) found significant differences between the attitude of teachers of Government and Private institutions. The studies have revealed in most cases that teachers from Government/Aided institutions have better attitude towards teaching.

The findings from the present study corroborates with the findings of Srilatha. G. (2017), Bujor Liliana and Schipor Maria Doina (2015), Bhaskara C.L. (2014), Fauzia, Khan; N.A. Nadeem; Sameena, Basu. (2013), Babu Prasad; Raju M.S (2013) found that Science stream teachers have more favourable attitude towards teaching profession than the Arts teachers. On the other hand, findings of Bilgin, H. and Aykac, N. (2016), Akbaba Biilent (2013) and Trividi (2001) found Arts teachers possess more positive attitude towards teaching profession.

After a thorough review of the related literatures, it was found that a good number of studies have been done on the attitude of teachers bringing forth contrast findings and hence, generalization cannot be done. Although many studies on primary and secondary teachers were carried out in other parts of India and abroad, there are no studies on the attitude of teacher educators conducted in Nagaland. This has necessitated for the investigator to take up this present study in the interest of teacher education which virtually needs a great boost to uplift the quality of education in the state as the quality of teacher educators is one of the most important component to usher in quality education.

OBJECTIVES OF THE STUDY

1. To find out the difference in the attitude of teacher educators of Government and Private towards teaching profession.
2. To find out the difference in attitude of Arts teacher educators of Government and Private towards teaching profession.
3. To find out the difference in attitude of Science teacher educators of Government and Private towards teaching profession

HYPOTHESIS OF THE STUDY

1. **H01**- There is no significant difference between the attitude of Government and Private teacher educators towards teaching profession with respect to academic dimension.
2. **H02**-There is no significant difference between the attitude of Government and Private teacher educators towards teaching profession with respect to administrative dimension.
3. **H03**-There is no significant difference between the attitude of Government and Private teacher educators towards teaching profession with respect to socio-psychological dimension.
4. **H04**-There is no significant difference between the attitude of Government and Private teacher educators towards teaching profession with respect to co-curricular dimension.
5. **H05**-There is no significant difference between the attitude of Government and Private teacher educators towards teaching profession with respect to economic dimension.
6. **H06**-There is no significant difference on overall attitude between Government and Private teacher educators towards teaching profession.
7. **H07**-There is no significant difference between the attitude of Arts Government and Private teacher educators towards teaching profession with respect to academic dimension.

- 8. H08-**There is no significant difference between the attitude of Arts Government and Private teacher educators towards teaching profession with respect to administrative dimension.
- 9. H09-**There is no significant difference between the attitude of Arts Government and Private teacher educators towards teaching profession with respect to socio-psychological dimension.
- 10. H010-**There is no significant difference between the attitude of Arts Government and Private teacher educators towards teaching profession with respect to co-curricular dimension.
- 11. H011-**There is no significant difference between the attitude of Arts Government and Private teacher educators towards teaching profession with respect to economic dimension.
- 12. H012-**There is no significant difference on overall attitude between Arts Government and Private teacher educators towards teaching profession.
- 13. H013-**There is no significant difference between the attitude of Science Government and Private teacher educators towards teaching profession with respect to academic dimension.
- 14. H014-**There is no significant difference between the attitude of Science Government and Private teacher educators towards teaching profession with respect to administrative dimension.
- 15. H015-**There is no significant difference between the attitude of Science Government and Private teacher educators towards teaching profession with respect to socio-psychological dimension.
- 16. H016-**There is no significant difference between the attitude of Science Government and Private teacher educators towards teaching profession with respect to co-curricular dimension.
- 17. H017-**There is no significant difference between the attitude of Science Government and Private teacher educators towards teaching profession with respect to economic dimension.
- 18. H018-**There is no significant difference on overall attitude between Science Government and Private teacher educators towards teaching profession.

DEFINITION OF THE KEY WORDS

- 7.1. Attitude: An attitude is an emotional reaction a personal response to an object developed through experience, characterized as favourable or unfavourable.
- 7.2. Teacher Educators: Teachers teaching in the DIETs and in the secondary teacher education institutions.

7.3 Government institutions: Teacher education institutions belonging to the government of the state.

7.4. Private institutions: Institutions which are owned by Individual Person/ NGOs/ Trust.

7.5. Teaching Profession: Teachers who have joined teaching, having teaching aptitude, teaching skills, social responsibility and commitment.

METHODOLOGY OF THE STUDY

For the present study, the investigator used the survey method.

Sample

The total universe of the population comprised the sample for the present study. 162 teacher educators from both the levels of teacher education, i.e. elementary and secondary in Nagaland were taken for the present study.

Tool

ASTTP developed by Umme Kulsum was adopted for the study. It has 55 test items and has 5 aspects or dimensions with 25 positive and 30 negative items.

Data Collection

Questionnaires were administered to all the 162 teacher educators from all the teacher education institutions.

RESULTS AND INTERPRETATION

The data is analysed with the help of SPSS, to calculate the Mean, Standard Deviation and t-values is the results are presented in the table 1.

Table-1 Mean Scores, SD and t-values of Attitude of Teacher Educators of Private and Government

Dimension	Type of Management	N	Mean	SD	t' Values	Level of Significance
Academic	Government	117	31.20	3.20	1.86	NS at 0.05 level
	Private	45	30.22	2.32		
Administrative	Government	117	20.60	15.67	.78	NS at 0.05 level
	Private	45	18.76	2.45		
Socio-Psychological	Government	117	86.79	7.54	2.34*	Sig. at 0.05 level
	Private	45	84.07	6.74		
Co-curricular	Government	117	16.49	1.57	1.15	NS at 0.05 level
	Private	45	16.80	1.50		
Economic	Government	117	18.31	2.17	1.38	NS at 0.05 level
	Private	45	17.80	1.89		
Overall Attitude	Government	117	171.74	10.92	1.89	NS at 0.05 level
	Private	45	168.07	11.96		

*Significant at 0.01

From the table 1, it can be observed that the t-values 1.86, .78, 1.15, 1.38 and 1.89 for academic, administrative, co-curricular, economic and overall dimensions of attitude respectively which is not significant at 0.05 level with $df = 160$. It was found that the t-value 2.34 on socio-psychological dimension was significant at 0.05 level. It indicates that the mean scores of attitude of government and private teacher educators do not differ significantly on all dimensions of attitude except in socio-psychological dimension of attitude. Thus, the null hypothesis that there is no significant difference in the mean scores of attitude of government and private teachers educators with respect to academic, administrative, co-curricular, economic and overall dimensions of attitude is accepted. The null hypothesis (H_0) that there is no significant difference in the mean scores of attitude of government and private teachers educators with respect to socio-psychological is rejected. Further, the mean score of overall attitude of government teacher educators is 171.74 and private teacher educators is 168.07 does not differ significantly. It may therefore, be concluded that both government and private teacher educators have high favourable attitude towards teaching profession

Table-2 Mean Scores, SD and t-values of Attitude of Arts Teacher Educators of Government and Private

Dimension	Teaching Subjects	N	Mean	SD	t-values	Result
Academic	Govt. Arts	84	30.95	3.20	2.18*	Sig. at 0.05 level
	Privt. Arts	34	29.65	2.21		
Administration	Govt. Arts	84	20.58	18.49	.75	NS. at 0.05 level
	Privt. Arts	34	18.21	2.29		
Socio-Psychological	Govt. Arts	84	85.25	6.50	1.82	NS. at 0.5 level
	Privt. Arts	34	82.82	6.68		
Co-Curricular	Govt. Arts	84	16.20	1.60	.85	NS. at 0.05 level
	Privt. Arts	34	16.47	1.44		
Economic	Govt. Arts	84	18.29	2.43	1.54	NS. at 0.05 level
	Privt. Arts	34	17.56	2.02		
Overall	Govt. Arts	84	169.27	10.98	2.06*	Sig. at 0.05 level
	Privt. Arts	34	164.68	10.95		

* Significant at 0.05 level

From the table 2, it can be observed that the t -values 2.18 on academic and 2.06 on overall attitude which are significant on 0.05 level with $df=160$. The table t -values .75, 1.82, .85 and 1.54 for administrative, socio-psychological, co-curricular and economic respectively do not have significant differences at 0.05 level. Thus, the null hypothesis (H_{0_8} , H_{0_9} , $H_{0_{10}}$ and $H_{0_{11}}$) that there is no significant difference in the mean scores of attitude of arts teacher educators of government and private with respect to administrative, socio-psychological, co-curricular, and economic dimensions of attitude is accepted. It was found that the mean scores of attitude of government and private Arts teacher educators differ significantly on academic and on overall attitude. Hence, the null hypothesis (H_{0_7} and $H_{0_{12}}$) is rejected. Further the mean score of overall attitude of government teacher educators is 169.27 and private teacher educators is 164.68 differ significantly. It may therefore, be concluded that Arts teacher educators of government have more favourable attitude than the private teacher educators towards teaching profession.

Table 3 Mean scores, SD and t -values of Attitude of Science teacher educators of Government and Private

Dimension	Teaching Subjects	N	Mean	SD	t -value	Result
Academic	Govt. Science	34	31.85	3.00	.05	NS. at 0.05 level
	Privt. Science	10	31.90	2.84		
Administration	Govt. Science	34	20.59	15.66	.02	NS. at 0.05 level
	Privt. Science	10	20.60	1.95		
Socio-Psychological	Govt. Science	34	90.41	7.77	1.45	NS. at 0.05 level
	Privt. Science	10	88.00	5.29		
Co-Curricular	Govt. Science	34	17.15	1.55	2.20*	Sig. at 0.05 level
	Privt. Science	10	18.10	1.26		
Economic	Govt. Science	34	18.41	2.34	.03	NS. at 0.05 level
	Privt. Science	10	18.40	1.28		
Overall	Govt. Science	34	178.21	11.15	.32	NS. at 0.05 level
	Privt. Science	10	179.00	7.07		

* Significant at 0.05 level

From the table 3, it can be observed that the t-values .05, .02, 1.45, .03 and .32 for academic, administrative, socio-psychological, economic and overall dimensions of attitude respectively which is not significant at 0.05 level with $df=160$. It was found that the t-value 2.20 on co-curricular dimension was significant at 0.05 level. It indicates that the mean scores of attitude of government and private teacher educators do not differ significantly on all dimensions of attitude except in co-curricular dimension of attitude. Thus, the null hypothesis that there is no significant difference in the mean scores of attitude of government and private teachers educators with respect to academic, administrative, socio-psychological, economic and overall dimensions of attitude is accepted. The null hypothesis (H_{016}) that there is no significant difference in the mean scores of attitude of government and private teachers educators with respect to co-curricular dimension is rejected. Further, the mean score of overall attitude of government science teacher educators is 178.21 and private teacher educators is 179.00 does not differ significantly. It may therefore, be concluded that both government and private science teacher educators have the same high favourable attitude towards teaching profession.

FINDINGS OF THE STUDY

1. There is no significant difference between the attitude of Government and Private teacher educators towards teaching profession with respect to Academic, Administrative, Co-curricular and economic dimensions.
2. There is no significant difference between the attitude of Arts teacher educators of Government and Private towards teaching profession with respect to Administrative, Socio-psychological, Co-curricular and economic dimensions.
3. There is no significant difference between the attitude of Arts and Science teacher educators towards teaching profession with respect to Academic, Administrative, Socio-psychological and economic dimensions.

DISCUSSION OF THE STUDY

1. Teacher educators from government and as well as private management have the same high positive attitude towards teaching profession with respect to all dimensions of attitude. Teachers from government managements are were found to be more socially and psychologically balanced than the teacher educators from private management. Teacher educators are able to maintain balance in their normal life and have a social conscious mind towards the needs of the society

2. The arts teacher educators of government were found to have more favourable attitude towards academic aspects of dimensions compared to the arts teacher educators of private institutions. It means that government arts teachers showed higher positive attitude towards academic aspects and were more involved in academic related activities.

3. Science teacher educators of both government and private managements were found to have similar attitude towards of their profession. It was found that Science teacher educators from private institutions showed more interest towards co-curricular activities and have positive attitude towards these activities.

CONCLUSIONS.

Teaching is a noble profession. The role and responsibilities of teacher educators cannot be undermined in whatever situation he or she is put in. The society and the country require selfless and committed teacher educators who possess a positive attitude towards their work. For teacher educators to deliver effectively, they also should have a say in the academic developmental activities of the institution and due recognition be given to teachers for initiatives taken up. Teacher educators should not be overburdened so as to enable them live a balanced social and academic life and also enable them to attend different professional development programmes. The private management bodies need to ensure proper incentives be given to teacher educators to boost the morale. Lastly, the Appointing authority need to ensure stringent teacher selection process so that teacher educators with teaching aptitude and favourable attitude towards teaching be recruited to ensure quality in education.

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