

# A COMPARATIVE STUDY OF PROFESSIONAL DEVELOPMENT AND TEACHING ATTITUDE OF SECONDARY MALE & FEMALE TEACHERS OF RURAL AND URBAN SCHOOLS OF MEERUT DISTRICT.

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## ABSTRACT

The present study was designed to compare professional development and teaching attitude of secondary teachers of male and female teachers of rural and urban schools of Meerut district. The main objective of study was compare their professional development and teaching attitude for finding whether their exist any significance difference in the professional development and teaching attitude of rural and urban secondary school teacher of Meerut district. The sample for the present study consisted of 200 secondary school teachers (100 male and female teachers of rural secondary school and 100 male and female teachers of urban secondary schools) selected randomly from the different schools in Meerut district of Uttar Pradesh in the order to compare the. Professional development and teaching attitude of rural and urban secondary school teachers self made tool used for professional development and for teaching attitude "Teaching Attitude Inventory developed by Dr. S.P. Ahluwalia was used. The result revealed that there is a significant difference between the professional development and teaching attitude of rural and urban secondary school teachers and male and female secondary school teachers; it was found that professional development and teaching attitude of urban secondary school teachers is higher than rural secondary school teachers.

**Key Words:** - Professional Development, Secondary Teachers, Teaching Attitude.

## Introduction

Education being the sub-social system as well as social system of society, it play a key role in molding, shaping reforming and reconstructing the society from time to time to watching its importance we say that education is a powerful weapon by this you can change the world. For this education has been recognized and regarded as the most potent Instrument of social reformation. Social reconstruction and social transformation in the modern society. The reason the modern contemporary society is fast changing in nature because of the scientific progress and technological achievements education is the vital Instrument. It is therefore clearly visualized that Education is the most potent or vital Instrument will never suffice until and unless we give it a practical shape this can be through teaching as a profession where teacher will handle this teaching task by accepting teaching as their profession the reason Education gets practical shape through teaching learning process and gets proper Identification and placement when teaching is accepted as a profession.

The question of teacher professional development and their attitude towards teaching working. There are difference nomenclatures of school in India based on different educational patterns and styles. They are known for their different names such as Sanik schools central schools, sport schools public schools Navodaya Schools mission schools and government school etc. They are run by different organization with different educational objectives. It is generally said that the students of public schools are more responsible in comparison to others. The logic after this statement may be that the teachers working in public

schools are more professional developed in the comparison to other school teachers. Why is it so? Its answer may involve many factors. No doubt, professionally developed teacher produce developed students who become the pillars of national unity and the base of all round development of country. In present age teacher seems to be careless to their duties. Student indiscipline, strikes, uninterested unrest disobeying of the parents and elders indulging in unsocial activities may be accepted as a result of professional by undeveloped teachers and lack of proper guidance to the students.

The quality and ability of teacher make him professional by developed. Union Infinite for Human Resource Development have been constantly expressing concern about the need for Improving quality of teachers recent Pratham's Annual Status Education Report (A SER 2009) the highlighted the story state government schools in the country, the need for hiking allocations to strengthen Infrastructure and Improving quality of teachers in the government schools becomes obvious.

The role of the teacher in a teaching and learning environment is to assist students with making connections and therefore finding meaning through an educational process. The work of a teacher is not only transmission of knowledge but it is something more than that. Teacher's great task is inspiring and guiding their students towards cherished goals and for that Lifelong learning should be the motto of every teacher. The teacher is a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. These all duties are done by a

teacher can only be performed well only when he possess good attitude towards teaching.

In operational definition the term attitude often is used in a generic sense to refer to any report of what people think or feel or the way in which they intend to act. It may be defined as the degree of positive and negative effect associated with some psychological object. It means any symbol, personal slogan institution ideal or ideas which people can differ with respect to positive or negative effect. An individual who has positive effective or feeling associated with some psychological object is said to have a favorable attitude and who has negative effect or feeling would be said to have an unfavorable attitude.

Attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in our environment, but there is debate about precise definitions.

Attitude plays a very prominent role in effective communications in the class-room. A teacher with a positive attitude towards teaching is considered better and becomes popular among the students for his/her better teaching.

While it is true that there are teacher whose attitudes are positive towards the promotion of good teaching learning situation will deliver quality education to their students. Thus the term attitude towards teaching has been used as a mental set up towards the teaching profession.

**Objectives of the Study**

1. To compare the professional development of rural and urban secondary school teachers.
2. To compare the professional development of male and female of secondary school teachers.
3. To compare the teaching attitude of rural and urban secondary school teachers.
4. To compare the teaching attitude of male and female teachers of secondary school.

**Hypotheses of the Study**

1. There is no significant difference between professional development of rural and urban secondary school teachers.
2. There is no significant difference between professional development of male and female secondary school teachers.
3. There is no significant difference between teaching attitude of rural and urban secondary school teachers.
4. There is no significant difference between teaching attitude of male and female secondary school teachers.

**Operational Definition of the Variable**

1. Professional development- The quality and ability of teacher make him professional developed.
2. Teaching Attitude – An attitude is a predisposition to react favorably and unfavorably towards ideas, object persons, event or situations.

3. Secondary school teachers – A secondary school teachers is also known as a high school teacher. The secondary school teachers teacher the students of std. 9th to 12th

**Population of the Study**

A population is the totality of an object under consideration. The population for the purpose of this study has been defined as the total number of male and female teachers teaching in rural and urban secondary schools of Meerut district.

Thus, the result of the present study will only be applicable to this population of teachers.

**Sample**

The principle purpose of the research will be to discover principles that have universal application, to arrive at generalization. To collect data from whole population would be impracticable or not possible 100 male and female secondary school rural teachers and 100 secondary urban school teachers was randomly selected from Meerut district. A total of 200 teachers were selected for research.

**Tool Used**

For measuring the professional development investigator used self made questionnaire and for measuring teaching attitude of Secondary teachers the investigator used 'Teaching Attitude Inventory (TAI)' developed by Dr S.P Aluwalia.

**Analysis & Interpretation of Data**

Objective 1. To compare the professional development of rural and urban secondary school teachers.

Hypothesis 1 – There is no significant difference between professional development of rural and urban secondary school teachers.

**Table -1**

Variable	Sample	Mean	SE <sub>D</sub>	OBT	Table CR	Level of Significance
Rural Secondary Teachers	100	98.26	1.21	3.32	1.97	0.05
Urban Secondary Teachers	100	102.28			2.60	0.01

Significant at 0.01 level

The above table the reveals that obtained critical ratio value is 3.32 which is significant at 0.01 level. It seems to be safe to interpret that there exist significant difference in the professional development of secondary rural teachers and urban secondary teachers the mean value of urban secondary teachers seems to be higher than rural Secondary teacher. This result leads up to inference that the secondary urban teachers possess significantly higher professional development than secondary rural teachers. Therefore, The hypothesis that " There is no significant difference between professional development of rural and urban secondary

school teachers." is Rejected.

Objective 2- To compare the professional development of secondary male and female secondary school teachers.

Hypothesis 2- There is no significant difference between professional development of male and female secondary school teachers.

**Table -2**

Variable	Sample	Mean	SE <sub>p</sub>	OBT CR	Table Value	Level of Significance
Male Secondary Teacher	100	160.59			1.97	0.05
Female Secondary Teachers	100	97.17	1.15	2.99	2.60	0.01

Significant at 0.01 level

The above table the reveals that the obtained critical ratio value is 2.99 which is significant at 0.01 level. It seems to be safe to interpret that there exist significant difference in the professional development of secondary male teachers and female teachers. The mean value of male secondary teacher seems to be higher than female Secondary teacher. This result leads up to inference that the secondary school male teachers possess significantly higher teaching attitude than secondary Female teachers Therefore, The hypothesis that "There is no significant difference between professional development of male and female secondary school teachers. ". Is Rejected

Objective 3- To compare the teaching attitude of rural and urban secondary school teachers.

Hypothesis 3-. There is no significant difference between teaching attitude of rural and urban secondary school teachers.

**Table -3**

Variable	Sample	Mean	SE <sub>p</sub>	OBT CR	Table Value	Level of Significance
Rural Secondary Teacher	100	231.50	1.16	4.60	1.97	0.05
Urban Secondary Teachers	100	238.85			2.60	0.01

Significant at 0.01 level

The above table the reveals that the obtained critical ratio value is 4.60 which is significant at 0.01 level. It seems to be safe to interpret that there exist significant difference in the teaching attitude of secondary rural and urban teachers. The mean value of urban secondary teacher seems to be higher than rural Secondary teacher. This result leads up to inference that the secondary school urban teachers possess significantly higher teaching attitude than secondary rural teachers of UP Board. Therefore, The hypothesis that "There is no significant difference between teaching attitude of rural and urban secondary school teachers is Rejected

Objective 4- To compare the teaching attitude of secondary male and female secondary school teachers.

Hypothesis 4- There is no significant difference between teaching attitude of male and female secondary school teachers.

**Table -4**

Variable	Sample	Mean	SE <sub>p</sub>	OBT CR	Table Value	Level of Significance
Male Secondary Teacher	100	231.50			1.97	0.05
Female Secondary Teachers	100	261.40	1.72	5.99	2.60	0.01

Significant at 0.01 level

The above table the reveals that the obtained critical ratio value is 5.99 which are significant at 0.01 levels. It seems to be safe to interpret that there exist significant difference in the teaching attitude of secondary male and female teachers. The mean value of male secondary teacher seems to be higher than C female Secondary teacher. This result leads up to inference that the secondary school male teachers possess significantly higher teaching attitude than secondary female teachers. Therefore, The hypothesis that "There is no significant difference between teaching attitude of male and female secondary school teachers is rejected".

### Conclusion

From the analysis of the data it is clear that there exists significant difference with respect to professional development and teaching attitude among secondary teacher of rural - urban and male- female. Secondary teachers of urban area have higher professional development and teaching attitude than rural secondary school teachers.

There exists significant difference with respect level of teaching attitude among male and female secondary school teachers. The male teachers of secondary schools have higher professional development and teaching attitude than Female teachers of secondary school.

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