

RIGHT ATTITUDE IN TEACHING PROFESSION

Dr. Neetu Chawla *
Ashish Kumar Mittal **

ABSTRACT

Teaching is a great profession which not only provides opportunity to build lives of children, but also the health of the nation. Teacher occupies the in-between of the educational system. Until and unless, teachers have right attitude, they cannot elevate themselves into a role model for the young students. Students learn through their role models both in and out of classrooms. There have been various constrains to inculcate right attitude in teachers and to retain teacher in one centre for education for long to allow an individual to emerge as a role model. This paper discusses the new understanding about generating proper attitude among educators.

Keywords: Barriers in teaching, Class Room Teaching, Quality Of Teaching, Teachers' Attitude

Introduction

Teaching is an art .The quality of teaching depends upon love, dedication and devotion of the teacher towards the subject of the knowledge as well as students. But, it is the attitude which holds paramount in determining the proper transaction of knowledge and experience between the teacher and the student. *Gordon Allport*(1935) defined an attitude “as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”¹ People’s attitudes towards their profession have an effect on their performance.

Attitude as a concept is concerned with an individual’s way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, and the immediate social group with which the individual learner relates and the entire school system.

Attitudes are formed as a result of some kind of learning experiences. These may be learned simply by following the example or opinion of parent, teacher or friend. Even imitation has a part to play in the teaching and learning situation. The learner draws from teachers’ disposition to form his own attitude, which may likely affect his learning outcomes. In an observational theory, *Bandura* (1971) demonstrated that behaviours are acquired by watching another (the model, teacher, parent, mentor, and friend) that performs the behaviour.²

A good teacher shows the right path that the students should follow and nourish the human resource for further development of the nation at large. Teaching job offers an opportunity to earn one’s living and to engage in one of the oldest and noblest profession. Some people find teaching jobs appealing as it entails the engagement in various extracurricular and other activities of the institution. No doubt, the teaching profession is attracting massive number of young people in the recent years and the number of private and government educational institutes are increasing at astronomical pace both in India and across the world. There are multiple

***Dr. Neetu Chawla** is the Head of Department of Education at R.C.C.V. College, Ghaziabad.

****Ashish Kr. Mittal** is the Head of Department of Mathematics at Indirapuram Public Sr. Sec. School, Indirapuram, Ghaziabad.

areas of specialization for becoming a teacher that includes, inter alia, teaching at nursery schools, primary schools, middle schools, high schools, colleges, universities, institutes, special schools etc. Different type of expertise is required to handle work at each level. But, across the teaching spectrum, the teachers must inculcate basic quality of being patient, perseverant, ready to adapt to the demands of the students and exuding a pleasant personality. Students should look up to a teacher with admiration and respect and should not be wary of him/her. To inculcate the basic expertise for the teaching profession, various courses are in vogue for different level in India.

Courses in Teaching

Pre-primary:

Most polytechnics and vocational training centers conduct training for pre-school teachers. The preferred eligibility is Class XII with 50% aggregate. Personal attributes are, however, more important. There are Montessori teacher training schools which are privately owned in some large cities.

Primary teacher training:

Teachers with Diplomas in Education / Bachelors in Education teach the primary classes. Graduates of Home Science also serve as primary teachers.

Secondary and senior secondary teachers:

Teachers having Bachelor in Education(B.Ed) Degrees after graduation are called Trained Graduate Teachers (TGTs), while those completing after post graduation are known as Postgraduate Trained Teachers (PGTs). These courses are imparted in various teacher's training colleges.

To be a successful teacher, one has to be passionate about the subject that one is teaching. It is one's interest in the subject that can secure one's future. Teaching should not be taken up as a back-up option. It should be taken up only if one strongly believes in oneself as a mentor because teachers are responsible for the future of novice students.

Teaching requires enormous patience, and there is no ready-made formula for good teaching. Studies on effective teaching demonstrate that there are nearly as many successful styles as there are successful teachers.

Many good teachers recognize that their strengths are valuable and required even outside the classroom. The impulse of meaningfully engage with the lives of the people lead many teachers to actively engage outside school to serve their wider community.

Plurality and diversity to overcome the problems of schooling for marginal communities is essential. Research suggests that some minority students do better when they are in classrooms with teachers of the same race and ethnicity.³ Encouraging highly qualified, highly motivated minorities to enter the teaching profession, therefore, can help close the achievement gap. Keeping those teachers, through mentoring and support during the first few years, is just as important.

Many new and mid-career teachers don't make teaching a long-term profession. Nearly half of new teachers quit within five years, and half of those who teach in urban schools leave within just three years.⁴ Edward J. McElroy, the President of the American Federation of Teachers, lambasted the present level of teacher attrition. He wrote, "*The schoolhouse door has become a revolving door.*" Such rate of leaving schools are higher in schools with low academic achievement, leading many to conclude that policies to reduce teacher attrition are needed in order to improve student achievement. High attrition would be particularly problematic if those leaving were the more able teachers.⁵ This kind of affair cause tremendous harm to the students who need committed teachers with whom they can develop rapport on long term basis..

Leaving the Profession

The most obvious common reason that teachers leave the profession is due to low salary and poor retention policy by the management. Salary of teachers in private schools lag far behind those of many other service profession. The implementation of the new wage scheme commensurate with the Sixth Pay Commission have made some progress to ameliorate condition of teachers working in the public sector or acclaimed public schools, but there is still a long way to go. Apart from the low pay, there are other mitigating factors that drive teachers away. Teachers are frustrated with high expectancy, multi-tasking, excessive bureaucracy, dilapidated infrastructure and growing class sizes. Teachers are under intense pressure to deliver from both management and parents side. But such constraints divert much of their efforts from tendering to the students to handling multifarious activities.

Attitude and Performance

There has been a general agreement that the attitude of teachers towards teaching is significantly correlated with teaching success. In general, it may be concluded that there are indications that teacher's attitudes have a positive relation with success in teaching.⁶ According to *Bradley* (1995), inadequate funds of schools, lack of parent and community support, and insufficient salaries are examples of those factors.⁷ *Merchant* (1992)⁸ added the role of experience to the factors influencing teachers' attitudes for their profession. *Dodeen et al.* (2003) found that female teachers have more positive attitude than male teachers.⁹ The attitude and expectation of society in general and of the family of the learner effect how learning is viewed and how teaching is organized. These attitudes and expectations vary from society to society and attempting to copy learning and teaching strategy from one society into another, without trying to adapt into the local conditions may not be successful (*Derebssa*, 2006).¹⁰

Teachers' attitudes towards their students in school must be favorable enough to carry students along. The role of the teacher as facilitator of learning and the contributions to students' achievement is enormous. *Ejiogu* (1999) was of the view that in order to improve any aspect of education, it is therefore imperative to involve a well articulated teacher education programme that will prepare the teacher for the leadership role they are expected to play.¹¹

No nation can fully develop without harnessing the potential of its citizenry. Educational system is the bedrock of modern civilization which carries the weight of not only human development, but also the socio-political empowerment of the citizenry. It is necessary thereof to introduce quality into the educational system. But, the hub of the system is the teacher. Without motivated teachers with right attitude, the desired output cannot be obtained.

Conclusion

Teachers should guard against creating unrealistic expectations among students. It is necessary for teachers to remain cheerful and deploy humor to generate ease and inter-subjectivity among students in the classroom. A sense of humor also makes class more enjoyable for our students and induces students to look forward to attend classroom further. A sense of humor allows one to see the joy in life and makes one a happier person as one drifts through this stressful career.

It is appropriately stated by Dan Rather that the dream begins with a teacher who believes in you, who tugs and pushes and leads you towards the next plateau, sometimes poking you with a sharp stick of 'truth'.

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