

A COMPARATIVE STUDY OF TEACHING ATTITUDE OF CBSE BOARD & UP BOARD SECONDARY SCHOOL TEACHERS OF GHAZIABAD DISTRICT

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ABSTRACT

The present study was designed to compare teaching attitude of up board and CBSE board school teachers of Ghaziabad district. The main objective of study was compare their teaching attitude for finding whether their exist any significance difference in the attitude of UP board and CBSE board secondary school teachers. The sample for the present study consisted of 200 senior secondary school teachers (100 male and female teachers of UP board secondary school and 100 male and female teachers of CBSE board secondary schools) selected randomly from the different schools in Ghaziabad district of Uttar Pradesh in the order to compare the teaching attitude of UP Board and CBSE board secondary school teachers "Teaching Attitude inventory developed by researcher herself was used. The result revealed that there is a significant difference between the attitudes of different secondary school teachers; it was found that teaching attitude of male CBSE secondary school teachers is higher than UP board secondary school teachers. It was found significant difference between female secondary teachers of UP Board and CBSE board in teaching attitude. Teaching attitude of female secondary teachers is higher than male secondary teachers.

Keywords: UP board, CSBE board, Secondary teachers, and attitude

INTRODUCTION

The teacher role always challenging and dynamic in educational process .the work of a teacher is something more than transmission of and wisdom knowledge great task of teacher is motivate and guiding. Education has accorded and honored place in India Society. Education is existence long process. Lifelong education should be the goal of every teacher. Education is a very wide comprehensive activity connecting from the very moment the child comes to the world and terminating with his death.

The meaning of education is well explained by each letter of its word as:

- E- Elaborate
- D- Dedicated
- U- Unity
- C- Confidence
- A - Accumulate
- T- Talent

Intellectual

- O- Opportunity
- N- Nation

According to prof. Dr. John Dewey Education is defined as -, "Education is a process of experience because life is growth, education means helping inner growth being restricted by age. The growth process is process of adjusting to each phase as well as adding in the development of one's skill". Meaning of education through which social perpetuate and spreads its own civilization. It is indispensable for understanding social problems and removes them. It is also considered to be the means through which the general productivity of the population is raised leading to better standards of living. The quality of life in terms of good health, good social atmosphere .personality growth and better social living is also closely associated with the educational status of the individual. Education is a progression way to bringing out the potentialities of human being. It is the all round development of the human being. The personality is a complex of one's individual. It has different aspects such as social, physical, intellectual, political, spiritual, psychological, moral etc. Emphasis on one or the other aspect has led to different definitions. A spiritualist stresses the self-realization aspect of education. A moralist thinks that education is a process which leads to the formation of character. If anybody lost wealth he lost nothing, if he lost health he lost something if he lost character he lost everything. So main role of education is character building.

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 that are done by a teacher can only be performed well only when he possess good attitude towards teaching. A good teacher with his/her attitude, behaviour and personality traits can motivate, inspire and make student lost in his/her teaching. Therefore teacher must develop proper and positive attitude towards his/her profession, so they can carve the future of India in a magnificent manner.

CONCEPT OF TEACHING ATTITUDE

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. Teacher is related to satisfaction which relates to the attitudinal change in the students. This is accordingly interwoven with positive or negative attitudes of the teacher towards the pupils, the teaching profession, class-room activities and administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines belief, concepts, motives, values, opinions, habits and traits. It has tremendous impact on the pupil. Teachers with favourable attitude can successfully develop positive attitude among students, since satisfaction depends upon effective teaching and effectiveness on the parts of the teacher can be accelerated through positive attitude towards the profession. No doubts attitude depends upon various factors, especially among teacher, the factors being the school, the colleges, the students, the value systems and view of life.

Since, education is an abstract area, in the present study for all practical purpose, the term attitude towards teaching has been used as a mental set up towards the teaching profession. The success of education depends on the academic and professional preparedness of the teacher. It is believed that qualitative improvement is not keeping. To improve quality of secondary education the main problem is

to select right type of teachers and enrich the programme of teaching–training. It required desirable professional attitude in the teacher the need of which is being realized by the educationists and educational planner in India. Performance of duty by a teacher depends to a great extent on his attitude and values. A positive and favourable attitude of the teacher makes his work easier, more satisfactory and professionally rewarding and thus may have a positive impact on the behaviour and achievement of his pupils. A negative and unfavourable attitude may give rise to poor achievement by his pupils. A teacher satisfied with his job is expected to have a positive attitude towards his profession and will have direct influence on the achievement of pupils. The standard of education in India or in any other country depends, above all other things, upon the interest, attitude and competence of teachers. Whatever means be adopted for improving education, but nothing can be achieved if the attitude of the teacher concerned is not favourable towards it.

OBJECTIVE OF THE STUDY

1. To compare the teaching attitude of secondary male teachers of UP board and CBSE board.
2. To compare the teaching attitude of secondary female teachers of UP board and CBSE board.
3. To compare the teaching attitude of secondary male and female teachers of UP board.

HYPOTHESES OF THE STUDY

1. There is no significant difference between teaching attitude of secondary male teacher of UP board and CBSE board.
2. There is no significant difference between teaching attitude of secondary female teachers of UP board and CBSE board.
3. There is no significant difference between teaching attitude of secondary male and female teachers of UP board.

OPERATIONAL DEFINITION OF TERM USED

Teaching Attitude – An attitude is a predisposition to react favourably and unfavourably towards ideas, object persons, event or situations.

UP board – The board of high school and intermediated education is Uttar Pradesh State Government administrated autonomous examining authority for the standard secondary examination.

CBSE board – The central board of secondary education is a national level board of education in India for public and private schools controlled and manage by the government of India.

Secondary school teachers – A secondary school teachers is also known as an intermediate school teacher. The secondary school teachers teacher the students of std. 9^h to 10th

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 teachers teaching in UP Board and CBSE Board affiliated secondary school of Meerut district. Thus, the result of the present study will only be applicable to this population of teachers.

SAMPLE

100 U P board secondary school teachers and 100 CBSE secondary school teachers were randomly selected from Ghaziabad district. A total of 200 teachers were selected for research.

TOOL USED

For measuring the teaching attitude of Secondary teachers of UP Board and CBSE Board the investigator used 'Teaching Attitude Inventory (TAI)' developed by herself.

INTERPRETATION & ANALYSIS OF THE DATA

Objective 1 - To compare the teaching attitude of secondary male teacher of UP Board and CBSE Board

Hypothesis 1 - There is no significant difference between teaching attitude of secondary male teacher of UP Board and CBSE Board.

Table -1

Variable	Sample	Mean	SE _D	OBT CR	Table Value	Level of Significance
Male UP board teachers	50	251.30	6.43	3.08	1.97	0.05
Male teachers of CBSE board	50	231.50			2.60	0.01

Significant at 0.01 level

The above table the reveals that the obtained critical ratio value is 3.08 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 teachers of UP Board and CBSE secondary male teachers the mean value of CBSE board male secondary teachers seems to be higher than UP Board Male Secondary teacher. This result leads up to inference that the senior secondary male teachers of secondary schools of CBSE board possess significantly higher teaching attitude than secondary male teachers of UP Board school. Therefore, The hypothesis that "There is no significant difference between teaching attitude of senior secondary male teachers of UP board and CBSE board." is **Rejected**.

Objective 2- To compare the teaching attitude of female teachers of UP board and CBSE board.

Hypothesis 2- There is no significant difference between teaching attitude of senior secondary female teachers of UP Board and CBSE board.

Table -2

Variable	Sample	Mean	SE _D	OBT CR	Table Value	Level of Significance
Female Secondary Teacher of UP Board	50	260.14	6.21	3.40	1.97	0.05
Female Secondary Teachers of CBSE Board	50	239.16			2.60	0.01

Significant at 0.01 level

The above table the reveals that the obtained critical ratio value is 3.67 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 female teachers of UP board and CBSE board secondary female teachers. The mean value of CBSE board female secondary teacher seems to be higher than UP Board female Secondary teacher. This result leads up to inference that the secondary school female teachers of CBSE board possess significantly higher teaching attitude than secondary Female teachers of UP Board. Therefore, The hypothesis that "There is no significant difference between teaching attitude of senior secondary female teachers of UP board and CBSE board" is **Rejected**

Objective 3- To compare the teaching attitude of male and female teachers of UP board.

Hypothesis 3- There is no significant difference between teaching attitude of senior secondary male and female teachers of UP Board.

Table -3

Variable	Sample	Mean	SE _D	OBT CR	Table Value	Level of Significance
Male Secondary Teacher of UP Board	50	238.16	.59	4.51	1.97	0.05
Female Secondary Teachers of UP Board	50	235.50			2.60	0.01

Significant at 0.01 level

The above table reveals that the obtained critical ratio value is 4.51 which are significant at 0.01 level. It seems to be safe to interpret that there exist significant difference in the teaching attitude of secondary male teachers of UP Board. The mean value of UP board male secondary teacher seems to be higher than UP Board female Secondary teacher. This result leads up to inference that the secondary school male teachers of UP board possess significantly higher teaching attitude than secondary male teachers of UP Board. Therefore, The hypothesis that "There is no significant difference between teaching attitude of secondary male and female teachers of UP board. is **Rejected**.

CONCLUSION

From the analysis of the data it is clear that there exists significant difference with respect to teaching attitude among secondary teacher of UP Board and CBSE board. Secondary teachers of CBSE board have higher teaching attitude than UP Board 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 teaching attitude than Female teachers of up board of secondary school.

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