

Relationship Between The Professional Attitudes Of Secondary School Teachers With Their Teaching Behavior

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DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v1-i1/100>

Published Date: 05 October 2011

Abstract

The problem under research was "Relationship between the Professional Attitudes of Secondary School Teachers with Their Teaching Behavior". Teaching is considered to be the noblest of all the profession. It is termed as the profession of the prophets. A person serving in any profession must have Positive attitude and competence in his profession. This study may be significant for knowing to major sessions of teachers training in relation to their attitude towards their profession. The research hypothesis that, there is no significant relationship between the professional attitude and teaching behaviors of secondary school teachers was tested. All the Secondary School students and teachers comprise the population of the study. A sample of 100 students from the 10 High and Higher secondary schools of DIKhan City was selected. Five male Schools and five female schools were selected. 10 students from each male and female school were taken. 50 teachers from the 10 high and higher secondary school of DIKhan city. 5 teachers each from male and female schools were selected. Two attitude scales, one for professional attitude and another for teaching behavior of the teachers were used for data collection. The co-relation statistic was used. The results

show that there is a high co-relation between the professional attitude and teaching behavior of the teachers.

Keywords: Professional attitude, Secondary Schools, Teachers, Teaching Behavior

Introduction

Attitudes play an important role in the teaching that is why there have been different definitions of what an attitude is. Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value, usually accompanied by feeling and emotions.

Attitude may be considered as "Natural" or "Instinctive" from parent. They are learnt through socialization process. Most of Attitude may develop gradually through a longer period of time, but it is different if not impossible to measure the attitude of an individual. Attitude can be directly observed but must be inferred from overt behavior both verbal and non verbal.

The basic function of teaching is preparing a student to sound judgment and to be able to solve the problems of life. The study of attitude will not only help the teacher to select suitable choices for his students but without the study of the students' attitude the works of the teacher will remain unsatisfactory and the aim of teaching will never be gained.

Effective teaching and learning is a product of various factors. These factors are directly related to the quality of education in general and to successful classroom instruction particulars, these factors include, teacher background, his/her competencies, pre-service and in-service training, teacher students interaction, efficient use of instructional time and materials and assessment of students achievement, it is imperative, that for better planning of effective and efficient education in our institutions the above factors should be well conceived, properly organized and diligently implemented.

Teacher must have knowledge, about attitudes beliefs and skills. These characteristics must be mediated through the individuality of the teacher (Chill, 1984). We have many types of individuals in our complex society like skilled, Semi-skilled and unskilled or labor. Every individual has his own status according to his own ability and capacity. He is to perform a role which is expected of him in an institution and it is an admitted fact that the skilled individuals are very much necessary for smooth running of any educational institutions.

Pakistan is well below average in educating its masses and as compared to other countries of the world like America, Japan etc. if the teachers lack professional attitude, they will show less effectiveness in their performance. The education system in Pakistan needs revolutionary efforts to improve the situation, one of these efforts may include the improvement of teacher education, so there is a burning need to change the behavior and attitude of the teachers positively to meet the demand of the day.

In the existing situation teachers can perform the functions to train the students in teaching strategies, techniques of measurement and evaluation, educational psychology, curriculum development and techniques of teaching through teaching practice. All these subjects play a positive role in training of teachers. By promoting positive academic

performance through positive and professional attitude, the teachers will be able to face the challenge of knowledge explosion.

Pakistan is lacking in training and skilled personnel's. M.A Bhatti, (1987) has described in his book Secondary Education in Pakistan, Perspective Planning, and lot of responsibility falls on the teachers training institutions to be successful in developing not only teaching skills but also Promote positive professional attitudes.

The present study will investigate the relationship between the attitudes of Secondary school teachers with their teaching behavior.

Statement Of The Problem

The problem under research was "Relationship between The Professional Attitudes of Secondary School Teachers with Their Teaching Behavior"

Objective Of The Study

Following were the main objectives of the study.

1. To find out the professional attitude of secondary school teachers.
2. To know the class room teaching behavior of Secondary School teachers.
3. Find out the relationship between the professional attitude & class room teaching Behavior.

Significance Of The Study

The study was significant due to following reasons.

1. The study may be helpful in judging the positive attitude of secondary school teachers that should be work as criteria to assess the professional attitude along with the academic qualifications.
2. The study may be helpful in knowing the class room teaching behavior of Secondary School teachers.
3. The results of the study may helpful in improving the professional attitude of Secondary School teachers.
4. Teaching is considered to be the noblest of all the profession. It is termed as the profession of the prophets. A person serving in any profession must have Positive attitude and competence in his profession. This study may be significant for knowing to major sessions of teachers training in relation to their attitude towards their profession.
5. It also pinpoints the differences among the attitudes of the teacher with different subjects. The study will provide information about difference in attitude due to sex.

Hypothesis

Following hypotheses were tested.

Ho: there is no significant relationship between the professional attitude and teaching behaviors of secondary school teachers.

Hi: there is a significant relationship between the professional attitude and teaching behavior of secondary school teachers.

Limitations

Following were the limitations of the study:

1. Researcher made questionnaire was used to know the professional attitude of Secondary School teachers.
2. Researcher made questionnaire was used to know the teaching behavior of Secondary School teachers.

DELIMITATIONS

Following were the delimitations of the study:

1. The study was delimited to only secondary School of DIKhan
2. The study was delimited to only GHS No 1, GHSS No2, GHSS No3, GHSS No 4, and GHS No5 of DIKhan City (Both Male & Females)
3. The study was delimited to only 50 teachers and 100 students.

Definition Of Terms

Professional attitude: The way and manners about the teaching profession.

Teaching behavior: The behavior of the teacher with in the classroom.

Secondary Schools: The Schools having classes up to 10th class.

DIKhan: Dera Ismail Khan.

Review Of Related Literature

Attitude

ARNOLD H. BUSS defined attitude in his book of psychology "behavior in perspective" (1977) "as the stands an individual holds about objects, issues and institutions" (Shrift. Al 1961 P-4 Philip. Harriman define attitude as a readiness to respond in a certain way. Carter V. Good was Dean and Professor of education Emeritus University of Cincinnati defined attitude as the predisposition or tendency to react specifically towards object, situation or value, usually accompanied by feeling and emotions. Attitude cannot be directly observed but must be inferred from overt behavior both verbal and non verbal. Many attitudes and skills can be developed during class teaching .Attention and interest is one of the basic needs for improvement in this regard. Attitudes are relatively permanent tendencies to respond in consistent ways to particular classes of objects or events.

One of the more intriguing approaches in Festingers theory of cognitive dissonance (Festinger 1957)is that an individual prefers to have his attitudes consistent with one another, with his knowledge and with his actions. Inconsistencies create dissonance and to reduce it he may modify one or both of the dissonant elements. This apparently simple idea can be used to interpret the data on attitude change.

Attitude has often been defined by social psychologists in terms of three factors; cognitive beliefs about a person or object, affective or evaluative feelings about that person or object, and behavior toward that person or object. Some Psychologists have suggested that all three of these components together make an attitude (Freedman et. al, 1981). A behavior is closely related to attitude because attitudes often lead to behaviors that reflect the attitudes (Petty and Cacioppo, 1981)

(John, 1984) has also mentioned that the measurements of attitude vary in complexity and degree, through Likert scales attitude can be measured, which ask for the degree of agreement with statements about the person or objects. Another is Thurston Scales, complex

scales that assign point values to various statements about the person or object (Thurston and chives, 1929) these methods of assessing attitude vary in reliability and in difficulty of construction.

Attitude has long been a major topic of research in social psychology. Relatively little of this research has been devoted to attitude formation; through psychologists generally assume that attitudes are learned through a variety of experiences. Most research has focused on attitude change, beginning with a series of attempts during World War II to modify the attitude of both military personnel and civilians.

Teaching Behavior

When people talk about effectiveness in teaching, they are usually referring to research on effectiveness in teaching. What teachers do has been defined as the Process of teaching, what the students do is the product of the teaching. For researchers to reach quantitative results, the complex situation of teaching and learning has to be simplified. This approach led to research on such topics as teacher effectiveness programs, direct instructional models, and effective teaching. Unfortunately, the research on academic learning time led to prescription of longer time spent in schooling, including more time spent on the micro task level as well as a longer school year (Doyle, 1990; Shulaman, 1986).

Another outcome of the process product approach to research was the studies of direct instructional models conducted in the late 1960s and the 1970s, this work suggested that the components of direct instruction pacing, sequencing, and strutting were effective because they made most lessons clearer and easier for students to follow. This behavior oriented (or technical) research was then transferred to the practical domain of teaching, eventually leading to the competency based teacher education movement and performance based teacher education programs. Researches identified the skills and behaviors of effective teaching processes, or "competencies" and then developed lengthily checklists of prescribed behavior and teacher testing systems (Brophy and Good, 1986).

This present research concerns the attitude of the teachers and their teaching behavior.. Thus, this is the first type of research which highlights the effects of attitude on the teaching learning process. This research also focuses that how attitude could be changed to make the teaching more effective and result oriented.

Methodology

Population:

All the Secondary School students and teachers comprise the population of the study.

Sample:

Following Sample was selected

1. 100 students from the 10 High and Higher secondary schools of DIKhan City. Five male Schools and five female schools were selected. 10 students from each male and female school were taken.

2. 50 teachers from the 10 high and higher secondary school of DIKhan city. 5 teachers each from male and female schools were selected.

Instruments

Following two instruments were used for data collection.

1. **Likert type scale for teachers:** this attitude scale was developed by the researcher himself and validated by the experts of IER and different other departments of the Gomal University. The attitude school comprised of 30 questions (in final version). Each question contain the five choices from strongly agree to strongly disagree.
2. **Likert type teaching behavior Scale:** This scale was used to judge the teaching behavior of the teachers. This attitude scale was developed by the researcher himself and validated by the experts of IER and different other departments of the Gomal Universities. The attitude scale comprised of at least 30 question (in final version) each question contain the five choices from strongly agree to strongly disagree.

Procedure

First of all the final versions of the Likert type attitude scale for teachers was distributed among the 50 teachers male and female of High and Higher secondary schools of DIKhan city. There were 5 choices against each question i.e. strongly agree, agree undecided, disagree and strongly disagree. The teachers will be asked to tick mark on the appropriate choice which is suitable for them.

The second questionnaires for teaching behavior of the teachers were distributed among the 100 students, 10 each from male and female high and higher secondary schools of DIKhan city. This questionnaire consists of 30 questions. Each question consists of 5 choices for strong Agree to strong disagree. Students were asked to tick mark on the Suitable choice.

Statistical Analysis

The data obtained through questionnaires were arranged in the form of tables. The mean SD, Variance and the Variance and correlation (r) were used for data analysis.

Presentation And Analysis Of Data

Variables	N	Mean	SD	Correlation
Attitude of Teachers	30	3.70	.702	0.835
Teaching Behavior	30	3.90	.712	

The above table shows that the Mean, and Standard Deviation for the Attitude of Teachers were 3.70 and .702 respectively. The Mean and Standard Deviation for the Teaching Behavior of the Teachers were 3.90 and .712. The correlation between the attitude of the teachers and the teaching behavior was 0.835 at 0.05 level of significant. This is a high correlation.

Findings

Following findings are here by drawn form the data collected.

1. The Mean and Standard Deviation for the Teaching Behavior of the Teachers were 3.90 and .712
2. Mean, and Standard Deviation for the Attitude of Teachers were 3.70 and .702 respectively

3. The correlation between the attitude of the teachers and the teaching behavior was 0.835 at 0.05 level of significant

Conclusion

As the correlation between the attitude of the teachers and their teaching behavior was 0.835 at 0.05 level of significance. It is high correlation. So the Null hypothesis that there is no significant relationship between the professional attitudes and teaching behaviors of secondary school teachers is here by rejected.

Recommendations

On the basis of the findings and conclusions of the study it is recommended that;

1. Those teachers should be appointed in the secondary school who poses the positive attitude towards the teaching.
2. The attitude of the teachers can be mold towards the positive direction through giving them the incentives in the form of pay increase, bonus, certification, increments etc.
3. Those teachers who have positive attitude towards teaching behavior posses required teaching behavior, so the result of the study can be conveyed to the concerned secondary schools and can be generalized on all the other secondary schools so that they can get maximum achievement of their students through changing the attitude of their teachers.

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