

## **A Study of the Social Status of Arts and Science Higher Secondary Teachers and Their Attitudes towards Teaching Profession**

- Dr. (Mrs.) Hema Dwivedi

*The teaching profession has traditionally been regarded with due respects' however, there are several problems with teacher and with their profession. This study attempts to find intelligence adjustment and personally needs of effective teachers in arts and science colleges.*

**Key words:** - Teachers, Social Status, Attitude, Profession, Social Status of teachers

Traditionally, the teaching job enjoyed a considerably high level of prestige and only dedicated and selected individuals joined this profession. With the changing socio-economic scenario and increasing unemployment, the values of teachers and their professional concerns associated with the job have forcibly undergone a change. As regards status of the teacher in the society, teaching is still given average to higher status in the society. It also depends upon educational qualification, training, rapport with the students and the parents but in spite of this, the teachers are not well paid yet. Decline in the status of the teacher is due to materialism. Those who become rich because of moral degradation and corruption in the society start considering the teacher as purchasable individual. They engage the teachers for tutoring their children. Those teachers do tuitions are not well-treated or regarded. As such, the teacher, because of his weak financial position is not well treated. Even in many cases girls do not like the male teachers as their life partners. On the other hand the girl teachers are always liked by the boys as their life partners.

For a better social status of the teacher, the teacher and the society should think afresh and should create a congenial atmosphere. So, many of them are now treating 'teaching' like any other profession and making money has become very important for one of the foremost reason is the emergence of social heterogeneity and lack of homogeneity. Social heterogeneity stepped in due to emergence of material greed in the society. This has created a class structure in the society i.e rich and poor. Because the teacher does not get much salary, he/she is looked upon with contempt in the society. That's why teachers get frustrated and loose interest in teaching. They do not pay sufficient attention to teaching. This affects the teaching profession. Of course, the teaching profession has some positive aspects but the negativity which emerged due to materialistic culture have forced the people to keep away from teaching profession.

According to Greek philosopher Heraclitus, change in every sphere of social as well as physical life is must the change in the status of the teachers shall also positively come in due course of time. Awareness about the teaching profession is necessary for which people must be educated about the due respect of the teachers in the society.

### **RELATED LITERATURE:**

1.1 A Ph.D. Education as cited by Buch Ed. III survey of Research in Education published by N.C.E.R.T., (1987) by D.N. Abrol. (1977). entitled "A study of achievement- motivation in relation to intelligence, vocational interest, achievement, sex and socio-economic status", tried to study the relation between achievement- motivation and vocational interest-achievement, sex and social status (SES).

1.2 Shukla, Shraddha. (1982). "The effect of anxiety, socio-economic status and personality on the proficiency of the secondary school teachers".

1.3 Sharma, Meenu. (1992). worked on "A study of teacher's socio-economic status and values with reference to their attitude towards nation". Ph.D., Edu. Agra Univ. It found out that socio-economic status also affected teacher's attitude towards nation.

1.4 Gupta, B.D. (1988). "Intelligence, adjustment and personality needs of effective teachers in science and arts". Ph.D., Edu. Agra Univ.

## PROBLEM :

It attempts to study the intelligence, adjustment and personality needs of effective teachers in science and arts of intermediate colleges of Aligarh.

## NULL HYPOTHESES:

1. There is no significant difference between attitude scores of Arts and Science higher secondary teacher belonging to lower and middle classes according to Social status on teaching profession.
2. There is no significant difference between attitude scores of Arts and Science higher secondary teachers belonging to middle and higher classes according to Social status on teaching profession.
3. There is no significant difference between attitude scores of Arts and science higher secondary teachers belonging to higher and lower classes according to Social status on teaching profession.
4. There is no significant difference between the attitude scores of higher secondary male teachers of Arts and Science belonging to lower and middle classes according to Social status on teaching profession.
5. There is no significant difference between the attitude scores of higher secondary male teachers of Arts and Science belonging to middle and higher classes according to Social status on teaching profession.
6. There is no significant difference between the attitude scores of higher secondary male teachers of Arts and Science belonging to higher and lower classes according to Social status on teaching profession.
7. There is no significant difference between the attitude scores of higher secondary female teachers of Arts and Science belonging to lower and middle classes according to Social status on teaching profession.
8. There is no significant difference between the attitude scores of higher secondary female teachers of Arts and Science belonging to middle and higher classes according to Social status on teaching profession.
9. There is no significant difference between the attitude scores of higher secondary female teachers of Arts and Science belonging to higher and lower classes according to Social status on teaching profession.
10. There is no significant difference between the attitude scores of higher secondary teachers of all social groups (Socio-Economic group) towards teaching profession.
11. There is no significant difference between the attitude score of higher secondary teachers of Arts and Science towards teaching profession.
12. There is no significant difference between the attitude scores of higher secondary male and female teachers of Arts and Science towards teaching profession.

## POPULATION:

The present study was conducted on the Arts and Science higher secondary teachers of various schools of Kanpur city.

## SAMPLE:

The sample of the present study consist of 600 higher secondary teachers. Out of 600 teachers of higher secondary school 300 teachers are female and 300 teachers are male. And from 300 female teachers, 150 female teachers belong to Arts side and another 150 female teachers belong to science side. Like that, out of 300 male teachers, 150 male teachers belong to Art side and another 150 male teachers belong to science side.

## RESEARCH METHOD:

For the present study normative survey method was used.

## TOOL

For collecting the required information, following tools were used

- a. Personal data sheet to collect the information regarding the sex, educational status of the family and social status (S.E.S) scale made by R.L. Bharadwaj.
- b. To measure attitude of higher secondary teachers towards teaching profession, the scale is made by Dr. (Mrs.) Umme Kulsum.

## RESULT AND DISCUSSION:

To test the hypotheses critical Ratios and Ratios were analysed at .01 and .05 level.

H.1 From the result of table 4.7, it is evident that difference is not significant between two social (S.E.S.) groups middle class and lower class (ULC) on attitude towards teaching profession. The chance hypothesis (H1) stands accepted as 't' value - 1.035 is not significant enough. P is greater than .05.

**Table No 4.7**

Group	Mean	S.D.	Mean diff.	SED	t value	Significance level
Lower class (ULC)	173.2000	14.0143	-4.7630	4.6008	-1.035	N.S.
M.C.	168.4370	14.4229				

H.2 Null hypothesis (H2) that "there is no significant difference between attitude scores of Arts and science teachers belonging to middle class higher class (UMC) according to social status (S.E.S.) on teaching profession" - stands rejected as 't' value 4.015 is significant at .01 level - According to table 4.8, mean of G.1 is 177.2200 and G.2 is 168.4370. It shows that G.1 - higher class (UMC) upper middle class (Higher class) has more positive attitude towards teaching profession.

**Table No 4.8**

Group	Mean	S.D.	Mean diff.	SED	t value	Significance level
M.C.	168.4370	14.4229	8.7830	2.1876	4.015	.01
Higher class (UMC)	177.2200	18.4383				

H.3 Null hypothesis (H3) that "there is no significant difference between the attitude scores of Art and Science higher secondary teachers belonging to higher class (UMC) and lower class (ULC) according to social status (S.E.S.) on teaching profession" - stands accepted as 't' value .651 is not significant enough. P is greater than .05. (See Table No. 4.9)

**Table No 4.9**

Group	Mean	S.D.	Mean diff.	SED	t value	Significance level
Higher class (UMC)	177.2200	18.4383	4.0200	6.1744	.651	N.S.
Lower class (ULC)	173.2000	14.0143				

H.4 Null hypothesis (H4) that "there is no significant difference between the attitude scores of higher secondary male teachers of Arts and Science belonging to lower class (ULC) and middle class according to social status on teaching profession" - have no any existence because lower class (ULC) were not found in male teachers of higher secondary teachers.

H.5 This is evident that there is significant difference between mean scores of G.1 and G.2 is 180.2500 and 166.2679 respectively according to table 4.10. The chance hypothesis stands rejected as 't' value 4.111 is significant at .01 level. It shows that male teachers of higher class (UMC) have more positive and favourable attitude towards teaching profession.

**Table No 4.10**

Group	Mean	S.D.	Mean diff.	SED	t value	Significance level
Middle class	166.2679	14.8921	13.9821	3.4013	4.111	.01
Higher class (UMC)	180.2500	11.4196				

H.6 Null hypothesis (H6) that "there is no significant difference between the attitude scores of higher secondary male teachers of Arts and Science belonging to lower class (ULC) and higher class (UMC) according to social status (S.E.S.) on teaching profession", has no any existence because lower class (ULC) were not found in male teachers of higher secondary school.

H.7 Null hypothesis (H7) "there is no significant difference between the attitude scores of female teachers of Arts and Science belonging to lower class (ULC) and middle class according to social status (S.E.S.) on teaching profession", stands accepted as 't' value -.555 is not significant enough. P is greater than .05. (See Table 4.11)

**Table No 4.11**

Group	Mean	S.D.	Mean diff.	SED	t value	Significance level
Lower class (ULC)	173.2000	14.0143	-2.4269	4.3698	-.555	N.S.
M.C.	170.7731	13.5441				

H.8 The null hypothesis (H8) that "there is no significant difference between the attitude scores of female teachers of Arts and Science belonging to middle class and higher class (UMC) according to social status (S.E.S.) on teaching profession", stands accepted as 't' value 1.085 is not significant enough. P is greater than .05. (See table 4.12)

**Table No 4.12**

Group	Mean	S.D.	Mean diff.	SED	t value	Significance level
M.C.	170.7731	13.5441	4.4269	4.0808	1.085	N.S.
Higher class (UMC)	175.2000	21.8733				

H.9 From the result of table 4.13, it is evident that difference is not significant between two Social status (S.E.S.) groups higher class (UMC) and lower class (ULC) on female teachers' attitude towards teaching profession. The chance hypothesis (H9) stands accepted as 't' value .270 is not significant enough. P is greater than .05. (See Table No. 4.13)



**Table No 4.13**

Group	Mean	S.D.	Mean diff.	SED	t value	Significance level
Higher class (UMC)	175.2000	21.8733	2.0000	7.4084	.270	N.S.
Lower class (ULC)	173.2000	14.0142				

H.10 ANOVA table 4.14 depicts that it is a significant phenomenon that F ratio 8.435 is significant at .01 level. According to table 4.14 mean of G.1 is 1844.480 and G.2 is 218.675. This comparison reveals that G.1 (between groups) has more positive attitude towards teaching profession, therefore the chance hypothesis stands rejected. (See Table No. 4.14).

ANOVA on the basis of social status (S.E.S.)

**Table No. 414**

Group	Sum of Squares	F	Significance level
Between groups	3688.959	8.435	.01
With in groups	130549.03		

H.11 ANOVA table 4.15 depicts that it is a significant phenomenon that f ratio 12.676 is significant at .01 level According to table no 4.15 mean of G.1 is 2786.415 and G.2 is 219.819. This comparison reveals that G.1 (between group) has more positive attitude towards teaching profession, therefore the chance hypothesis stands rejected. (See Table No. 4.15)

ANOVA on the basis of stream

**Table No 4.15**

Group	Sum of Squares	F	Significance level
Between groups	2786.415	12.676	.01
With in groups	131451.583		

Degree of freedom of two groups 001 598

H.12 Anova table (4.16) depicts that it is a significant phenomenon that F ratio 11.429 is significant at .01 level. According to table 4.17 mean of G.1 (Between groups) is 2517.40 and G.2 (with in groups) 220.269. This comparison reveals that G.1 (between groups) has more positive attitude towards teaching profession therefore the chance hypothesis is rejected.

ANOVA on the basis of sex

**Table No. 4.16**

Group	Sum of Squares	F	Significance level
Between groups	2517.402	11.429	.01
With in groups	131720.59		

Degree of freedom of two groups 001598

## CONCLUSION:

In this survey, researcher found that female teachers prefer this profession more as compared to male teachers. According to female teachers teaching is a noble and respectful job and also secure and safe for them. Male teachers, who joined this profession by some circumstances or by force, are not taking this profession seriously.

It is also clear that majority of middle class joined teaching profession. Percentage of higher class is very less and lower class joined this profession in very least percentage.

Last but not the least, it is clear that in stream, Arts teachers of higher secondary have more positive attitude than science teachers. They joined teaching as a profession with interest and also they are very sincere to their profession. Science teachers have joined this profession with compulsion after tried in various fields of other professions.

Thus, with the rapid development of society and economy, the society calls large amount of high quality of Arts and Science higher secondary teachers. Here, the researcher is confident about the great future of teaching profession and respectful place for the higher secondary teachers in society for which they are deserved, if education should never be under state control. Public should come forward and should contribute in educational field. Government should also give financial support and commercialisation of education must be stopped.

## RECOMMENDATIONS FOR FURTHER RESEARCH"

On the basis of experience and insight gained during the course of study, the following points are suggested for further research in this area.

- In this research only higher secondary teachers of city have been tested, teachers of rural area also may be included.
- Generalisation about attitude of Arts and science higher secondary teachers towards teaching profession require the similar studies be replicated on a larger sample.
- In some further research, attitude may be studied with the relation to other professions like doctor, advocate etc.
- Further effects of other background variable viz. caste category, age and marital status etc. could be studied.
- In this research, only higher secondary teachers have been sampled, teachers at primary level and secondary level may also be studied.