



A Study of Attitude of Telugu Language Teachers Towards Teaching Profession With Experience and Annual Income

KEYWORDS

Teaching profession, Experience, Annual income and Telugu language teachers.

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ABSTRACT Teachers have excellent resources, skills, and tools to achieve their goals to reach out to numerous students in their careers. Human life which is the best creation of God, has got two aspects: the biological and the sociological or cultural, while former is maintained and transmitted by food and reproduction; the latter is preserved and transmitted by education. The main objective of the present study is to study the influence of experience and annual income on the attitude of Telugu language teachers towards teaching profession. Teaching profession questionnaire developed by Hari, V (2005) was adopted. A sample of 240 Telugu language teachers representing all categories of high schools in Chittoor District by following the standardized procedures. 't' - test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of experience at 0.05 level and annual income at 0.01 level of significance on the attitude of Telugu language teachers towards teaching profession.

INTRODUCTION

Teachers, in the olden days, enjoyed abundant confidence, honour and affection of their pupils and the public alike. The profession of teaching was viewed as a labour of love. However, image of the teachers now is not glorious. With increasing industrialization, urbanization and societal upliftment from the modification required in all major institutions of society, educational institutions cannot be exempted. In such a society responsibilities of the teachers are innumerable. There is no exaggeration in saying that it is the teacher who makes or mars the nation, for the teachers are vested with vital responsibility of grooming the minds of the young to be self reliant and self directed individuals with scientific and humanistic outlook. Nevertheless, the significant role teacher plays in the all round development of students is unquestionable. However, despite the importance attributed to teachers' community and steps taken to improve their status, both monetary and societal, by offering a raise in their salaries, the teachers seem to be unhappy and dissatisfied personality about their jobs. Innovations in educational technology, availability of modern techniques like programmed learning, team teaching and micro teaching in improving their teaching skills etc., are of no real significance to get most of the teachers out of inertia and stereotypic way of dealing with their students.

The importance of a teacher in the educational process is unquestionable. However, the entire edifice of education becomes shaky if the teacher is weak and ineffective. An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. After independence, hundreds of crores of rupees have been spent to open new schools and provide them with adequate equipment and other facilities. Lakhs of rupees have been spent on committees and commissions to deliberate and recommend methods for bringing about qualitative improvement in education. As a result of those working in the field of education, we have endeavored to develop better curriculum, text books and teaching aids. Considerable efforts have been made to devise better means of techniques of teaching and assessing students' achieve-

ments. But this is of no use and developmental targets are bound to remain unachieved unless schools are staffed with effective teachers. It is they who influence and shape the competence and character of boys and girls. If competent teacher can be obtained, the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and textbooks and curricula may be appropriately adopted to community requirements, if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted. Improved physical facilities, teaching techniques, etc., no doubt, supplement a teacher's efficiency, but these cannot be substitutes for effective teachers. The importance of an effective teacher in the educational process is indeed indisputable. Education is a tri polar process. At the one end, stands the educator, on the second, the educand and on the third, the content what transpires between the teachers and taught. It, basically, affects modifications in the natural endowment of the child, who is the learner.

REVIEW OF LITERATURE

Hari, V (2005), Hussainiah, D (2008), Hari Om Prasad (2009), Jagan Mohan (2010), Surendar Anumula (2011) and Prabhudas, D (2013) reported that experience of individuals does have significant difference on teaching profession.

Hari, V (2005), Hussainiah, D (2008), Hari Om Prasad (2009), Jagan Mohan, (2010), Surendar Anumula (2011) and Prabhudas, D (2013) reported that annual income of individuals do have significant difference on teaching profession.

Scope of the Study: The main intention of the present study is to find the relation of attitude of Telugu language teachers towards teaching profession with experience and annual income.

Objective of the Study: To study the impact of experience and annual income on the attitude of Telugu lan-

guage teachers towards teaching profession.

Hypotheses of the study

There would be no significant impact of 'experience' on the attitude of Telugu language teachers towards teaching profession.

There would be no significant impact of 'annual income' on the attitude of Telugu language teachers towards teaching profession.

Tools for the Study

The attitude towards teaching profession questionnaire was adopted from Hari, V (2005). The tool was highly reliable for the investigation. The total items are 55 there are 31 positive items and remaining 24 are negative items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method.

Personal data regarding the student – 1. Name, 2. Experience, 3. Annual income.

Data Collection

The sample for the investigation consisted of 240 Telugu language teachers in Chittoor district. The stratified random sampling was applied in three stages. The first stage is experience i.e. Government and Private the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects. The investigator personally visited high schools with the permission of the head masters of the colleges. The Telugu language teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Telugu language teachers of the schools. The Telugu language teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitude towards teaching profession questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 'F' and 't' – tests was employed to test hypothesis.

RESULTS AND DISCUSSION

Experience and Attitude towards Teaching profession

The relationship of attitude of Telugu language teachers towards teaching profession with their teaching experience is studied in the present investigation. On the basis of teaching experience, the Telugu language teachers are divided into three groups. The teachers whose teaching experience is below 10 years form with the Group – I, Group – II forms with the teachers whose teaching experience is 11 years to 15 years and Group – III forms with the teachers whose teaching experience is above 15 years. The attitude of Telugu language teachers towards teaching profession of the three groups were analyzed accordingly. The attitude of Telugu language teachers towards teaching profession for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'teaching experi-

ence' on the attitude of Telugu language teachers towards teaching profession.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 1.

Table – 1: Influence of teaching experience on the attitude of Telugu language teachers towards teaching profession

S. No.	Teaching experience	N	Mean	S.D.	'F' - Test
1.	Group – I	94	178.85	18.29	4.090*
2.	Group – II	35	170.23	12.07	
3.	Group – III	111	173.44	17.67	

* Indicates significant at 0.05 level

It is found from the Table – 1 that the computed value of 'F' (4.090) is greater than the critical value of 'F' (3.030) for 2 and 237 df at 0.05 level of significance. Hence the Hypothesis – 1 is rejected at 0.05 level. Therefore it is concluded that the teaching experience has significant influence on the attitude of Telugu language teachers towards teaching profession.

2. Annual income and Attitude towards Teaching profession

The relationship of attitude of Telugu language teachers towards teaching profession with their annual income is studied in the present investigation. On the basis of annual income, the Telugu language teachers are divided into three groups. The teachers whose annual income is below Rs. 50000/- form with the Group – I, Group – II forms with the teachers whose annual income is Rs. 50001/- to Rs. 100000/- and Group – III forms with the teachers whose annual income is above Rs. 100000/-. The attitude of Telugu language teachers towards teaching profession of the three groups were analyzed accordingly. The attitude of Telugu language teachers towards teaching profession for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed..

Hypothesis – 2

There would be no significant impact of 'annual income' on the attitude of Telugu language teachers towards teaching profession.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 2.

Table – 2: Influence of annual income on the attitude of Telugu language teachers towards teaching profession

S. No.	Annual income	N	Mean	S.D.	'F' - Test
1.	Group – I	39	173.18	14.51	12.175**
2.	Group – II	155	178.61	17.82	
3.	Group – III	46	164.87	14.27	

** Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of

'F' (12.175) is greater than the critical value of 'F' (4.680) for 2 and 237 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the annual income has significant influence on the attitude of Telugu language teachers towards teaching profession.

Findings: There is significant influence of experience at 0.05 level and annual income at 0.01 level of significance on the attitude of Telugu language teachers towards teaching profession.

Conclusions: In the light of the findings, the following conclusions are drawn. Experience and annual income have significant influence on the attitude of Telugu language teachers towards teaching profession.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their attitude towards teaching profession.

Experience is the highly influenced in the attitude of Telugu language teachers towards teaching profession. Low experienced teachers have positive attitude towards teaching profession than the high experienced teachers. The administrators to provide facilities for the high experienced teachers.

Annual income is the highly influenced in the attitude of Telugu language teachers towards teaching profession. Low annual income teachers have positive attitude towards teaching profession than the high annual income teachers. The administrators to provide annual income facilities for the teachers.

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