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Study the relationship between married, unmarried and rural, urban teachers of Navodaya Vidyalaya Schools with respect to their attitude

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Abstract

The purpose of the study is to find the Relationship between Married, Unmarried and Rural, Urban teachers of Navodaya Vidyalaya Schools with Respect to their Attitude. The sample of the study is limited to the Navodaya Vidyalaya teachers working in Karnataka State only. 22 Navodaya Vidyalayas were involved in this study. 300 teachers were selected by using random sampling method and it is concluded that i) The unmarried teachers of Navodaya Vidyalaya schools are higher on teacher attitude as compared to married teachers ii) The rural Navodaya Vidyalaya school teachers are higher on teacher attitude as compared to urban Navodaya Vidyalaya school teachers.

Keywords: Teacher attitude, importance of teacher attitude

Introductions

Navodaya Vidyalaya

Presently, the JNVs are spread in 28 States and 7 Union Territories. The National Policy of Education (1986) Government of India started Jawahar Navodaya Vidyalaya (JNVs). These are co-educational residential schools fully financed and administered by Government of India through an autonomous organisation, Navodaya vidyalaya Samiti. Admission in JNVs are made through the Jawahar Navodaya Vidyalaya Selection Test (JNVST) at Class VI. The medium of instruction in JNVs is the mother tongue or regional language upto class VIII and English thereafter for Maths and Science and Hindi for Social Science. Students of the JNVs appear for X and XII Class examinations of the Central Board of Secondary Education. While education in the schools is free including boarding, lodging, uniforms and textbooks, a nominal fee of Rs.200/- per month will have to be collected from the children from IX to XII Class. However, children belonging to SC/ST, Girls, Physically Handicapped and from the families whose income is below poverty line are exempted from payment of fees. Jawahar Navodaya Vidyalaya known as JNV are Indian schools for talented children and form a part of the system of gifted education. The objectives of the scheme are to provide good quality modern education to the children predominantly from rural areas, without regard to their family's socio-economic condition.

They are located all over the country, except Tamil Nadu. There are approximately 520 JNVs across India as of year 2010. They offer quality education to all students who get selected through the admission process which includes an all India Entrance exam, held at district level.

Objectives of the scheme

1. To provide good quality education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from rural areas.
2. To ensure that students attain a reasonable level of competency in three languages.
3. To promote national integration through migration of students from Hindi to non-Hindi speaking States and vice-versa,
4. To serve in each district as focal point for improvement of quality of school education in general through sharing of experiences and facilities.

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Vision

To provide quality modern education-including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education- to the intelligent children from the rural areas without regard to their family's socio-economic conditions.

Attitude of teacher

Anastasi (1957) defines attitude as tendency to reach in a certain way towards a designed class of stimuli. Attitude has been defined mental and neutral state of readiness, organised through experience, exerting directive or dynamic influence upon he individual's response to all objects and situations with which it is related. People's attitude towards their profession have an effect on their performance. This case is also valid for the profession of teaching. According to Bradley (1995) [8], inadequate funds of schools, lack of parent and community support and insufficient salaries are examples of those factors. Marchant (1992) [9] added the role of experience to the factors influencing teachers' attitudes for their profession.

Objectives of the study

1. To study the significant difference between married and unmarried teachers of Navodaya Vidyalaya schools with respect to teacher attitude and its dimensions.
2. To study the significant difference between rural and urban Navodaya Vidyalaya school teachers with respect to teacher attitude and its dimensions.

Methodology

The study adopts Descriptive survey method for investigation.

Population of the Sample

The sample of the study is limited to the Navodaya Vidyalaya teachers working in Karnataka State only. 22 Navodaya Vidyalayas were involved in this study. 300 teachers were selected by using random sampling method.

Tools

Teacher Attitude Inventory by – S.P. Ahluwalia (1978) [10].

Statistical Techniques

Differential analysis

Analysis and Interpretation

Hypothesis

There is no significant difference between married and unmarried teachers of Navodaya Vidyalaya schools with respect to teacher attitude and its dimensions that is

1. Teacher attitude
2. Teaching profession
3. Class room teaching
4. Child-centered practices
5. Education process
6. Pupils
7. Teachers

To test this hypothesis, the unpaired t-test was applied and the results are presented in the following table.

Table 1: Results of t-test between married and unmarried teachers of navodaya schools with respect to teacher attitude and its dimensions

Variable	Marital status	Mean	SD	t-value	p-value	Sign.
Teacher Attitude	Married	228.5664	24.6685	-7.5029	<0.05	S
	Unmarried	266.6818	55.7352			
Teaching Profession	Married	40.0586	6.2139	-5.8626	<0.05	S
	Unmarried	46.0682	6.6661			
Class room teaching	Married	38.7773	5.61.3	-4.4569	<0.05	S
	Unmarried	42.8636	5.6634			
Child –Centered practices	Married	29.210	5.1368	-4.1074	<0.05	S
	Unmarried	42.8864	7.2021			
Education Process-	Married	37.5586	5.2158	5.2158	<0.05	S
	Unmarried	42.7727	6.66782			
Pupils	Married	36.1992	5.9346	-5.116	<0.05	S
	Unmarried	41.1364	5.8213			
Teachers	Married	36.7617	6.8971	-4.6184	<0.05	S
	Unmarried	50.9546	46.6401			

From the results of the above table it may be concluded that,

1. The married and unmarried teachers of Navodaya Vidyalaya schools differ significantly with respect to teacher attitude ($t=-7.5029, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers of Navodaya Vidyalaya schools are higher on teacher attitude as compared to married teachers.
2. The married and unmarried teachers of Navodaya Vidyalaya schools differ significantly with respect to teaching profession ($t=5.8626, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers of Navodaya Vidyalaya schools are higher on teaching profession as compared to married teachers.

3. The married and unmarried teachers of Navodaya Vidyalaya schools differ significantly with respect to class room teaching ($t=-4.4569, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers of Navodaya Vidyalaya schools are higher on class room teaching as compared to married teachers.
4. The married and unmarried teachers of Navodaya Vidyalaya schools differ significantly with respect to child centred ($t=-4.1074, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers of Navodaya Vidyalaya schools are higher on child centred practices as compared to married teachers.

5. The married and unmarried teachers of Navodaya Vidyalaya schools differ significantly with respect to education process ($t=-5.18612, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers of Navodaya Vidyalaya schools are higher on education process as compared to married teachers.
6. The married and unmarried teachers of Navodaya Vidyalaya schools differ significantly with respect to pupils ($t=-5.1116, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the unmarried teachers of Navodaya Vidyalaya schools are higher on pupils as compared to married teachers.
7. The married and unmarried teachers of Navodaya Vidyalaya schools differ significantly with respect to teachers ($t=-4.6184, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and

alternative hypothesis is accepted. It means that, the unmarried teachers of Navodaya Vidyalaya schools are higher on teachers as compared to married teachers.

Hypothesis

There is no significant difference between rural and urban Navodaya Vidyalaya school teachers with respect to teacher attitude and its dimensions.

1. Teacher attitude
2. Teaching profession
3. Class room teaching
4. Child-centered practices
5. Education process
6. Pupils
7. Teachers

To test this hypothesis the unpaired t-test was applied and the results are presented in the following table.

Table 2: Results of t-test between rural and urban Teachers of Navodaya Schools with Respect to Teacher Attitude and its Dimensions

Variable	Marital status	Mean	SD	t-value	p-value	Sign.
Teacher Attitude	Rural	228.5664	24.6685	-7.5029	<0.05	S
	Urban	266.6818	55.7352			
Teaching Profession	Rural	40.0586	6.2139	-5.8626	<0.05	S
	Urban	46.0682	6.6661			
Class room teaching	Rural	38.7773	5.61.3	-4.4569	<0.05	S
	Urban	42.8636	5.6634			
Child -Centered practices	Rural	29.210	5.1368	-4.1074	<0.05	S
	Urban	42.8864	7.2021			
Education Process-	Rural	37.5586	5.2158	5.2158	<0.05	S
	Urban	42.7727	6.66782			
Pupils	Rural	36.1992	5.9346	-5.116	<0.05	S
	Urban	41.1364	5.8213			
Teachers	Rural	36.7617	6.8971	-4.6184	<0.05	S
	Urban	50.9546	46.6401			

From the results of the above table it may be concluded that,

1. The rural and urban Navodaya school teachers differ significantly with respect to teacher attitude ($t=2.2456, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the rural Navodaya Vidyalala school teachers are higher on teacher attitude as compared to urban Navodaya Vidyalaya school teachers.
2. The rural and urban Navodaya school teachers differ significantly with respect to teaching profession ($t=2.2993, p<0.05$) at $p<0.05\%$ level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the rural Navodaya Vidyalala school teachers are higher on teaching profession as compared to urban Navodaya Vidyalaya school teachers.
3. The rural and urban Navodaya school teachers differ significantly with respect to class room teaching ($t=2.1022, p<0.05$) at $p<0.05\%$ level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the rural Navodaya Vidyalala school teachers are higher on class room teaching as compared to urban Navodaya Vidyalaya school teachers.
4. The rural and urban Navodaya school teachers differ significantly with respect to child centered practices ($t=0.4510, p>0.05$) at $p<0.05\%$ level of significance. Hence, the null hypothesis is rejected and alternative

hypothesis is accepted. It means that, the rural Navodaya Vidyalala school teachers are higher on child centered practices as compared to urban Navodaya Vidyalaya school teachers.

5. The rural and urban Navodaya school teachers differ significantly with respect to education process ($t=0.5372, p>0.05$) at $p<0.05\%$ level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the rural Navodaya Vidyalala school teachers are similar on education process as compared to urban Navodaya Vidyalaya school teachers.
6. The rural and urban Navodaya school teachers differ significantly with respect to pupils ($t=0.5372, p>0.05$) at $p<0.05\%$ level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the rural Navodaya Vidyalala school teachers are similar on pupils as compared to urban Navodaya Vidyalaya school teachers.
7. The rural and urban Navodaya school teachers differ significantly with respect to teachers ($t=1.7645, p>0.05$) at $p<0.05\%$ level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the rural Navodaya Vidyalala school teachers are similar on pupils as compared to urban Navodaya Vidyalaya school teachers.

Discussion and Conclusion

In this study, the researcher aimed to Study the Relationship between Married, Unmarried and Rural, Urban Teachers of Navodaya Vidyalaya Schools with respect to their Attitude

- 1) The unmarried teachers of Navodaya Vidyalaya schools are higher on teacher attitude as compared to married teachers.
- 2) The unmarried teachers of Navodaya Vidyalaya schools are higher on teaching profession, class room teaching, child centre practices, education process, pupils and teachers as compared to married teachers.
- 3) The rural Navodaya Vidyalaya school teachers are higher on teacher attitude as compared to urban Navodaya Vidyalaya school teachers.
- 4) The rural Navodaya Vidyalaya school teachers are higher on teaching profession, Class room teaching, Child centered practices, Education process, Pupils and Teachers as compared to urban Navodaya Vidyalaya school teachers.

Educational implications

1. Navodaya students have many problems like shyness, depression as the students are firstly got into hostel atmosphere away from the life. Teachers should behave friendly with them to be well adjusted.
2. Many teacher perceive Guidance as an important factor for students' all-round development. It is helpful for their personality development and better academic achievement.
3. Most of the teachers perceive that students are comfortable enough with peers and friends rather than teachers. Teachers should create a friendly environment so that the students feel convenient to share their problems with teachers.
4. The attitude of teachers is very important for the teachers' performance and their students. The analysis of the data revealed that the majority of the teachers does not possess positive attitude towards the profession. It is very alarming situation for our education system. It provides the middle level workforce for the economy and on the other; it acts as a feeder for the higher level of education. The steps should be taken by the concerned authorities to develop positive attitude of teachers towards teaching profession.

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