
STUDY OF TEACHER ATTITUDE DURING COVID-19

Dr. Shweta Tyagi

Assistant Professor

Faculty of Education

Shri Dev Suman Uttrakhand University

Uttrakhand

ABSTRACT

The present study aimed to study of Teacher Attitude of Secondary Schools of Haridwar District of Uttrakhand during COVID-19 in relation to their gender and area. The study was conducted on the sample of 100 secondary school teachers of Haridwar District. The descriptive survey method was used in the study. The sample of the study has been drawn by using stratified random sampling method. Teacher attitude Inventory (TAI) by S.P. Ahluwalia was used as research tools. The findings revealed that male and female school teachers differ significantly in their teaching attitude level. The Female teachers have high level of attitude on its six dimensions, namely, teaching profession, classroom teaching, child centered practices, educational process, pupils' understanding and teachers' self-concept respectively. While no significant difference was found in the teaching attitude level of teachers teaching in rural and urban areas.

Keywords: Teacher attitude, Covid-19, male and female, rural and urban.

INTRODUCTION:

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments around the world have temporarily closed educational institutions in an attempt to reduce the spread of COVID-19 (UNESCO, 2020-03-04. Retrieved 2020-05-24.)

The spread of COVID-19 has also caused fear, anxiety, and various concerns among citizens around the world (NCIRD 2020). More than 1 billion and 575 million students and teachers in approximately 188 countries around the world are reported to have been affected by the closure of schools and universities due to preventive measures taken by countries against the spread of COVID-19 (UNESCO, 2020). For certain groups of people involved in education, however, it has been assumed that the level of concern observed during this period has also been influenced by factors other than COVID-19. A teacher is an important element of an education system because the impact of the teachers on the students and education programs is known much higher than other elements. If teachers want to be successful in this profession, they have to accept the profession unconditionally, and do it with love and passion (Çetin, 2006). The attitude of teachers is a teacher characteristic and component of teacher personality.

Teachers' attitudes can help or hurt student motivation, achievement and well-being. Teaching requires affective competences besides knowledge and skills. Developing a positive attitude towards teaching profession affects all the factors related to the teaching (Can, 2010). Therefore, determining the attitudes of teacher candidates towards their prospective profession and making their attitudes positive is important (Semerci & Semerci, 2004).

The concerns of teachers engaged in teaching processes have been observed to be related to their capacities of conducting remote/online learning due to the level of their knowledge and skills in the use of technology, their access to technology, and at-home isolation. Such concerns have been reported in

particular by countries that declared an extremely low-level use of classroom technology prior to the current circumstances (UNESCO, March, 2020). The secondary school teachers who are the builders of student’s tomorrow must have knowledge about their attitude towards the profession which they need joined. If the teachers are mentally healthy and that they know the direction of their attitude, they're likely to boost the standards of teaching. Teacher s attitude towards his profession moulds his personality and hence determines the zeal with which he would take up his job. Sabu (2005) concluded that Government school teachers had more favorable attitude than private school teachers with all the dimensions of teachers attitude such as, teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers attitude. Ibtesam Halawah (2008) concluded that Teacher attitude had been usually translated into specific classroom and instructional practices which affect student behavioral and learning outcomes. R.SIVAKUMAR (2018) concluded that there was no significant relationship between attitude towards teaching profession and self concept of teachers.

OBJECTIVE OF THE STUDY:

1. To compare the attitude of male and female school teachers.
2. To compare the attitude of rural and urban school teachers.

HYPOTHESIS OF THE STUDY:

1. There exists no significant difference in the attitude of male and female school teachers.
2. There exists no significant difference in the attitude rural and urban school teachers.

METHODOLOGY:

Research Design: Descriptive method of research was followed in the conduct of study.

Research Tools:

Teacher Attitude Inventory (TAI) by S.P. Ahluwalia, 1971: The teacher attitude inventory consists of 90 items of which 43 are favourable and 47 unfavourable. It measures attitude of teacher towards teaching profession classroom teaching, child centred practices, educational process pupils’ understanding and teacher’s self concept. The teachers are to respond on the inventory for each item on a 5- point continuum ranging from “strongly disagree (0), disagree (1), uncertain (2), agree (3), and strongly agree (4)”. Thus the range of scores in inventory is 0-360, with high score showing favourable attitude towards teaching.

Sample of the Study: A sample of 100 secondary school teachers from 15 senior secondary school of Haridwar District of Utrakhnad state (India) was selected for study.

Data Analysis: Data was analyzed using Mean; SD along with t-ratio was used for comparing different dimensions of attitude towards Gender and Areas of secondary school teachers.

RESULTS AND INTERPRETATION:

The present study was aimed to study attitude of secondary school teachers. Secondary teachers were classified to their Gender and Area wise. In order to test the 1st and 2nd hypotheses was used to compare the attitude of secondary school teachers Gender and Area wise.

Table-1
Gender wise Comparison of Attitude of Secondary School Teachers during Covid-19

S.N.	Variable/Dimension	Gender wise school teachers				t-value
		Male school teachers		Female school teachers		
		Mean	SD	Mean	SD	

1	Teaching profession	37.75	6.71	42.36	7.21	4.29**
2	Classroom teaching	36.95	6.78	45.56	6.45	4.56**
3	Child centered practices	37.52	8.72	41.32	7.11	3.42**
4	Educational process	38.91	7.42	46.56	7.10	4.43**
5	Pupils' understanding	37.52	7.53	39.87	6.52	3.46**
6	Teachers' self-concept	38.49	7.21	41.79	6.32	3.08**
7	Attitude towards teaching (Total)	235.19	33.82	249.82	26.29	7.20**

Table-2

Area wise Comparison of Attitude of Secondary School Teachers during Covid-19

S.N.	Variable/Dimension	Area wise school teachers				t-value
		Rural areas school teachers		Urban areas school teachers		
		Mean	SD	Mean	SD	
1	Teaching profession	16.87	9.66	18.53	10.43	0.78*
2	Classroom teaching	20.23	6.34	20.01	8.45	1.56*
3	Child centered practices	18.29	9.23	40.21	7.32	0.45*
4	Educational process	35.96	8.18	18.58	13.06	1.13*
5	Pupils' understanding	26.23	7.24	17.32	9.36	0.09*
6	Teachers' self-concept	35.50	10.12	41.23	7.83	1.42*
7	Attitude towards teaching (Total)	287.34	35.50	260.26	31.32	2.57*

NOT SIGNIFICANT:

On the basis of results of significant mean difference in different dimensions of attitude with regard to Area, clearly indicate that urban and rural school teachers do not differ significantly in different dimensions of attitude. Hence, the hypothesis, "There exists no significant difference in the attitude of rural and urban school teachers in different dimensions of attitude towards teaching namely, teaching-profession, classroom teaching, child centred practices, educational process, teachers' self concept" was accepted. The higher mean score among the urban teachers was also observed in the present study, but the difference was not significant. This may be due to good transportation system, family support, increase in mental level of the people due to increase in their income level.

The role of teacher in today's school education especially during the time of Covid-19 has come more critical in the wake of 'Education for All' to address to learning needs of new-entrants with varying levels of socio-demographic characteristics in school education. Hence the results of the study helpful for the educationists and administrators by pin-pointing towards various factors of attitude towards teaching in school education during Covid-19. The education administrators should establish a friendly and cooperative atmosphere during online classes by providing support system to create better climate conditions which promote networks of social support within a school. The teacher education system needs to give practical shape to be critical role of teacher education in the context of providing a good quality school education for all during Covid-19.

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