

Attitude Of Women Teachers Towards Quality Improvement In Teaching At Secondary Level

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Abstract

Teaching is said to be a nation building activity and the teacher is the architect of the future. He/she is the pivot around which all the educational programs such as curriculum, syllabus, textbooks, evaluation etc., revolve. The best system of education may fail to achieve the desired goals in the absence of sincere, competent and professionally talented teachers. The teacher has the rare privilege of shaping the most precious material of the land –the boys and the girls during their crucial period of development. It is the need of the hour to provide quality education to the students at different levels in general and at secondary level in particular. This is possible only when the teachers, particularly women who have passion for teaching, possess favourable positive attitude towards teaching profession and determination to provide quality education to the students. The present study is an attempt to explore the attitude of women teachers towards the measures to be taken to improve quality in teaching at secondary level. The researchers used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 200 women teachers selected from 40 secondary schools located in the rural as well as urban areas of Visakhapatnam District in Andhra Pradesh using Stratified Random Sampling technique. The data were analyzed using Mean score values, standard deviations and t-tests. The findings of the study revealed that the demographic variables – Age, Teaching Experience and location of the school have no influence on the

attitude of teachers towards quality improvement in teaching at secondary level. The study suggests that the women teachers working in secondary schools should possess a positive favorable attitude towards teaching profession with a view to provide quality education to the children at secondary level during the crucial period of their growth and development.

Key Words: Attitude of teachers, Teaching Profession, Quality improvement, Commitment and dedication

Introduction

Education system has a tremendous responsibility to transform a child into a fully developed individual. It is an effective means of social reconstruction. It is the process of facilitating learning. It helps in the acquisition of knowledge, skills, values, morals, beliefs and habits necessary for the human living. It is the most powerful instruments of social, economic and cultural transformation necessary for the realization of national goals (**Report of the Indian Education Commission, 1964-66**).

Teaching has become one of the most challenging professions in our society where knowledge is expanding rapidly. Today, in India, the role of the teacher has become exceedingly crucial. The teacher should be at the forefront of our present quest for advancement. The teacher has the rare privilege of shaping the most precious material of the land – the boys and the girls during their crucial period of development. Teachers play a significant role in any system of education. No system of education can ever rise higher than the quality of its teachers. However excellent the things such as the courses of study, curricula, textbooks and other infrastructural facilities are in an educational system, the fact remains that the whole system would fail without the teaching personnel who are committed to the profession. Referring to the importance of a teacher in the educational structure, the Indian Education Commission (1964-66) rightly remarked: “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant” (**Report of the Indian Education Commission, 1964-66, p.84**). A teacher’s positive identification with her/his profession may have strong implications for student learning, especially in providing

quality education to the students. One of the important factors associated with quality education is the teacher's positive identification with the job, which has been studied widely by organizational researchers and linked to organizational commitment as well as to organizational performance (**Ostroff,C,1992**). Thus, understanding the factors that contribute for the positive identification of a teacher with the teaching profession is essential to improve the quality in education in general and that of secondary education in particular. Hence, it is believed that teachers, particularly women who have passion for teaching, should possess a positive attitude towards teaching profession and strive to improve quality in teaching.

Quality Improvement in Teaching

"Quality improvement in teaching "refers to a deliberate and continuous effort to enhance the effectiveness, efficiency and overall quality of teaching practices in educational settings. This concept encompasses various strategies, methodologies and approaches aimed at refining the teaching process to better meet the needs of learners and improve learning outcomes. **National Education Policy (NEP) -2020** recognizes the importance of quality in teacher education; and emphasizes that 'Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values; and development of practice under the best mentors' (**MHRD-2020**).

The following are some of the important aspects of quality improvement in teaching:

- (i) **Professional Development:** Providing teachers with opportunities for ongoing training, workshops, and professional development programs to enhance their teaching skills and knowledge base.
- (ii) **Curriculum Development:** Regularly reviewing and updating the curriculum to ensure alignment with educational standards, relevance to students' needs, and integration of innovative teaching methods and technologies.
- (iii) **Assessment and Feedback:** Implementing effective assessment strategies to gauge student learning and provide timely feedback for improvement. This may involve using formative assessments, peer evaluations and self-

- assessment techniques.
- (iv) **Differentiation and Personalization:** Recognizing and accommodating diverse learning styles, abilities, and interests among students through differentiated instruction and personalized learning approaches.
 - (v) **Use of Technology:** Integrating educational technologies and digital tools to enhance teaching and learning experiences, promote engagement and facilitate access to resources and information.
 - (vi) **Collaboration and Reflective Practice:** Encouraging collaboration among educators, sharing best practices and fostering a culture of reflective practice where teachers critically evaluate their teaching methods and make adjustments based on feedback and reflection.
 - (vii) **Student-Centered Approaches:** Emphasizing student-centered pedagogies that empower learners to take ownership of their learning process, promote active participation and foster critical thinking and problem-solving skills.
 - (viii) **Continuous Improvement:** Engaging in ongoing evaluation and feedback loops to identify areas for improvement, set goals and implement strategies for continuous enhancement of teaching quality.

Thus, quality improvement in teaching involves a systematic and collaborative approach aimed at creating an optimal learning environment that supports student growth, achievement and success.

Review of related Studies

The studies carried out earlier by the other researchers that aim at finding out the attitude of teachers towards quality improvement in teaching at secondary level have been examined; and a brief review of the same is provided in the following paragraphs.

Shail Dhaka (2023) conducted a study to explore prospective teachers' attitude towards teaching profession. Data were collected from a sample of 100 prospective teachers (50 undergraduates & 50 post-graduates) studying in B.Ed. & M.Ed. courses in self-financed colleges of district Ghaziabad, Uttar Pradesh, India. Teaching Attitude Inventory prepared by Dr. S.P. Ahluwalia (2009)

was used for the collection of data. The statistical techniques mean, standard deviation, and t-test were used for the analysis and interpretation of the data. It is found that postgraduate prospective teachers differ significantly from undergraduate prospective teachers in their attitude towards teaching; postgraduate prospective teachers have more favorable attitude as compared to undergraduate prospective teachers. The study concluded that both the sub samples were non-significant in their attitude with regard to the dimensions - teaching profession and teachers. It was also revealed that both the sub-samples differ significantly in their attitude with regard to the dimensions - child centered practices, pupils, classroom teaching and educational process.

Uma Maheswara Rao, S. & Sharon Raju, T. (2023) conducted a study to explore the attitude of teachers towards quality improvement in secondary education. The researchers used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 300 teachers (140 Male and 160 Female) selected from 40 secondary schools located in Visakhapatnam District of Andhra Pradesh using Stratified Random Sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis of data. The findings of the study revealed that the demographic variables – Gender, Age, Teaching Experience and Location of the institution have no influence on the attitude of teachers towards quality improvement in secondary education. The study suggests that the teachers working in secondary schools should work with commitment and dedication to provide quality education and to improve student performance in secondary schools.

Seetaratnam, G. & Nagaraja Kumari, D. (2022) made an attempt to investigate the attitude of Ashram school teachers towards quality improvement in tribal education. The study was conducted using survey method. The sample of the study consists of 40 teachers (25 male and 15 female) selected randomly from 10 Ashram schools in Visakhapatnam District. The data were collected from the teachers using an attitude questionnaire. The variables considered for the study include Gender, Marital status, Age and Teaching experience of the teachers working in Ashram schools. The data were analyzed using Arithmetic Means, Standard

Deviations and Critical Ratios. The findings of the study revealed that the gender, age, marital status and teaching experience of teachers working in Ashram schools did not influence their attitude towards quality improvement in tribal education. The study suggested that the tribal parents should be motivated towards the need for exposing their children for quality education in the context of globalization.

Sikha Goswami (2021) conducted a study to assess the attitude of teachers towards teaching profession at the elementary stage of education. The study is descriptive one comprising of 100 sample of teachers from Darjeeling District and attitude scale is constructed for collection of desired data. The study revealed that there exists a difference of attitude towards teaching profession between the male and female teachers. The study also revealed certain variations among the teachers' attitude with respect to classroom management and teaching process in particular.

Sivakumar, A. (2018) conducted a study to find out the attitude towards teaching among school teachers in Coimbatore district. The study was conducted with an objective of exploring the level of attitude towards teaching among school teachers in Coimbatore district. Survey method was used for the study. 287 school teachers were selected as sample for the study. Teaching Attitude Scale developed by Prof. Dr. S. Sathiyagirirajan was used for data collection.

Data were analyzed using t-test and regression analysis. The findings of the study revealed that the level of attitude towards teaching among school teachers is favorable.

Need for the Present Investigation

Teaching, being a dynamic activity, requires certain competencies on the part of its practitioners. Teachers' proficiency depends on the attitude he/she possesses towards the profession. The positive attitude helps teachers to develop a conducive learner-friendly environment in the classroom. This also casts a fruitful effect on learning of the students.

Education is fundamental for achieving full human

potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. In this context, it is felt that the education system of the country should aim at developing in the young minds the necessary skills such as critical thinking, creative thinking, logical thinking, reasoning and problem-solving.

In the entire educational pyramid, secondary education forms the central link between primary and higher education. It is considered as the minimum level of attainment for people to survive in the modern technological world. Hence, it is the need of the hour to bring about quality improvement in secondary education. It provides opportunities for several middle level jobs, pre-job training courses and self-employment. In fact, it is the secondary education on which the social, economic, technical and cultural efficiency of the nation depends. Further, majority of women choose teaching as a suitable profession for them for various reasons. In this context, the researchers thought it relevant to conduct a study on the attitude of women teachers towards quality improvement in teaching at secondary level. The present investigation is an attempt in this direction.

It is well known that the share of women in the teaching force is ever growing. In India, more than two-thirds of teachers working in elementary and middle schools are women. A greater reason for this trend is that school timings make it easier for women to manage work and family. So, women, who are ambitious and career-oriented; and want to look after their household responsibilities as well, find teaching to be the most convenient profession. Further, female teachers are said to be more supportive, communicative, nurturing and open towards students. Hence, the investigator preferred to conduct a study on the attitude of women teachers towards quality improvement in teaching at secondary level.

Objectives of the Study

The main objective of the present investigation is to study the attitude of teachers towards quality improvement in teaching at

secondary level.

The study also aims at finding out the influence of age, teaching experience and location of the institution on the attitude of women teachers towards quality improvement in teaching at secondary level.

Hypotheses of the Study

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the attitude of women teachers aged below 40 years and those aged 40 years & above toward quality improvement in teaching at secondary level.
- (ii) There is no significant difference in the attitude of women teachers with an experience of less than 10 years and those with 10 years & above toward quality improvement in teaching at secondary level.
- (iii) There is no significant difference in the attitude of women teachers working in rural and urban areas toward quality improvement in teaching at secondary level.

Limitations of the Study

The study is limited to find out the influence of three demographic variables, viz., age, teaching experience and location of the institution on the attitude of women teachers towards quality improvement in teaching at secondary level. Further, the study is confined to 200 secondary school teachers working in 40 secondary schools located in Visakhapatnam district of Andhra Pradesh.

Design of the Study

(a) Method of Research

The investigators used Normative Survey method for the present investigation, as this method involves collecting data from the respondents with the help of a survey.

(b) Sample

The sample of the study consists of 200 teachers from 40 secondary schools located in Visakhapatnam district of

Andhra Pradesh using Stratified Random Sampling technique. In this method, no significant group is left unrepresented and this method gives a greater control over the sample. Here, in addition to randomness, stratification introduces a secondary element of control as a means of increasing precision and representativeness.

(c) Research Tool

The researchers used a well developed questionnaire consisting of 32 items as the tool of research for the present investigation.

(d) Administration of the tool

The tool was initially administered to 20 women teachers working in 4 secondary schools located in Visakhapatnam city under Pilot study. The measures of reliability, validity and objectivity of the tool have been calculated. Further, the researchers conducted item analysis for the items included in the tool. Out of 34 items selected for the tool, the discriminating power of 32 items has been found positive and is negative in respect of 2 items. The items whose discriminating power is negative have been removed; and the final tool consists of 32 items, which are foolproof in all respects. The final tool has been administered to 200 teachers working in 40 Secondary Schools located in the rural as well as urban areas in Visakhapatnam district of Andhra Pradesh.

The data collected has been analyzed and interpreted using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

Table showing t-values of different variables relating to the attitude of teachers towards quality improvement in teaching at secondary level

S.No.	Variable		N	Mean	S.D.	t-ratio	Inference
1	Age	Below 40 years	130	111.88	24.95	0.01*	*Not Significant at 0.05 and 0.01 levels
		40 years & above	70	111.93	24.92		

2	Teaching Experience	Lessthan10yrs 10 yrs.& above	140 60	111.50 112.17	25.67 24.02	0.18*	*Not Significantat 0.05 and0.01 levels
3	Location of the Institution	Rural Urban	110 90	110.86 112.28	24.57 21.94	0.43*	*Not Significantat 0.05 and0.01 levels

Findings of the Study

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the attitude of women teachers aged below 40 years and those aged 40 years and above towards quality improvement in teaching at secondary level.
2. There is no significant difference in the attitude of women teachers with an experience of less than 10 years and those with 10 years and above towards quality improvement in teaching at secondary level.
3. There is no significant difference in the attitude of women teachers working in rural and urban schools towards quality improvement in teaching at secondary level.

Conclusions

From the findings of the study, it is concluded that:

The Age, Teaching Experience and location of the school have no influence on the attitude of teachers towards quality improvement in teaching at secondary level.

Educational Implications

- (i) The study would help the teachers identify the learning difficulties of the students in secondary schools.
- (ii) The present study helps the teachers use different strategies and techniques to improve quality in teaching at secondary level.
- (iii) The study would help the secondary school students to have a better understanding of the school subjects when their

teachers use innovative practices in teaching.

- (iv) The study would help the government and policy makers to take necessary measures to improve quality in teaching in the secondary schools.
- (v) The study would help the Academic Organizations like SCERTs, IASEs and the State Departments of Education to take necessary steps to conduct in-service training to the teachers working in secondary schools on content and pedagogy with a view to improve their teaching competencies to provide quality education to the students.

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