

# **Comparative study among Tribal and Non-Tribal Secondary School Teachers Towards teaching attitude**

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<b>ABSTRACT</b>
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*The study's main objective was to examine teaching attitudes among teachers working in tribal and non-tribal secondary schools while taking gender into account. 216 secondary school teachers who taught in both tribal and non-tribal secondary schools participated in the survey; 108 from each group were chosen at random. Data was gathered from the sample using Ahluwalia's Teachers Attitude Inventory, the key conclusions are: a). Secondary school teachers from tribal and non-tribal schools have quite different attitudes towards teaching. Both male and female teachers working in tribal schools had significantly different attitudes on teaching. Male and female teachers working in non-tribal schools toward teaching, however, did not significantly differ from one another.*

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## **1. Introduction:**

Teaching is a profession dedicated to maximising human potential in order to generate competent people in all area of life and build a just society. According to Çetinkaya (2009) educational milestones like learning material development, organizing the process of learning and knowing students' interests and competence come under the teachers' sole responsibility. These significant roles demand significant involvement from teachers in their teaching

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profession. it is the teachers' exclusive obligation to produce instructional materials, plan the learning process, and be aware of their students' interests and skill levels. Teachers must play major roles in their teaching careers in order to fulfil these important duties. It has many characteristics, most notably their teaching philosophy. The attitude of the teachers affects the learning of the students the most (Pajers, 1992; William and Burden, 1997). The quality of education is influenced by the quality of the teachers who deliver it. These researchers supported improving teaching attitudes as well. Understanding the type and degree of attitude that teachers now have towards their profession is a foundation for improving attitudes among teachers about teaching. By adopting a positive attitude toward the teaching profession, the work becomes more efficient, result-oriented, satisfying, and gratifying in addition to being more accessible.

## **1.2 Objectives**

1. To compare teachers working in non-tribal and tribal secondary schools and attitude towards teaching.

## **1.3 Hypotheses**

1. No significant difference between male and female teachers working in tribal and non-tribal secondary schools in their attitude towards teaching exists.

## **2. Method**

The research was conducted using a descriptive methodology. A total of 216 secondary school teachers were chosen as respondents, with 108 of them teaching in tribal and 108 teaching in non-tribal secondary schools. Oot

of f these 108 teachers, 62 were men and 46 were women and out of 108 teachers working in non-tribal schools, 58 were men and 50 were women. Utilizing a simple random sampling procedure, the sample was chosen.

### 2.1. Tools used:

The Teacher Attitude Inventory of Ahluwalia (2007) was used to collect data.

### 1.4 Techniques Used:

- *Mean,*
- *Standard Deviation*
- *and t-test.*

### 3. Data Analysis

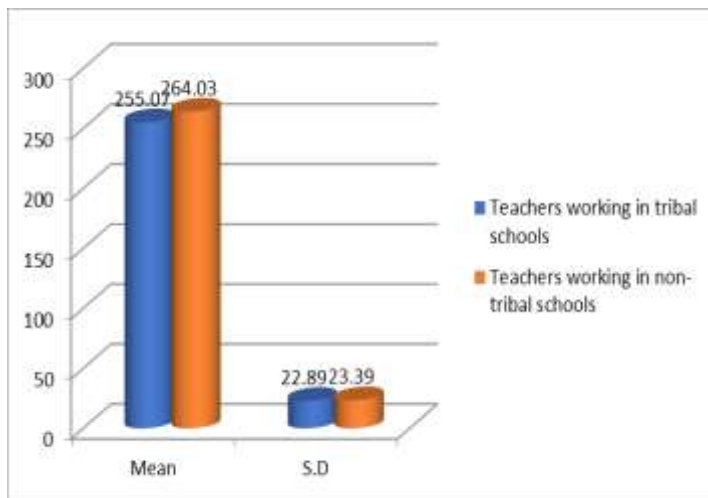
**Table: 3.1: Depicting comparison between teachers working in tribal and non-tribal secondary schools (N=108 each)**

Group	Mean	S.D	t-value
tribal schools	255.07	22.89	2.85**
non-tribal schools	264.03	23.39	
<i>**Significant at 0.01 level</i>			

The comparison of the two groups' attitudes regarding teaching is shown in Table 3.1. Teachers in tribal secondary schools scored on average 255.07, with a standard deviation of 23.39, whereas teachers in non-tribal secondary schools scored 264.03, with a standard deviation of 22.89. t-value between the groups is 2.85, which is significant. Thus, it can be concluded that the two groups had quite different attitudes toward teaching, with secondary school teachers from non-tribal schools

generally having a better attitude. Fig. 3.1 provides additional support for the findings.

**Fig. 3.1: Depicting comparison between teachers working in tribal and non-tribal secondary schools (N=108 each)**



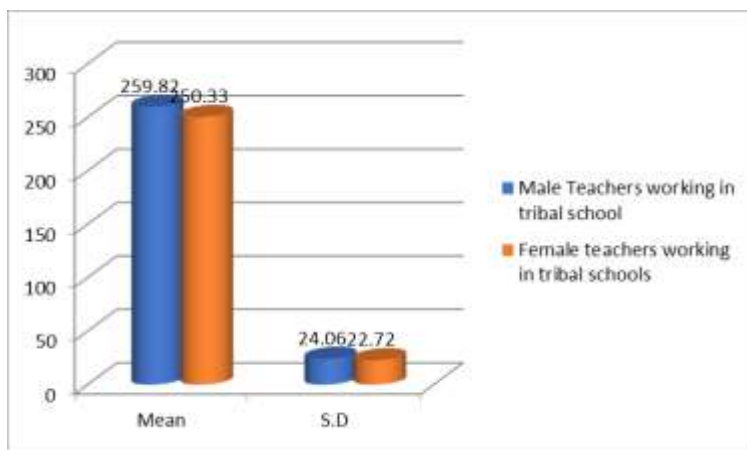
**Table 3.2: Depicting comparison between teachers working in tribal secondary schools on basis of gender**

Group	N	Mean	S.D	t-value
tribal schools	62	259.82	24.06	2.09*
in tribal schools	46	250.33	22.72	
*Significant at 0.05 level				

The results show that male and female teachers who work in tribal schools have quite different opinions toward their jobs. The mean score for male tribal secondary school teachers was 259.82 with a standard deviation of 24.06, while the mean score for female tribal secondary school teachers was 250.33 with a standard deviation of 22.72. t-

value of 2.09 is significant. Figure 3.2 below further supports the findings.

**Fig. 3.2: Depicting comparison between teachers working in tribal secondary schools with respect to gender (N=62 & 46 respectively)**

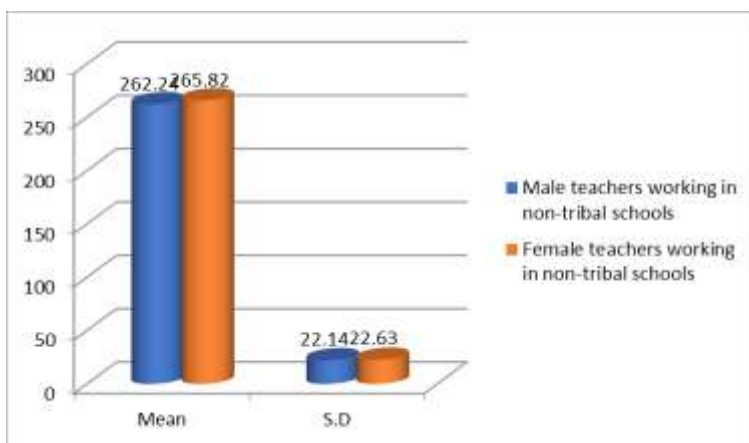


**Table 3.3: Depicting comparison between male and female teachers working in Non-tribal secondary schools**

Group	N	Mean	S.D	t-value
Non-tribal schools	58	262.24	22.14	0.81*
In Non-tribal schools	50	265.82	22.63	
*Not Significant				

The attitudes of secondary school teachers who work in non-tribal schools are not significantly different, as indicated in table 3.3. In non-tribal secondary schools, male teachers' mean scores are 262.24 with a standard deviation of 22.63 while female teachers' mean scores are 265.82 with a standard deviation of 23.14.

**Fig. 3.3: Depicting comparison between male and female teachers working in non-tribal secondary schools (N=58 & 50 respectively)**



#### 4. Discussion of Results

Secondary school teachers in non-tribal schools had a noticeably higher favourable attitude about their teaching than secondary school teachers in tribal schools. Teachers in non-tribal secondary schools are more excited about their daily lessons and willing to seek student happiness by working hard to accomplish the class goal than their counterparts in tribal secondary schools. These results concur with those of Shah and Thoker (2013), Babu and Raju (2013), and Parvez and Shakir (2014). Shah and Thoker (2013) found a notable difference between teachers' attitudes toward their career in public and private schools. The attitudes of math and biology student teachers toward teaching were shown to differ significantly (Babu and Raju, 2013). According to research by Parvez and Shakir (2014), future Muslim and non-Muslim teachers obtaining

bachelor's degrees in education at private colleges have quite different opinions.

The first hypothesis, "There is a significant difference between teachers working in tribal and non-tribal secondary schools in their attitude towards teaching," is accepted in light of table 3.1, figure 3.1, and the discussion above.

The findings in Table 3.2 make it clear that the noteworthy difference amongst the attitudes of gender teachers working in tribal secondary schools. Male teachers do better than female teachers because they have a more positive attitude toward their work. The findings are consistent with those of Shah and Thoker (2013), Maliki (2013), and Sharbain and Tan (2013).

According to Shah and Thoker (2013), there is a important difference among the attitudes of male and female private teachers about teaching. According to Maliki (2013), attitude toward teaching are more positive among female teachers than they are among male teachers. Female teachers exhibit a more positive attitude toward their work than male teachers, according to Sharbain and Tan (2013).

In The hypothesis, "*There is a significant difference between male and female teachers working in tribal secondary schools in their attitude towards teaching*", is accepted in light of table 3.2, Fig 3.2 and discussion above.

The results mentioned in table 3.3 and substantiated by fig 3.3 make it more evident that both teachers working in non-tribal schools hold a good attitude towards their teaching. However, the difference is not significant. The results align with: Kassa (2014); Kamran, Abasimi and Congman

(2015). Kasa (2014) initiate that teachers' attitudes towards teaching are almost the same. Kamran, Abasimi and Congman (2015) reported that both male and female teachers contribute the same way to their teaching profession by possessing the same level of attitude towards teaching.

Under the purview of table 3.3, Fig 3.3 and the above discussion, hypothesis number 03 that is "*There is a significant difference between male and female teachers working in non-tribal secondary schools in their attitude towards teaching*", is rejected.

## **5. Conclusion**

- Teachers working in tribal and non-tribal secondary schools fluctuate suggestively from each other in their attitude towards teaching
- Teachers working in non-tribal secondary schools hold a more favourable attitude towards teaching than in tribal secondary schools.
- Teachers in tribal secondary schools differ significantly in their attitudes towards teaching.
- Male teachers working in tribal secondary schools hold extra constructive attitude towards teaching than female teachers of tribal secondary schools.
- Substantial variance was not found in attitude near teaching mid male and female teachers working in non-tribal secondary schools.



## 6. Educational Implications:

1. Seminars and conferences on teacher education should be held to improve teachers' attitudes toward teaching.
2. On a rotating basis, school administrators should deputise teachers for in-service training and instruction.
3. Promotions that are based on performance should be instituted to encourage teachers to work hard and honestly.

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