

A Study of the Graduate level Teachers' Attitude towards Teaching Profession in Inclusive Education and their Self-Concept in Relation to their Age and Experience

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ABSTRACT

Students of any nation are its future citizens and teachers shape their personality. Experience and efficiency of teachers help students in achieving their goals. Teachers' attitude towards teaching profession and self-concept in relation to their age and experience helps in planning of teaching to raise the standard of teaching as well as standard of education in relation to students' learning. The information gained may be utilized at the time of training program of teachers. Necessary help and guidance may be given to the teachers to adopt certain qualities which would enhance their attitude towards teaching profession and thus will increase their effectiveness towards their profession in Inclusive Education. This study is expected to play a significant role in testing, modifying and finally improving teachers' attitude towards teaching profession in Inclusive Education. Self-concept of teachers would help both directly and indirectly in bringing about all round development of students, who will play vital role in advancement of the nation.

Keywords - Teachers' Attitude, Teaching Profession, Inclusive Education and Self-concept.

INTRODUCTION

The standard of Education depends on the quality of Teachers but due to lack of efficient teachers the standard of Education is deteriorating day by day. Students' Achievements not only depend on the quality, commitment and expertise of teachers but also on the teachers' attitude towards teaching profession and their Self-concept. Teachers hold the key to educational change and effective school Environment. A Teacher not only has to be competent in his subject, methods of teaching and in understanding his students but also should have positive attitude towards teaching profession because not only it affects his own teaching but also the achievements and behavior of students. Besides this, a teacher should have high Self-concept. If Teachers possess strong Self-concepts, they will be psychologically safe and will benefit their students in the classroom with interaction. Bala Indu, (2021). in her study Attitude of Teachers Towards Inclusive Education in Relation to Their Perceived Self-Efficacy to Teach in Inclusive Classrooms found a positive correlation, indicating that teachers who feel more capable are more likely to have favorable attitudes toward inclusion. Joanna Galaterou and Alexander-Stamatios Antoniou, (2017). found that younger teachers tend to have more positive attitudes toward inclusion, and that higher stress levels are associated with less favorable attitudes.

Muntazir Maqbool, (2014). in his study A comparative study of women in different groups found that Self-confidence, Self-acceptance, worthiness and sociability was higher among employed in comparison to unemployed women. Self-concept is the totality of attitudes and values of an individual related to him, Arnold (1990). In the present study Teachers' Self-concept means, the way, a teacher thinks about his abilities in a variety of facets of life, including Physical, Social, Temperamental, Educational, Moral and Intellectual etc.

According to Dictionary of Education (1959), Attitude is readiness to react towards or against some situation, person or thing in a particular manner. In the present study teachers attitude means, what teachers think or feel about the Teaching Profession in Inclusive Education:

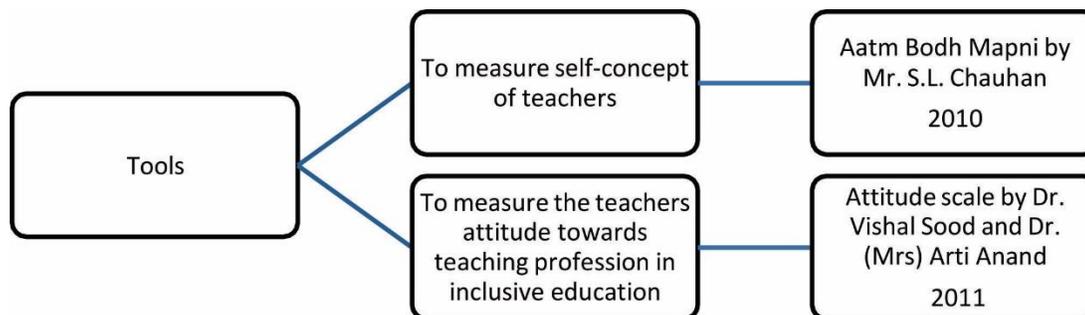
Objectives Of The Study

1. To study the teachers' Self-concept in relation to their age.
2. To study the teachers' Self-concept in relation to their Teaching Experience.
3. To study the teachers' Attitude towards teaching profession in Inclusive Education in relation to their age.
4. To study the teachers' Attitude towards teaching profession in Inclusive Education in relation to their Teaching Experience.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between Self-concept of Teachers of the age group of below 40 years and above 40 years.
2. There is no significant difference between Self-concept of Teachers having teaching experience of below 15 years and above 15 years.
3. There is no significant difference between Attitude of Teachers towards teaching profession in Inclusive Education of the age group of below 40 years and above 40 years.
4. There is no significant difference between Attitude of Teachers towards teaching profession in Inclusive Education having teaching experience of below 15 years and above 15 years.

TOOLS



Self-Concept Of Graduation Level Teachers Of The Age Group Of Below 40 Years And Above 40 Years.

Table 1: Exhibits the descriptive statistics for the distribution of scores of Self-concept based on the age group

Age groups	N	Mean	S.D.	Skewness	Kurtosis
Below 40 years	30	139.033	19.06	0.568	0.044
Above 40 years	30	150.96	20.014	-0.214	0.150

Table 2: Exhibits the descriptive statistics for the distribution of scores of Self- Concept based on age group.

Self- concept	Age group	Mean	S.D.	C.R
	Below 40 years	139.033	19.06	2.37
	Above 40 years	150.96	20.014	

It can be seen that calculated C.R value for Self-concept scores of both the groups was 2.37 which is greater than value at 0.05 level of significance This indicates that teachers are significantly differ in their self-concept. Thus, null hypothesis 1 has been rejected.

Self-Concept Of Graduation Level Teachers Having Teaching Experience Of Below Fifteen Years And Above Fifteen Years

Table 3: Exhibits the descriptive statistics for the distribution of scores of Self-concept based on years of experience in teaching.

Experience	N	Mean	S.D.	Skewness	kurtosis
Below 15 years	30	141.7	20.52	0.195	0.359
Above 15 years	30	153.7	22.28	-0.553	0.309

It can be interpreted from the table that Self-concept scores of the teachers having the teaching experience more than fifteen years were found negatively skewed. The distribution was platy Kurtic in nature whereas the scores of those teachers who have teaching experience of below fifteen years found positively skewed and the distribution was again platy Kurtic in nature as shown in graph

Table 4: Exhibits the descriptive statistics for the distribution of scores of self-concept based on years of experience in teaching.

Self- concept	Experience	Mean	S.D.	C.R
	Below 15 years	141.7	20.52	
	Above 15 years	153.7	22.28	

From the table 4, It can be seen that the calculated C.R. value for self concept scores of teachers having experience of below fifteen years and above fifteen years was 2.13 which is more than the table value at 0.05 level of significance, this indicates that the teachers of both the groups are significantly differ in their self-concept. Thus, the null hypothesis has been rejected.

Attitude Towards Teaching Profession Of Graduation Level Teachers Of The Age Group Of Below 40 And Above 40 Years

Table 5: Exhibits the descriptive statistics for the distribution of scores of attitudes towards Teaching profession based on age group.

Age group	N	Mean	S.D.	Skewness	Kurtosis
Below 40 years	30	220.83	29.55	0.616	0.284
Above 40 years	30	239.13	32.72	0.091	0.540

The S.D. of both groups was 29.55 & 32.72 respectively, which indicates more deviation in teachers of the age group of above forty years from their mean value. Further, it can be interpreted from the table that attitude scores of the teachers of the age group of above forty years were found slightly positively skewed. The distribution was platy Kurtic in nature whereas the scores of those teachers who are in the age group of below forty years was found highly positively skewed and the distribution was platykurtic in nature as shown in graph

Table 6: Exhibits the descriptive statistics for the distribution of scores of attitudes towards Teaching Profession based on age group

Attitude	Age group	Mean	S.D.	C.R
	Below 40 years	220.83	29.55	
	Above 40 years	239.13	32.72	

From the table 6, it can be inferred that C.R value of attitudes scores of teachers of the age group of below forty years and above forty years was 2.27. Which is more than the table value at 0.05 level of significance, this indicates that the teachers of both age group were significantly differ in their attitude towards teaching profession. Thus, the null hypothesis has been rejected.

Attitude Towards Teaching Profession Of Graduation Level Teachers Having Teaching Experience Of Below 15 Years And Above 15 Years

Table 7: Exhibits the descriptive statistics for the distribution of scores of Attitudes towards Teaching profession based on years of experience in teaching.

Experience	N	Mean	S.D.	Skewness	Kurtosis
Below 15 years	30	28.07	35.11	0.213	0.426
Above 15 years	30	237.53	37.76	-0.325	0.597

It shows that the mean value of attitude obtained by two groups was found 218.07 & 237.53 respectively. It is clear from the table that teachers having the teaching experience of more than fifteen years have higher mean value, hence these teachers have positive attitude towards the teaching profession than those teachers who have the teaching experience of below fifteen years. The S.D. of both the groups were 35.11 & 37.76 respectively, which indicates more deviation in the teachers having the teaching experience of more than fifteen years from their mean value, further, it can be interpreted from table that attitude scores of the teachers who have the teaching experience of below fifteen years was found positively skewed and the distribution was platy Kurtic in nature in graph.

Table 8: Exhibits the descriptive statistics for the distribution of scores of attitudes towards Teaching profession based on years of experience in teaching.

Attitude	Experience	Mean	S.D.	C.R
	Below 15 years	218.07	35.11	.07
	Above 15 years	237.53	37.76	

On the basis of above table, it can be easily inferred that C.R value of attitude scores of the teacher having teaching experience of below fifteen years and above fifteen years were 2.07 which is more than the table value at 0.05 level of significance, this indicates that teachers of both the groups are significantly differ in their attitude, thus the null hypothesis has been rejected.

Findings Related To The Graduate Level Teachers’ Self Concept In Relation To Their Age

The mean values of self- concept scores in the two groups under study that is teachers of the age group of below forty years and above forty years were found to be 19.03 7 150.96 respectively.

The teachers in the age group of above forty years have higher mean value 150.96; hence the teachers of the age group of above forty years have high self-concept those teachers who are in the age group of below forty years.

The standard deviation of both the groups were found to be 19.06 & 20.01 respectively, which indicate more deviation in teachers of the age group of above forty years from their mean value in comparison to those teachers who are in the age group of below forty years.

The CR value for the self- concept score of teachers of age group of below forty and above forty years was 2.37, which is significant at 0.05 level. Thus, the hypothesis has been rejected, which shows that there is significant difference between self-concept of teachers who lie in the age group of below forty and above forty years.

Findings Related To The Teachers’ Self Concept In Relation To Their Teaching Experience.

The mean values of self-concept scores in the two groups under study i.e. tea hers having teaching experience of below fifteen years and above fifteen years were found to be 141.7 7 153.7 respectively.

The teachers having the teaching experience of more than fifteen years have higher mean value 153.7; hence these teachers have self-concept than those teachers who have the teaching experience of blow fifteen years.

The standard deviation of both the groups were found to be 20.52 & 22.28 respectively, which indicates more deviation in the teachers having teaching experience of more than fifteen years from their value in comparison to those tea hers who have the teaching experience of below fifteen years

The CR value for self-concept scores of the teachers having teaching experience of below fifteen years and above fifteen years were 2.13 which is significant at 0.05 level. Thus, the hypothesis has been rejected, which shows that there is significant difference between self-concept of teachers having teaching experience of below fifteen years and above fifteen years.

Findings Related To The Teachers' Attitude Towards Teaching Profession In Relation To Their Age

The mean values of attitude scores in the two groups i.e. teachers of the age group of below forty years and above forty years were found to be 220.83 & 239.13 respectively.

The teachers in the age group of above forty years have higher mean value 239.13 hence the teachers of the age group of above forty years have more positive attitude towards teaching profession than those teachers who are in the age group of below forty years.

The standard deviation of both the groups were found to be 29.55 & 3.72 respectively, which indicates more deviation in teachers of the age group of above forty years from their mean value in comparison to those teachers who are in the age group of below forty years.

The CR value for attitude scores of teachers of age group of below forty and above forty years was 2.27, which is significant at 0.05 level. Thus, the hypothesis has been rejected, which shows that there is significant difference between attitude of teachers towards teaching profession who lie in the age group below forty and above forty years.

Findings Related To The Teachers Attitude Towards Teaching Profession In Relation To Their Teaching Experience

- The mean values of attitude scores in the two groups under study i.e. teachers having teaching experience of below fifteen years and above fifteen years were found to be 218.07 & 237.53 respectively.
- The teachers having the teaching experience of more than fifteen years have higher mean value 237.53, hence these teachers have more positive attitude towards their teaching profession than those teachers who have the teaching experience of below fifteen years.
- The standard deviation of both the groups were found to be 35.11 & 37.76 respectively. Which indicates more deviation in the teachers having the teaching experience of more than fifteen years from their mean value in comparison to those who have the teaching experience of below fifteen years.
- The CR value for attitude scores of the teachers having teaching experience of below fifteen years and above fifteen years was 2.07 which is significant at 0.05 level. Thus the hypothesis has been rejected, which shows that there is significant difference between attitude of teachers towards teaching profession having experience of below fifteen years and above fifteen years.

CONCLUSION OF THE STUDY BASED ON FINDINGS

The teachers of the age group of above forty years have high self-concept than those teachers who are in the age group of below forty years. The teachers having the teaching experience of more than fifteen years have high self-concept than those who have the teaching experience of below fifteen years. The teachers of the age group of above forty years have more positive attitude towards teaching profession than those teachers who are in the age group of experience below fifteen years. The teachers having the teaching experience of more than fifteen years have more positive attitude towards their teaching profession than those teachers who have teaching experience of below fifteen years. The results of this study also supported by Gomati Mani & Gonsalves. And Zakariya, Dabat. G Mani and Gonsalves, (1997). conducted a study on self-concept of student teachers in relation to their performance in practice teaching. They found that teachers with less teaching experience. Dr. Zakariya Dabat, (2020). conducted a study on student's teachers teaching competency related to their attitudes towards the teaching profession. They found that more mature teachers have more positive attitude towards teaching profession than the less mature teachers.

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