

# **A Comparative Study of B.T.C and Vishist B.T.C Teachers in Respect of Their Professional Attitude**

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## **Abstract**

The importance of the teachers' professional development has been justifiably emphasised in educational discourse. Schools are not "faceless" organisations - on the contrary - the working conditions and the whole school culture of every school is shaped by teachers (and pupils), personal, interpersonal, contextual, and situational factors that change over time. Professional attitude is the feelings of an individual, behaviors and commitment to the profession. If the teacher is committed and has positive attitude then it is sure that his performance will be better and his effort will be fruitful. In this study 211 primary school teachers were taken as sample. A standardized tool developed by **UmmeKulsumas** Attitude towards teaching profession has been used in this study. The result shows that there is no as such significant difference in professional attitudes of B.T.C and Vishist B.T.C teachers. Further more the study also reveals that there is also no significant difference in professional attitudes of B.T.C teachers and Vishist B.T.C teachers on gender basis.

**Keywords:** B.T.C Teachers, Vishist B.T.C Teachers, Professional Attitudes, Gender.

## **Introduction**

Primary education or elementary education, as it is known in the India, fulfills the special needs of students during the first few years of their schooling life. Primary education has specific goals that make it a critical component of an educational system as a whole. Primary education is the first stage of compulsory education. The World Education Forum, held in 2000 set an ambitious goal: universal primary education by the year 2015. Schooling all children until they reach young adulthood is recognized as important because it leads to many substantial positive effects: better family health, lower birth rate, higher productivity, higher earnings, and improved economics of the country as a whole. Globally, however, more than 115 million children of primary school age do not attend school. In many countries, although primary education is compulsory, parents may provide this level of education at home. The constitution of India supports the right of universal education until age 14 and has had a longstanding goal of free and compulsory education for all children between the ages of six and 14. However, India remains a land of contradictions. Despite a vibrant emerging economy and a string of excellent colleges that produce high caliber professionals, India has not made the grade yet on primary education. About 20% of Indian children between the ages of six and 14 are not enrolled in school. Even among enrolled children, attendance rates are low and 26% of pupils enrolled in primary school drop out before Grade 5. As in India this education is provided by B.T.C and Vishisht B.T.C teachers so their importance is undeniable. So first of all we have to understand the characteristics of these two types of primary teachers. To be a B.T.C teacher one must have to pass with at least 50% in aggregate for B.T.C course and for a vishisht B.T.C teacher the minimum eligibility criteria is graduation, Teaching differs from the old "show-and-tell" practices as much as modern medical techniques differ from practices such as applying leeches and bloodletting. Students aren't consumers of facts. They are active creators of knowledge. Schools aren't just brick-and-mortar structures -- they're centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of our nation. Now the thousands of teachers are rethinking about every part of their jobs. Their relationship with students, colleagues, and the

community; the tools and techniques they employ; their rights and responsibilities; the form and content of curriculum; what standards to set and how to assess whether they are being met; their preparation as teachers and their ongoing professional development; and the very structure of the schools in which they work. In short, teachers are reinventing themselves and their occupation to better serve schools and students. In short, the professional attitude of B.T.C and Vishisht B.T.C teachers plays pivotal role in enhancement of primary educational level of Indian educational society. Primary school teacher should be professionally satisfied of their level of expression. This profession was accepted by the pioneer Group people in the country and gave the new direction to the society, but they got satisfied in this profession and they maintain the dignity and high expression level. Due to the involvement of science and psychological factor in modern education, the responsibilities of these teachers has been increased and in the present time we can only fulfill all these things in education till the teacher is psychologically fit. For the psychological health of a teacher it is mandatory to fulfill the level of expression and professional satisfaction. If a teacher is professionally satisfied it scene system. Teacher being a human is also a combination of social and personal traits. Social in terms of Ambition of Parents, Social hopes, pressure of peers, cultural value, support of the competitive community and Personal elements like personal desires, value of experience, general, economic background and cast background. These elements determines the level of expression and level is desire. It a teacher cannot put all these elements accordingly. It affects the teaching given by him and it creates the lower level of education, hence the level of expression and satisfaction of a teacher should be high.

#### Aim of the Study

Primary teacher is the founding stone of the basic educational society in India. Now -a- days teaching profession is becoming a tedious job. It is growing more challenging and difficult day by day. Teaching today not a desirous profession like a profession of doctor, engineer or an IAS. In most of the occasion our teacher opt teaching profession after going through failures in most of other professional fields. It generates a frustration or dis satisfaction among them. The aim of the study is to find the satisfactory level of B.T.C and Vishisht B.T.C teachers as far as their professional attitude is concerned. As both of them are subjected to impart the primary education in India and posses the minimum eligibility to be a primary teacher, their educational level is different. As a Vishisht B.T.C teacher do posses higher qualification and went through shorter training period as compared to a B.T.C teacher.

#### Objectives of the Study

1. To compare the professional attitude of B.T.C and Vishisht B.T.C teachers.
2. To compare professional attitude of B.T.C teachers on gender basis.

3. To compare the professional attitude of vishist B.T.C teachers on gender basis.

#### Review of Literature

**Zafar Iqbal Zaidi (2015)** conducted a study on Factors affecting Attitude towards teaching and its Correlates. He explores the agreements and contradictions existed in the findings of research concerned with Attitude towards teaching with respect to some demographic, academic and psychological characteristics of individuals. It was observed that majority of studies on Attitude towards teaching concentrated around some characteristics of individuals viz. Gender, Age, Locality, Qualification, Teacher training, subject stream type of institution, experience, etc. Respective reviews identified various correlates of Attitude towards Teaching. It concludes that Longitudinal and comparative studies on Attitude towards teaching were found lagged behind.

**Pradhan Pratima, (2015)** also conducted a study on professional attitude of school teachers with reference to gender and teaching experience. The objectives of the research were to study and compare the mean professional attitude of the School teachers on the basis of gender and teaching experience. Descriptive survey method of research was adopted to carry out the study. A researcher made tool 'Professional Attitude Scale' was used to gather required data. A sample of 120 Secondary School teachers from Navi Mumbai were drawn through stratified random sampling. The analysis of the data revealed that overall the teachers has high level of professional attitude. Teachers from both the gender and varied level of teaching experience show equal level of professional attitude.

**Rakesh, S. P & Khan B.R (2016)** conducted a study related to Shivamogga city; Here 200 Pre-service teachers (50 from each college) from Four B.Ed. colleges were randomly selected for data collection. There is no significant difference in the mean teacher attitude scores towards teaching profession in the economic area of male and female Pre-service teachers. There is a significant difference in the mean teacher attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitudes scores of female teachers in total area was found to be greater than ( $X=171.06$ ) their counterpart that is male Pre-service teachers ( $X=164.20$ ) respectively. There is no significant difference in mean teacher attitude towards teaching profession scores in the academic and cocurricular areas and total scores of rural and urban pre-service teachers at B.Ed level.

**Chakra barty. Aniruddha and Mondal Bhim Chandra (2014)** founds that Professional attitude is the feelings of an individual, behaviors and commitment to the profession. If the teacher is committed and has positive attitude then it is sure that his performance will be better and his effort will be fruitful. In his article he measured the professional attitude of prospective teachers in relation to their gender, category, religion, locale, subject stream and academic qualification. The attitude scale for teaching

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was constructed and standardized by the Investigators following the standard procedure. The results shows that prospective teachers' attitude towards teaching profession did not differs significantly with the variables like gender, religion, category, locale and stream of study. However, significant difference occurs in case of academic qualification.

### Hypothesis

Following is the hypothesis-

1. That there is no significant difference between B.T.C and Vishist B.T.C. teachers as far as their professional attitude is concerned.
2. That there is no significant difference between male and female teachers of B.T.C in relation to their professional attitude.
3. That there is no significant difference between male and female Vishist B.T.C teachers in relation to their professional attitude.

### Research Design

#### Sample

211 primary school teachers were considered in this study. Out of them 105 were B.T.C teachers and 106 were Vishist B.T.C teachers. Among 105 B.T.C teachers 35 were male teachers and 70 were female teachers. Further among 106 Vishist B.T.C teachers 57 male teachers and 49 were female teachers were selected for this study.

#### Tool used

"Attitude towards teaching profession" scale developed and standardized by UmmeKulsum (Bangluru) were used for this study.

#### Data Collection

For the present study total sample taken were 211. All the samples taken were of primary school teachers. The researcher personally visited the school from where the sample were drawn and collected the data from teachers using the above mentioned scale.

#### Result and discussion

The obtained statistics for study of professional attitude of B.T.C and Vishist B.T.C teachers have been given in table no. 1.

**Table-1**

**Mean, S.D and 't' value of B.T.C and Vishist B.T.C teachers regarding their professional attitude**

Group	N	Mean	S.D	't'	Significance
B.T.C	105	16.45	9.39	.374	Not significant
Vishist B.T.C	106	159.96	9.44		

Here the B.T.C and Vishist B.T.C teachers exhibited no significant difference as far as their professional attitude is concerned. The data was analyzed using the 't' test form the table no. 1. It is clear from the table that there is no significant difference between B.T.C and Vishist B.T.C teachers in relation to their attitude towards their primary teaching profession.

**Table-2**

**Mean, S.D and 't' value of B.T.C male and female teachers**

Group	N	Mean	S.D	't'	Significance
Male B.T.C teachers	35	159.34	9.959	.826	Not significant
Female B.T.C teachers	70	161.00	9.121		

Table no. 2 present the statistical comparison of professional attitude of male and female B.T.C teachers. The mean and S.D for both group along with corresponding 't' ration are given in the relevant columns of the table. The result shows that B.T.C male and female teachers do not differ significantly in respect of their professional attitude. In short they have the same attitude towards their teaching profession.

**Table-3**

**Mean, S.D and 't' value of male and female Vishist B.T.C teachers.**

Group	N	Mean	S.D	't'	Significance
Male Vishist B.T.C teachers	57	159.19	9.911	.912	Not significant
Female Vishist B.T.C teachers	49	160.86	8.879		

Going through table no. 3 one can see that male Vishist B.T.C teachers and female Vishist B.T.C teachers are also do not differ significantly in respect of their professional attitude. They have also similar attitude towards their teaching profession.

#### Findings

1. In this study it has been found that there is no much significant difference between B.T.C and Vishist B.T.C teachers in relation to their professional attitude.
2. There is no difference between Male and Female B.T.C teachers in relation to their professional attitude.
3. There is no significant difference between male Vishist B.T.C teachers and female Vishist B.T.C teachers in respect of their professional attitudes.

#### Conclusion

A teacher is the building block of any society. He is the torch bearer of a civilized nation. He not only builds the character of a child but nurtures also. It can only be possible if a teacher has a positive professional attitude towards his teaching profession. A teacher who has a positive attitude towards his profession can only bring the positive and desirable changes in the child. The teacher should not only utilize his class for this but also he should organize group for his personality and attitude development. He/She should try to develop group support for himself and also try to provide support to his other teaching colleagues. He should also try to express himself in his professional arena. Group discussions, seminars, skill development programs, drama and other social

or group activities may prove to be beneficial for developing and organizing group attitudes.

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