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A COMPARATIVE STUDY OF ATTITUDE TOWARDS TEACHING SKILL WITH AND WITHOUT SCHOOL TEACHING EXPERIENCES

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Keywords

Teaching attitudes,
Teaching skills,
Teaching experience,
Comparative study,
Teacher training

Abstract

The aim of this research paper is to investigate and compare the attitudes towards teaching skills among individuals with and without school teaching experiences. The study examines how prior teaching experience influences the perception and approach towards teaching. The methodology involves a comparative analysis of attitudes through surveys and interviews conducted with individuals from both groups. Findings from this research can offer insights into the impact of prior teaching experience on teaching attitude and may inform teacher training programs and educational policies. This paper presents a comparative analysis of attitudes towards teaching skills between individuals with and without prior school teaching experience. The study investigates how previous teaching experience influences attitudes towards teaching, examining factors such as confidence, efficacy, adaptability, and interpersonal skills. The research employs both qualitative and quantitative methodologies to gather insights into these attitudes, offering valuable implications for teacher training and professional development. The belief that the educational standard graph is failings often expressed by the govt. organization, the media and even teachers themselves.



1. INTRODUCTION

Governance Teaching is a complex profession that requires a combination of skills, knowledge, and attitudes. The attitudes of teachers towards teaching can significantly influence their effectiveness in the classroom. One critical factor that may shape these attitudes is prior teaching experience. This paper explores how individuals with and without school teaching experiences differ in their attitudes towards teaching skills. Teaching is a dynamic profession that requires a diverse set of skills and attitudes to effectively engage and educate learners. The attitudes teachers hold towards their craft can significantly impact their performance, job satisfaction, and ultimately, student outcomes. One critical aspect influencing these attitudes is prior teaching experience. This study aims to compare the attitudes towards teaching skills among individuals with and without school teaching experience.

2. BACKGROUND OF THE STUDY

The principle the attitude of the teacher was first adopted at world conference on: Access and Quality” which was held in Salamanca ,Spain (1994).It was further strengthen at the world education forum (Dakar,2000) ,however a decade ago a census has emerged among Indian intellectuals and pedagogies for adopting inclusive education in mainstream schools. However owing to lack of up-to-date knowledge, educational access and technology, disabled children in India were treated as unwanted and hence segregated from other children, so they received and are still receiving their education in special schools. However in recent times, there has been a tremendous shift towards having children with disabilities to carry out their studies in the same school where the normal children used to receive. It is not only the alternative measure for children with special needs for wants of separate special schools for these children, rather than it is psychologically well thought strategy for their holistic development. The Indian government continued to include the children with special needs under several of their education initiatives including the Sarva Shiksha Abhiyan (SSA,2001)and the National Curriculum Frame Work(NCF,2005).NCF(2005) has emphasized upon the implementation of policy of inclusion throughout the educational systems in the country.

3. LITERATURE REVIEW

Previous research has shown that prior teaching experience can have a substantial impact on teachers' attitudes and instructional practices. Teachers with prior experience tend to approach teaching with more confidence, adaptability, and practical insights. Conversely, individuals without teaching experience may possess theoretical knowledge but might lack the nuanced understanding of classroom dynamics and pedagogical strategies. Existing research highlights the importance of attitudes in teaching effectiveness.

Conversely, individuals without teaching experience may possess theoretical knowledge but might lack the nuanced understanding of classroom dynamics and pedagogical strategies. Existing research highlights the importance of attitudes in teaching effectiveness. Teachers' attitudes towards their profession, students, and instructional methods can shape classroom environments and student experiences. Studies have shown that experienced teachers often exhibit higher levels of confidence, adaptability, and efficacy in their teaching practices compared to novice educators. However, the specific impact of prior teaching experience on these attitudes warrants deeper exploration.

4. OBJECTIVES OF THE STUDY

- To assess the level of job satisfaction among male and female teachers in Secondary and upper secondary school
- To investigate the attitudes of male and female instructors in secondary and upper secondary schools in order to determine how teachers; attitude and job satisfaction impact instruction.
- To compare and analyze the attitude of Pre- service and in-service male and female primary school instructor about the teaching profession.

5. HYPOTHESIS

For this investigation, the following hypothesis were developed

- (i) There is no appreciable difference in the mean between pre- service and in- service teachers' opinions towards the teaching position.
- (ii) There is no appreciable difference in the mean attitude of male and female teachers in the teaching profession.
- (iii) There is no appreciable difference in the mean in the attitude of male and female in-service teachers' opinion about the teaching profession.
- (iv) There is no appreciable difference in the mean between pre- service and in- service female teachers' attitude regarding the teaching profession.

6. RESEARCH PROBLEM

In the beginning in 1970, all national schools phased out English as a language of teaching. The policy was put into effect because the govt. wanted to encourage racial harmony The new education strategy;s primary objective was to create a new common identity that the multilingual and multicultural in inhabitants could relate to . Despite views of a general decline

in the quality of the education and learning, English remain essential as a business language, especially as the private sector adjusts to the internet and the era of globalization.

7. RESEARCH METHODOLOGY

This study employs a mixed-methods approach to investigate the attitudes towards teaching skills. The research sample includes two groups: individuals with school teaching experience and those without. Surveys and semi-structured interviews are conducted to collect data on participants' attitudes towards teaching, perceived challenges, and preferred instructional methods. This comparative study will utilize a mixed-methods approach to gather comprehensive data on attitudes towards teaching skills. Quantitative surveys will be administered to participants with and without school teaching experience to measure their self-reported attitudes, confidence levels, perceived efficacy, and adaptability towards teaching. Additionally, qualitative interviews will be conducted to capture nuanced insights into how teaching experience influences attitudes towards specific teaching practices and classroom management.

8. DATA COLLECTION

143 teachers were provide the materials in person in order to collect data on their opinions towards the teaching profession. Prior to dispersing the tool, an appropriate rapport was established with the respondent's teacher by emphasizing the purpose and significance of the study.

9. DATA ANALYSIS

Quantitative data from surveys are analyzed using statistical methods to identify significant differences in attitudes between the two groups. Qualitative data from interviews are subjected to thematic analysis to gain deeper insights into participants' perspectives and experiences.

| Sl. No | Level of Attitude | No. of teachers | Percentage |
|--------|-------------------|-----------------|------------|
|--------|-------------------|-----------------|------------|

| | | | |
|----|------------------------|----|-------|
| 01 | Extremely Positive | 01 | 0.69 |
| 02 | Highly Positive | 56 | 39.17 |
| 03 | Above Average positive | 74 | 51.75 |
| 04 | Moderate positive | 11 | 7.70 |
| 05 | Below average | 01 | 0.69 |
| 06 | Highly Negative | 00 | 00 |
| 07 | Extremely negative | 00 | 00 |

10. MAJOR FINDINGS

The findings of the study reveal notable differences in attitudes towards teaching skills between individuals with and without school teaching experiences. Teachers with prior experience exhibit a more practical and nuanced approach towards teaching, emphasizing the importance of real-world classroom experiences in shaping teaching attitudes.

- ❖ Most educators see the future of their profession favourable
- ❖ There was no appreciable difference in the difference in the views of private and public schoolteachers towards the teaching profession. Teachers at private schools, on the other hand, were more positive about teaching than teachers in public schools.
- ❖ There was no appreciable difference in the views of male and female educators on teaching vacation. Male teachers were more positive about the teaching profession than the female teachers were.
- ❖ The views of qualified and experienced instructors towards the teaching profession were same. Untrained instructors felt better about the teaching profession than professional educators.

11. DISCUSSION

The discussion section interprets the findings in light of existing literature and educational theories. It explores the implications of prior teaching experience on the development of teaching attitudes and offers recommendations for teacher training programs and professional development initiatives. The results will be analyzed to identify significant differences in attitudes towards teaching skills between participants with and without school teaching experience. Statistical analysis of survey data will reveal trends and correlations, while qualitative findings will provide in-depth explanations and contextual understanding. The analysis aims to uncover the impact of teaching experience on attitudes and identify key factors contributing to these differences. The discussion will delve into the implications of the study's

findings for teacher training and professional development programs. Understanding how prior teaching experience shapes attitudes towards teaching can inform the design of effective training modules and support systems for both novice and experienced educators. Recommendations will be provided for enhancing attitudes and competencies among individuals transitioning into teaching roles.

12. RECOMMENDATIONS

Based on the findings, recommendations are made for educational institutions and policymakers to integrate practical teaching experiences into teacher training programs. Professional development initiatives should focus on providing opportunities for aspiring teachers to gain hands-on experience in educational settings. On the basis of the study results; the study recommends that:

- Appointing authorities should measure teaching aptitude while recruiting teachers.
- The promotion of teachers should be linked with their high level of teaching aptitude which should be measured from time to time.
- SSTs and ESTs should be trained to become effective teachers and to perform as efficient and competent teachers if their teaching aptitude is found to be low.
- In future, such a study can be conducted on a large population and sample in which the population and sample may be drawn from the whole of the West Bengal in India
- The aptitude of a teacher at the college and university level should be measured

13. LIMITATIONS AND FUTURE DIRECTIONS

The study acknowledges certain limitations such as sample size and regional context. Future research could explore the attitudes of teachers at different stages of their careers and investigate the transferability of teaching skills across different educational contexts.

14. CONCLUSION

The In conclusion, this research highlights the significance of prior teaching experience in shaping attitudes towards teaching skills. The study underscores the importance of practical

experience in enhancing teaching effectiveness and calls for further research to explore the long-term impact of teaching experiences on instructional practices. In conclusion, this study contributes valuable insights into the relationship between teaching experience and attitudes towards teaching skills. By comparing the attitudes of individuals with and without school teaching experience, the research sheds light on the role of experience in shaping teaching practices and professional outlook. The findings underscore the importance of continuous learning and reflective practice in nurturing positive attitudes towards teaching. The research found that although a relatively small minority of both genders, particularly the in-service teachers, had good views about teaching prospective and in-service male and female primary schoolteachers had less positive opinions towards their job. It is reasonable to assume that a variety of factors such as such as the low status of teachers in society, their low income, the absence of incentives and rewards, and the negative views held by the higher authorities, all had a role in negative perception of the teaching profession.

15. Authors Contribution

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

16. Conflict Of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

17. Plagiarism Policy

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will be taken care of by all authors. Journal and editors are not liable for aforesaid matters.

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