

# A STUDY ON THE ATTITUDE OF SELF FINANCING ENGINEERING COLLEGE TEACHERS

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## Abstract

The quality of education in any educational institute hinges on the availability of good teachers. A good teacher not only shows the right path that the students should follow but also prepares the human resource for the further development of the Nation. Teachers must have not only knowledge but also correct attitudes in order to bring out the best in them as well as in the students. Attitude as a concept is concerned with an individual's way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire education system. Hence a study on the attitude of teachers in self financing engineering colleges is crucial. In this study teaching staff of self financing engineering colleges were surveyed to identify their mind set about their profession.

An analytical study was carried out to determine if there is any relationship between the attitude of teaching staff and certain other critical factors. For this study, 600 teachers were selected from 20 self financing engineering colleges affiliated to the Anna University of Technology, Tirunelveli. The study has proved that the teachers of these engineering colleges have positive attitudes towards the profession. This attitude could be further developed through the implementation of various motivational initiatives, thus creating a sense of commitment to their profession and develop positive relationships with students.

Key words: attitude, transmission, motivation, commitment.

## Introduction

Teaching is regarded as the noblest of all the professions in the World. The quality of education in any educational institution hinges on the availability of good teachers. A good teacher not only imparts knowledge but also functions as an overall role model in terms of outlook, attitudes and conduct. Therefore, teaching jobs offer not just an opportunity to earn a living but to engage in one of the oldest and noblest professions of shaping human beings. Some people find teaching jobs appealing also because it entails engagement in various extracurricular and other activities of the institute. Teaching as a profession has

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attracted quite a good numbers of young people in the recent years as the number of private and government educational institutes are increasing at a very high pace in India and the world.

To quote the sayings of renowned personalities <sup>[1]</sup>:

The teacher's place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning -- Dr. S. Radhakrishnan

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds. He cannot quicken them – Tagore

#### Essential Qualities of a Teacher

##### a. Teacher as a Role Model

Role Models are people who set good examples by the words they speak and by the actions they perform. Role Models can be the people you know personally or people you have learned about thru other media. Students tend to copy the behavior and mannerism of the teachers. The teacher's entire personality is a reflection on the minds of the students. If the teacher is honest and leads a balanced life, the children adopt these virtues as the ideal conduct unconsciously.

##### b. Teacher's Character

A flower in bloom is loved by all and in this lies its glory. Similarly, man may be viewed as having achieved everything in life when he becomes perfect in character. If the best flowers among mankind take to teaching, society is abundantly enriched; their fragrance and beauty are then made the best use of. If the teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop good qualities.

##### c. Teacher's Personal Appearance

Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, industry, enthusiasm, drive, initiative and open mindedness. External appearance has a psychological effect upon the students. By attractive appearance, he/she can win the love and affection of his students and can command respect. He/she should be frank, tolerant, kind, fair and straight-forward so that he/she can stimulate learning.

##### d. Teacher's Physical Health

A teacher should possess a sound body along with a sound mind. He should have a sound physical health, physical energy and vitality. This will make him alert, cheerful, happy, dynamic and enthusiastic.

##### e. Teacher's Mental Health

The teachers must have good mental health. Students develop interest in those subjects, which are taught by pleasing and genial teachers. The teacher creates a certain emotional atmosphere in the classroom. If he has a good mental health, he can create love, interest and enthusiasm for learning and a taste in the subject he teaches.

##### f. Teacher's Social Adjustment

Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to

the society. He should know how to adjust himself to the social surroundings in which he lives. He should have good inner harmony and external harmony.

**g. Teacher's Professional Efficiency**

The teacher must possess a strong sense of vocation and true devotion towards teaching. He should have a genuine love for his calling. For his professional efficiency, he should have knowledge of psychology, educational philosophy, aims, contents, methods and materials of instruction, skill and interest in teaching. The teacher must have the required professional training, without which he will commit serious pedagogical blunders. Prof. Montague in his book "Education and Human Relations", asserts that, no one should ever be permitted to become a teacher of the young unless by temperament, attitudes and training, he is fitted to do so.

**h. Teachers Academic Accomplishments**

A teacher should possess thorough knowledge of the subjects he teaches. He should have sound academic grounding.

**i. Teacher's Accountability**

A teacher's accountability is very important in modern teaching-learning process, the accountability of the teachers should be evaluated at frequent intervals. There must be proper supervision of their work. The supervisor should see how far the

teachers are accountable in respect of teaching, research, co-curricular activities, use of aids and equipments in the classroom, utilization of local resources for the benefit of the students and development of students moral and ethical values.

**Attitude of Teaching Staff**

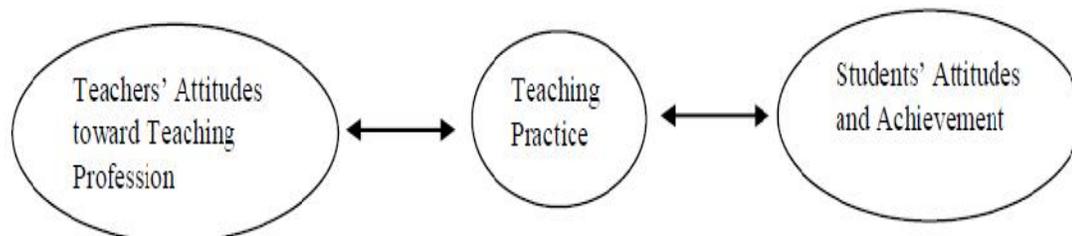
The word "attitude"<sup>[2]</sup> is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic, routine conduct. Furthermore, "attitude" means the individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events) (Morris & Maisto, 2005)<sup>[3]</sup>. Attitudes can be positive (values) or negative (prejudices). According to Kreitner and Kinicki (2007)<sup>[4]</sup>, there are three components of attitudes: affective, cognitive and behavioural. The affective component is a feeling or an emotion one has about an object or situation. The cognitive component is the beliefs or ideas one has about an object or situation, whereas the behavioural component of attitude reflects how one intends to act or behave towards someone or something (Kreitner & Kinicki, 2007).

According to Yara (2009)<sup>[5]</sup>, Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire education system. Attitudes are formed as a result of some kind of learning

experiences. They may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers'

disposition to form his own attitude, which may likely affect his learning outcomes.

Smith (1993)<sup>[6]</sup> schematized (Fig.1) this cause and effect relationship as follows;



**Fig.1: Cause and effect relationship between Teacher' attitudes & Students' attitudes**

The above figure indicates that, teachers' attitudes towards teaching have an effect not only on their teaching practice, but also on their students. That's why they have a crucial role in moulding students attitudes towards any subject. Teachers' attitude towards teaching plays a significant role in shaping the attitude of students towards learning. <sup>[7]</sup> Ogunniyi (1982) found that students' positive attitude could be enhanced by the following teacher-related factors:

- Teachers' enthusiasm,
- Teachers' resourcefulness and helpful behaviour
- Teachers' thorough knowledge of the subject-matter and their making the subject quite interesting.

#### Need For The Study

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner

relates and the entire education system. Hence a study on the attitude of teaching staff in self financing engineering colleges has been found crucial and the teaching staff of self-financing engineering colleges were surveyed to know their mind set about their profession. As teaching is an indispensable art which is required to mould and develop the nation at large, teacher's attitude about teaching and their related responsibilities have to be scrutinized to make education more effective.

#### Research Methodology

In order to analyse the attitude of the teaching staff towards teaching, a descriptive study was undertaken. This study was carried out to know if there is any relationship between the demographic factors and the attitude of teaching staff on the premises that:

- teaching develops personality and character
- personal problems of a teacher may affect his or her profession

- special coaching is an overburden to the teachers and
- teaching is a medium to serve humanity.

The study was also undertaken to find if there is any demographic factor wise difference in the attitude of the teaching staff. For the study, 600 teaching staff were selected from 20 self financing engineering colleges affiliated to Anna University of technology,

Tirunelveli, on a stratified random basis. The data so collected was analysed by the simple percentage method, chi-square method and the one way ANOVA method.

**Data Analysis and Interpretation**

Percentage analysis: In order to analyse the demographic factors of the engineering college teachers with their attitude towards teaching, percentage analysis has been made.

**Table 1: Percentage Analyses of the demographic factors.**

Demographic Factors	Description	Frequency	Percentage (%)
Gender	Male	252	42
	Female	348	58
Age	21-30	315	52.5
	31-40	216	36
	41-50	51	8.5
	Above 50	18	3
Qualification	PhD	12	2
	ME	291	48.5
	MTech	89	14.83
	MCA	72	12
	MBA	98	16.33
Designation	MSc	38	6.33
	Professor	12	2
	Assistant professor	115	19.17
Experience	Lecturer	473	78.83
	0-5	416	69.33
	6-10	153	25.5
	11-15	19	3.17
	16-20	8	1.33
Salary	21-25	4	0.67
	5000-10000	246	41
	10001-15000	237	39.5
	15001-20000	64	10.67
	20001-25000	38	6.33
	25001-30000	9	1.5
30001-35000	6	1	

Source: Survey data

For the study the demographic factors of gender, age, qualification, designation, experience and salary drawn were considered. Out of the 600 samples selected

for the study 58 per cent of the respondents are females and 42 per cent of them are male respondents.

#### Inferences

- a) It has been inferred that majority (52.5 per cent) of the respondents lie between the age group of 21 – 30, 36 per cent of the respondents are between the age group of 31 – 40, 8.5 per cent are between the age group of 41 – 50 and 3 per cent of the respondents are 51 -60 years of age.
- b) The study has revealed that only 2 per cent of the respondents are PhD holders. 48.5 per cent have ME, 14.83 per cent have M.Tech, 12 per cent have MCA, 16.33 per cent have MBA and 6.33 per cent have MSc.
- c) Further relating to the designation of the respondents, 2 per cent of the respondents are Professors. 19.17 per cent of the respondents are Assistant Professors and majority (78.83 per cent) of the respondents are Lecturers.
- d) The experience profile of the sample portrays that majority (69.33 per cent) of the respondents have teaching experience between 0 – 5 years, 25.5 per cent of the respondents have experience between 5 -10 years, 3.17 per cent of the respondents have experience of 10 - 15 years, 1.33 per cent of the teaching staff have an experience of 15 – 20 years and 0.67 per cent of the teaching staff have 21-25 years of experience.
- e) With regard to the salary drawn 41 per cent of the respondents get a monthly salary below Rs10000, 39.5 per cent of the respondents get a monthly salary between Rs10000 and Rs15000, 10.67 per cent of the respondents get a monthly salary between 15001 and 20000, 6.33 per cent of the teaching staff get a salary between 20001 and 25000, 1.5 per cent of the teaching staff receive a salary between 25001 and 30000 and 1 per cent of the teaching staff get a monthly salary between 30001 and 35000.

Scaling Technique: For the purpose of identifying the attitude of teaching staff towards teaching the five points scaling technique is used.

Table 2: Attitude of Teaching Staff Towards Teaching

Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	%	%	%	%	%
Teaching develops personality and character	32.50	61.17	5.83	0.50	0.00
Helps to learn new things	51.33	46.67	2.00	0.00	0.00
It is a good medium to serve humanity	52.00	43.67	3.83	0.50	0.00
Proud to be a teacher	58.50	38.50	3.00	0.00	0.00
Teaching offers wide variety of social contracts	40.83	48.00	6.50	2.83	1.83
Should make sure all understand the teaching	51.17	46.67	1.50	0.50	0.17
Should encourage students in academic performance	28.50	57.67	12.00	3.33	0.83

Source: Survey data

#### Inferences

- a) The five point scaling technique has proved that the teaching staff have a good and positive attitude towards the profession of teaching.
- b) Majority of them (61.17per cent) say that teaching develops personality and character.
- c) Majority of the respondents feel that teaching helps to learn new things, is a good medium to serve humanity and offers wide variety of social contracts.
- d) Most of the respondents feel proud to be in this noble profession and also say that they should encourage the students in academic performance.

Chi-Square analysis.

This analysis has been made to find whether the attitude of teaching staff is associated with the demographic factors of the respondents.

Table 3: Results of association between Demographic Factors and attitude of teaching staff towards teaching

Teaching as a medium to serve humanity	Demographic Factors	Chi-square value	Table Value	Implication
Teaching as a medium to serve humanity	Gender	0.571	9.488	No Significance
	Age	36.48	21.026	Significance
	Salary	12.625	15.5	No Significance
	Experience	23.195	15.5	Significance
Teaching develops personality and character	Gender	4.31	9.488	No Significance
	Age	12	21.026	No Significance
	Experience	29.39	21.026	Significance
Personal problems of teacher may affect his or her profession	Gender	2.98	9.488	No Significance
	Age	12.36	21.026	No Significance
	Experience	94.53	21.026	Significance
Special coaching is an overburden to the teachers	Gender	0.37	9.488	No Significance
	Age	16.31	21.026	No Significance
	Experience	13.21	21.026	No Significance

Source: Survey Data

From the above table the following hypotheses are established or not established.

Null Hypothesis<sub>1</sub>: There is no significant relationship between the attitude of the teaching staff with the demographic factors.

The chi-square analysis was done to find out if there is any association between the demographic factors and the attitude of teaching staff towards teaching. The analysis has indicated that age and experience have a significant relationship with the attitude of teaching staff that teaching is a medium to serve humanity. The experience of the teaching staff is associated with the attitude of teaching staff that teaching develops personality and character. The attitude that personal problems of a teacher may affect his or her profession also has a significant relationship with the experience of the teaching staff. The attitude of teaching staff that special coaching is an overburden to the teachers has no significant relationship with the demographic factors of age, gender and experience

#### Findings and Recommendations

This study on the attitude of teaching staff signifies that the teaching staff have good and positive attitudes towards the profession of teaching. A majority of the respondents feel that teaching helps to learn new things, is a good medium to serve humanity and offers wide variety of social contracts. The study also reveals that the age and experience have a significant relationship with the attitude of teaching staff that teaching is a medium to serve humanity. The experience of the teaching staff is associated with the attitude of teaching staff that teaching

develops personality and character and the attitude that personal problems of a teacher may affect his or her profession. It has also been identified that there is no demographic factor wise difference in the attitude of the teachers. Since this study shows a positive sign on the attitude of the teaching, this could be maintained by the engineering colleges through the implementation of various motivational factors, thus creating a sense of commitment to their profession and develop positive relationships with students. Faculty development programmes and training programmes to develop teaching competencies could create a positive attitude among the teaching staff that are yet in a negative attitude towards this aspect. Hence if this attitude could be modified, the educational institutions and the student community would have a dedicated lot of teaching staff.

#### Conclusion

Teachers are the pillars of an educational institution thus upholding them and giving out their knowledge to the student community, enabling them to give out their best to the nation. This could be made possible only if the teaching staff had a positive attitude towards this dignified mission of teaching. Teacher-student attachment and teachers' attitude towards work appears critical in promoting and maintaining positive teacher behaviours. Though the study shows a positive sign the attitude of the teaching staff could be further strengthened by creation of a conducive environment for the teachers to work in. This will make a teacher put in his/her best efforts, therefore serving the society by imparting knowledge with heart and mind and soul thereby serving to uplift the Nation.

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