

An Analytical Study on the Attitude of Primary School Teachers towards Academically Weak Students of Raipur City

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Abstract

Primary education plays an important role in unleashing the inherent abilities of a child, thus developing them into a confident personality able to cope with the fast changing society. Teachers play a crucial role in shaping the future of primary school students. This study investigated the attitude of primary school teachers towards academically weak students in Raipur city of Chhattisgarh state. The population of study comprised of all the primary school teachers in Raipur. For the present study, the 5 point standardized attitude scale developed by Mrs. Alka Puri was used for data collection. Quartile deviation and CR statistics were used to test the hypothesis at .05 level of significance. The findings of study indicate that more experienced teachers have more favorable attitude towards academically weak students than the less experienced primary school teachers.

Keywords: Primary school, teachers' attitude, academically weak students

1. Introduction

Elementary education is the most critical and crucial phase of education as it lays the foundation of overall personality development of children covering the first eight years of education. It is in this age that values are inculcated and environmental awareness is sharpened in children. Education is considered a critical input for investment in human capital. India has witnessed a substantial increase in literacy rates over the five decades. From 18.33% in 1951, literacy rate rose to 52.21% in 1991 and to 69.1% in 2019. According to survey report of 2011 Census of India, literacy rate for male was 75.85% and for female it was 54.16%. Though there is a substantial increase in the enrollment rate, but still there is a dropout rate of 35% in year 2016 that is a question mark on the success of our literacy programs.

1.1 Primary Education and academically weak students

Every child is unique in himself seeking individual attention. Generally in every class, there are some students who are slow learners and unable to keep pace with other students, ultimately resulting in lack of interest and inattentiveness leading to failure. Such students are termed backward pupils. Educational backwardness in children create a great problem and result in failure and dropout. So investigation in this area is utmost necessary. Kothari Commission (1964-66) has classified academic weakness as following.

- Mental handicap or low intelligence arising from hereditary or congenial factors or disease or injury.
- Under achievement or inability to perform up to the level of one's intelligence.

2. Review of Literature

Wundt (1954) investigated that elementary school teachers have more positive attitude than secondary school teachers. Burt (1963), came out with the conclusion that about 10% of the total school population at London were definitely backward due to various causes. Mucella, Melis and Ahu (2011) in their study on the effects of teachers' attitudes on students' personality and performance in Istanbul, revealed that teachers' positive attitude have positive influence on students' personality and their life performances. Wirth and Perkins (2013) revealed that teachers attitude contribute significantly to student attention in classroom. Shittu and Oanite (2015) in their study came out with the finding teachers attitude highly influence students interest in learning.

The present study focuses on the gap did not covered by the earlier studies, that is attitude of more experienced and less experienced primary school teachers towards academically weak students.

3. Statement of the Problem

An analytical study on the attitude of primary school teachers towards academically weak students of Raipur city.

4. Purpose of the Study

The present study aimed at investigating the attitude of primary school teachers having less than ten years of teaching experience and more than ten years of teaching experience towards academically weak students.

5. Hypothesis of the study

The following hypothesis was formulated for the study.

H1: The mean attitude score of highly experienced teachers will be more than the mean attitude score of less experienced teachers.

6. Method

The analytic survey research design was used for the present study. The population of the study comprised of all primary school teachers working within Raipur district, teaching in classes from I to V. However, to serve the purpose of present study, 150 primary school teachers were selected randomly from 10 primary schools that were also selected randomly. The tool used in the study was Alka Manjari Pati's standardized attitude scale of 5-point Likert type.

7. Results

7.1 Hypothesis Testing

H1 : The mean attitude score of highly experienced teachers will be more than the mean attitude score of less experienced teachers.

Table 1 : Distribution of attitude scores of teachers having more than 10 years of experience towards academically weak students.

Class Interval	Frequencies
135 - 139	1
130 - 134	3
125 - 129	3
120 - 124	9
115 - 119	11
110 - 114	7
105 - 109	13
100 - 104	16
95 - 99	7
90 - 94	5
85 - 89	9
80 - 84	3
75 - 79	2

70	-	74	1
65	-	69	0
60	-	64	0
55	-	59	0
			N = 90

$$Q_1 = 96.29$$

$$Q_2 = 105.27$$

$$Q_3 = 116.55$$

Table 2 : Distribution of attitude scores of teacher having less than 10 years experience towards academically weak students.

Class Interval		Frequencies	
135	-	139	0
130	-	134	0
125	-	129	0
120	-	124	2
115	-	119	2
110	-	114	2
105	-	109	10
100	-	104	7
95	-	99	6
90	-	94	6
85	-	89	6
80	-	84	4
75	-	79	2
70	-	74	4
65	-	69	3
60	-	64	1
55	-	59	1
			N = 60

$$Q_1 = 84.5$$

$$Q_2 = 97.0$$

$$Q_3 = 107.4$$

Table No. 3 : Test of significance between two experiential groups

Primary school	N	Mean	S.D.	Mean Difference	S.D. difference	CR
More experience teachers	90	100.55	14.07	10.8	2.52	4.29
Less experience teacher	60	94.75	15.77			

8. Findings

Based on the hypothesis tested in the present study, the findings indicate that teachers having more experience have more mean attitude score than the teachers having less experience. The more experienced teachers have more favourable attitude towards academically weak students than the less experienced teachers.

9. Discussion

The findings of this study goes with the findings of Wirth and Perkins (2013) that states that teachers attitude is directly related to students attention in the classroom. The findings of this study also goes with the findings of Fehintola (2014) that reveal that a professional teacher must demonstrate excellence attitudes in teaching.

10. Conclusion

The present study focussed on attitude of primary school teacher towards academically weak students. The attitudes of teachers covered in the study were behaviour, classroom management, communication and subject delivery.

11. Recommendations

As the present study is a time bound project, the following recommendations have been made for further studies

- Survey of school teachers attitude towards academically weak students could be conducted at other levels of education also.
- Study may be conducted to know the achievement of the academically weak students in relation to their attitude towards school environment.

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