

FACTS OF VARIOUS PERSPECTIVES OF TEACHER'S METHODOLOGY AND THEIR BEHAVIOR

Himanshu Kumar Sanju,
Assistant Professor,
Shri Jagdamba Education & Research Centre

DECLARATION: I AS AN AUTHOR OF THIS PAPER / ARTICLE, HERE BY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT/PATENT/ OTHER REAL AUTHORARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT/OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE/UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION. FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE)

ABSTRACT

Teaching learning materials promote student activity and effectiveness, facilitate learning, aid in acquiring higher-quality knowledge, and promote independence and critical thinking in students while choosing and gathering information. The study's primary goal is to determine the relationship between age, teaching experience, annual salary, qualification, the number of instructors at the school, location, management, gender, family size, marital status, and caste and the attitude of school teachers toward imparting knowledge. Education can be characterised as a deliberate, conscious or unconscious, psychological, sociological, scientific, and philosophical process that promotes both the maximum individual and societal development in order for both to experience the most happiness and prosperity. In a nutshell, education is the process of developing a person in accordance with his or her needs and those of the community, of which he or she is an integral part. The least effective method of teaching is verbalism; actual experience has the most impact. Direct experience-based activities are more efficient than projected and non-projected aids. Any form of technology increases student engagement and interest. Both computer-assisted learning and video-assisted learning are methodically programmed using all psychological concepts to maintain the learner's interest in both the learning process and social engagement. Teachers now have access to a variety of useful tools thanks to new technology, particularly the internet, which can be used to enhance the teaching-learning process. Due to the value of these tools, it is crucial for instructors to have more knowledge about the benefits and potential uses of technology in the classroom, as well as the outcomes that may be obtained from their use.

KEYWORDS: Education, Teaching Learning Materials, Teachers, Education, Communication, Attitude, Behaviour, teaching proficiency, student teachers.

INTRODUCTION

The functions and obligations of the teacher now extend beyond of the classroom. The key areas that keep teachers in the spotlight are the

execution of educational policies, the transfer of curricula, and awareness-raising. This profession now has a new dimension that calls for certain competencies and the proper mindset as a result of changing circumstances. Student personalities

are shaped by teachers' actions, attitudes, and interests. The tendency to respond to stimuli in a particular way is known as attitude. It is a dynamic entity that is open to modification. It determines how well the teacher performs. According to definition, attitude is a state of readiness that is moulded by experience and affects how people react to stimuli. It is the behavior's forerunner and might be positive, negative, or neutral. Because attitude is made up of three parts—behavioral, affective, and cognitive—it serves as a barometer for how people behave. The home environment, family background, socioeconomic background, beliefs, educational institutions, etc. are all factors that affect a teacher's attitude. A teacher's attitude is greatly influenced by the school's status, its facilities, its climate of safety, and its social and professional standing. The experience is another element that has an impact on attitude. This also applies to the teaching profession. The teacher's classroom experience has a big impact on how they develop their attitudes. Students' motivation to study is significantly influenced by the teacher's attitude toward the material and the students. The most important factors affecting a teacher's attitude are their gender and their sort of training. It has been discovered that female instructors have a favourable attitude about their career. Teachers' negative attitudes toward the teaching profession are caused by inadequate financial compensation and delays in salary payments. When they are reduced, these drawbacks can motivate instructors to be more conscientious and accountable in their work. Student teachers' attitudes regarding the teaching profession are shaped by their initial teacher education. Having a good attitude toward one's career promotes innovative thinking and inspires students. The various learning environments, teaching methods, and strategies used in the

initial teacher preparation programme are partially to blame for the disparity in student teachers' attitudes toward the teaching profession. The teacher's attitude has an impact on the calibre of the work produced and the instruction given. The teacher's attitude reflects the skills that she possesses.

Attitude towards Teaching Profession:

An attitude is a reaction to any situation, an event, or an item that can be either positive or negative. The teacher's attitude toward the teaching profession refers to their feelings or actions in that regard. The results of the secondary school teachers' performance on the attitude scale were used in the current study to determine how they felt about the teaching profession. Higher scores indicate a more positive attitude toward the teaching profession, according to the attitude scale.

Teacher Adjustment:

In order to create a more harmonious relationship between himself and his surroundings, a person continuously modifies his behaviour through the process of adjustment. (Jersild and Gates, 1998) Teacher adjustment refers to a teacher's interaction with the curriculum, pupils, teaching staff, and other members of the school community. The term "teachers adjustment" refers to how well teachers have adapted to the academic and general environment of the institution, as well as to their socio-psychological needs, professional relationships, personal lives, financial situations, and job satisfaction.

REVIEW OF LITERATURE

Khan, A. T. (2011) has carried out a study According to the quantitative and qualitative

findings of this study, secondary school instructors generally support or have positive attitudes toward inclusive education for kids with special needs. The study also found that the majority of secondary school teachers in Bangladesh had favourable opinions about include such kids in regular classes.

Belapurkar, M. A. & Phatak, V. S. (2012) have performed a study on teachers' attitudes and knowledge about inclusive education. According to the study's findings, instructors in both rural and urban schools have a mildly unfavourable attitude toward inclusive education's training and curriculum. This study also shows that the school's teachers lack understanding of government plans and regulations regarding inclusive education.

Das, A. & Bhatnagar, N. (2014) has carried out a study on the attitudes of secondary school teachers in New Delhi toward inclusive education. The study's key conclusion was that the Delhi teacher showed a favourable attitude toward including pupils with special needs. The results of this study also show that male teachers had a more favourable attitude toward inclusive education.

Galovic, D. & Brojcin, B. & Glumbric, N. (2014) have undertaken a study on Vojvodina's teachers' attitudes toward inclusive education. The findings indicate that, on the whole, participants had neutral attitudes about inclusive education and had more optimistic expectations for its results. This study also shows that teachers with prior positive experience working in inclusive environments, such as high schools and preschools, as well as early childhood educators, reported having higher positive attitudes toward inclusive education.

Kaur, M. & Kaur, K. (2015) have conducted a study "Attitude of Secondary School Teachers' towards inclusive Education". According to the study's findings, there was no discernible difference between secondary school instructors who were male and female in terms of their attitudes regarding inclusive education. According to this study, secondary school instructors in rural and urban areas differ significantly in terms of how they feel about inclusive education.

Kumar, A. (2016) 'Exploring the Teachers' Attitudes Toward Inclusive Education System' study was undertaken. The study's key conclusions are that teachers in rural and urban areas have very different perspectives on inclusive education. This study came to the conclusion that there are notable differences between male and female teachers, as well as between teachers with low and high levels of experience, when it comes to inclusive education.

INCLUSIVE EDUCATION IMPORTANT

All children have a better chance to succeed in the educational system when it is inclusive, and it helps to shift inequitable attitudes. Schools help children form their first relationships with people outside of their families and help them interact and form social bonds. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates inequity against traditionally marginalized groups. When education is more inclusive, then the students' concept of civic Participations, employment and community life will increase more.

BASIC ELEMENTS OF INCLUSIVE EDUCATION:

The main element of inclusive education is three types.

i. Use of teaching assistants or specialists:

These educators have a strong commitment to diversity. Occasionally, a specialist works inclusively by assisting the teachers in meeting the requirements of every student. A specialist who regularly excuses pupils from class to deal with them one-on-one is not.

ii. Inclusive curriculum: A curriculum that is inclusive contains topics that are pertinent to the area and contributions from disadvantaged and alternative groups. By avoiding binary narratives of good and bad, it enables curricular adaptation to meet the requirements of students with unique educational needs.

iii. Parental involvement: Even though most schools make an effort to incorporate parents, their involvement is frequently restricted to e-mails and special parent-teacher conferences. In a case like this, where there is a diverse educational system, inclusion entails considering several strategies for connecting with the parents on their terms.

ADVANTAGES OF INCLUSIVE EDUCATION:

The benefits of inclusive education are numerous for both students with disabilities and those who do not. The following list of advantages of this schooling is provided.

1. The participation of pupils in all school activities rises when there is inclusive education.

2.The youngsters perform better socially and academically in an inclusive environment.

3.The collaboration of various professionals, including teachers, psychologists, social workers, teacher educators, etc., in inclusive settings facilitates the development and implementation of educational programmes.

4.Diversity is now better understood and accepted because to inclusive education.

5. All pupils have more interaction opportunities thanks to inclusive education.

DISADVANTAGES OF INCLUSIVE EDUCATION:

1. There are not enough qualified teachers for an inclusive education system.

2. The resources offered by many schools are insufficient to teach children in inclusive classes.

3. Many times, instructional material is difficult to access and uninspiring.

4.The main obstacle to the practise of inclusion is lack of funding.

TEACHERS' ATTITUDE TOWARDS TEACHING PROGRAM

A teacher who facilitates education for an A person can also be referred to as a personal tutor or, more traditionally, a governess. Homeschooling is a legal option for formal education in various nations. Anyone with expertise or skills in the larger community environment may support informal learning as a teacher in a temporary or ongoing capacity, such as a family member. "Attitude is a mental or neurological state of readiness, organised through experience, exhibiting a directive or dynamic

impact over individual's behaviour to all objects and situations with which it is associated," according to Allport (1935). Additionally, attitudes refer to a person's general propensity to react favourably or unfavourably to an item, person, group of people, institution, or event. Nobody has any attitudes from birth. Through life experiences, people develop attitudes and interests that shape how they behave in relation to other people, professions, items, issues, circumstances, etc. Attitudes are highly individualised and complex in nature. Each individual's attitude organisation is distinct, and the organisation itself is the result of his or her responses to personal events. Individuals' attitudes might be positive (favourable) or unfavourable since attitudes have a significant impact on behaviour (unfavourable). There are three parts to attitudes, according to Kreinter and Kinicki (2007): the affective component (feeling or emotion), the cognitive component (beliefs or ideas), and the psychomotor component (behaviour towards someone or something). Through both direct and indirect interactions between society, schools, and teachers, these three factors most often appear to coequally impact instructors' classroom posture (Leite, 1994). As we just stated, attitudes may be either positive or negative and are acquired through our surroundings and life experiences. A teacher won't be able to succeed in his line of work if he has a bad attitude. Academic achievement, personality, interest, and other factors are all influenced by the teacher's intellectual attitudes, emotional responses, and varied habits (Bloom, 1976; Jeans, 1995; Brooks & Sikes, 1997). The success of education rests on the efforts of the important individuals who deliver high-quality education—teachers. But the professional credentials of a teacher, who serve as the system's cornerstone, determine whether the educational

system is successful (Celikoz& Cetin, 2004). The success of teachers is significantly influenced by their professional aptitude as well as their personality and attitude toward their work. However, some research showed no connection between academic success and beliefs about the teaching profession (GCPI, 1981; Bhandarkar, 1980; Saraswat, 1976). However, Mishra (1977) discovered a favourable association between the teachers employed by postgraduate institutions and those employed by intermediate-level institutions, with the postgraduate institution teachers having a noticeably more positive attitude toward the teaching profession. Regarding the relationship between attitudes and age, some research found a favourable attitude while others found a negative one. The association between age and attitude toward the teaching profession was shown to be unmistakably positive (Jaleel&Pillay, 1979). Another study (Gupta, 1979) found that attitudes deteriorated with age. Additionally, there was a strong correlation between the teachers' ages and their attitudes regarding the teaching profession (Bhandarkar, 1980). The link between attitudes and academic achievement on the one hand, and between attitudes and age on the other, was therefore found to have either consistent or inconsistent outcomes. In the current paper, an effort was made to determine the effects of academic success and age on the growth of teachers' positive or negative attitudes toward their line of work. The function of a teacher may vary among cultures. Teachers may instruct students in reading and numeracy, arts, religion, civics, community service, vocational training, crafts, or life skills.

CONCLUSION

Being a dynamic concept, attitude is influenced by factors like age, prior experience, beliefs, gender, and educational stream. Pre-service teacher training programmes help in moulding the attitude of teacher trainees by offering a series of experiences interwoven into their curriculum. New teachers start the teacher training programme with pre-existing beliefs. Based on research, it has been shown that there are no appreciable differences in teachers' attitudes toward the instructional programme. The local environment has a big impact on how teachers feel about their lesson plans. This suggests that teachers' attitudes toward their training programmes vary significantly depending on where they live. However, neither the attitude of the teacher toward the instructional programme nor the academic success of their students is impacted by age.

REFERENCE

- [1]. Belapurkar, M. A., & Phatak, V. S. (2012). Knowledge and attitude about Inclusive Education of school teachers: A study, *Scholarly Research Journal for Interdisciplinary Studies*, ISSN: 2278-8808, 1-2.
- [2]. Awal, A. (2013). Attitude of School Teachers towards Inclusive Education, *Harkamaya College of Education, Gangtok, Sikkim*, 6-7.
- [3]. Bubpha, s., & Erawan, p., & Saihong, p. (2012). Model Development for Inclusive Education Management: Practical Guidelines for Inclusive Schools, *Journal of Education and Practice*, ISSN 2222-1735, volume- 3, No-8, 1-3.

- [4]. Chopra, R. (2008). Factors influencing elementary school teachers' Attitude towards inclusive education, *British Educational Research Association Annual Conference's.V*, 2-4.
- [5]. Chowdhury, P. (2015). *Creating inclusive schools*, Rita Book Agency, Kolkata, ISBN978-93-84472-20-7, 1-8.
- [6]. Degi, K. (2014). A study on Attitude of Teachers towards Inclusive Education in Arunachal Pradesh, *Dept of Education Rajiv Gandhi University, Itanagar*, 1-3.
- [7]. Green, L.B. (2017). Teachers' Attitudes toward Inclusive Classrooms, *Doctoral Study Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Education, Walden University*, 14-16.
- [8]. Jamal Uddin, Md. (2017). *Creating an inclusive school*, Aaheli Publishers, Kolkata, ISBN-81-89169-51-31-1, 1-10.
- [9]. Kumar, A. (2016). Exploring the Teachers' Attitudes towards Inclusive Education System: A Study of Indian Teachers, *Journal of Education and Practice*, and ISSN 2222-1735, volume- 7.
- [10]. Kaur, M., & Kaur, K. (2015). Attitude of secondary school teachers towards inclusive education, *international journal of behavioral social and movement sciences*, ISSN 2277-7547, volume-4, 1-4.
- [11]. Kumar, A., & Midha, P. (2017). Attitudes toward Inclusive Education among School Teachers, *the International Journal of Indian Psychology*, ISSN 2348-5396 (e) | ISSN: 2349- 3429 (p) Volume 4, Issue 2, 1-3.
- [12]. Khan, A. T. (2011). Investigation of secondary school teachers' attitudes

towards and knowledge about inclusive education in Bangladesh. A thesis submitted in partial fulfilment of the requirements for the degree of Master in Education, University of Canterbury, 13-15.

- [13]. Orynassarova, D. (2017). A Comparative Study of Teacher Attitudes toward Inclusion in Kazakhstan and Turkey, Eurasian Research Institute of

KhocaAkhmetYassawi International Kazakh-Turkish University.Almali, Mametova, 48, 9-13.

- [14]. Yada, A. (2015). Japanese in-service teachers' attitudes towards inclusive education and self-efficacy for inclusive practices, International Master's Degree programme in Education Faculty of Education .University of Jyväskylä, 8-9.

Author's Declaration

I as an author of the above research paper/article, hereby, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website/amendments /updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct I shall always be legally responsible. With my whole responsibility legally and formally I have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and the entire content is genuinely mine. If any issue arise related to Plagiarism / Guide Name / Educational Qualification / Designation/Address of my university/college/institution/ Structure or Formatting/ Resubmission / Submission /Copyright / Patent/ Submission for any higher degree or Job/ Primary Data/ Secondary Data Issues, I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the data base due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Aadhar/Driving License/Any Identity Proof and Address Proof and Photo) in spite of demand from the publisher then my paper may be rejected or removed from the website anytime and may not be consider for verification. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds any complication or error or anything hidden or implemented otherwise, my paper may be removed from the website or the watermark of remark/actuality may be mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me

Himanshu Kumar Sanju