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## TEACHER'S PREFERENCES TOWARDS HIGHER EDUCATION TEACHING– A TOOL FOR CPD



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### Abstract

*In today's dynamic environment it is a necessity for the higher education teachers to be highly knowledgeable and competent in their domain. They need to possess various skill sets to adapt to the current requirements of the students. One of the basic requirements is the kind of attitude and preference the teachers have towards teaching. Teacher with a positive attitude will be a role model and he will influence his work environment in a positive way. This study was done on the basis to find out the reason behind why the teachers chose higher education as their career and also to find out there any relationship between their age and qualities they possess as a teacher.*

**Keywords:** Attitude, higher education, professional development, Teacher, Preference

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### Introduction

Attitude of the teacher is the basic tool for continuing professional development, without which the teacher cannot accomplish his obligation towards his profession. He acts as a guide to his students and directs them towards the right path and also, he acts as a personality developer and will influence students to develop their skill sets. In a way, positive attitude teacher is a national builder as he grooms his students as a better citizen. As observed by Nityanand Pandey (2016), that there is no relationship in attitude between well qualified teacher and less qualified teacher. Though, the well qualified teachers have pretty higher positive attitude towards the teaching profession.

As reviewed by Anupama Bhargava and Dr.MK Pathy (2014), there are various qualities such as age, experience, gender and education stream would help in building up the attitude of the teacher and also, they suggested that pre-service training will help them in building up the teacher's attitude.

As identified by Simona Alexandra Stan, Vesna Stancovici and Ramona Palos, states that as the teacher perceives that the experienced teachers give more importance to CPD than the less experienced teachers.

### Objectives

1. To find out the primary reasons of the higher education teachers to choose teaching as their career.
2. Age and qualities that teacher posses are independent.

### Methodology

A total of 100 higher education teachers were selected within 20 colleges through convenience sampling and out of which 54 were male teachers and 46 were female teachers with in Coimbatore district.

### Analysis

The data was collected and analysed using one-way ANOVA and Garrett's ranking.

### Results and Discussion

**Table 1 A primary reason of the higher education teacher's to choose teaching as their career**

	1	2	3	4	5	6	7	8	9	10	Total	Rank
<b>Score (X)</b>	<b>82</b>	<b>70</b>	<b>63</b>	<b>57</b>	<b>52</b>	<b>47</b>	<b>42</b>	<b>37</b>	<b>30</b>	<b>18</b>		
<b>Respect and Prestige (f1)</b>	32	14	13	15	9	7	3	0	2	5	6351	1
<b>Xf1</b>	2624	980	819	855	468	329	126	0	60	90		
<b>Passion towards the Job (f2)</b>	32	7	5	6	10	9	11	4	5	11	5672	3
<b>Xf2</b>	2624	490	315	342	520	423	462	148	150	198		
<b>Inspired by Others (f3)</b>	11	16	5	10	3	15	11	13	7	9	5083	6
<b>Xf3</b>	902	1120	315	570	156	705	462	481	210	162		
<b>Financial Security (f4)</b>	1	8	4	2	6	7	18	19	22	13	4002	8
<b>Xf4</b>	82	560	252	114	312	329	756	703	660	234		
<b>Work Life Balance (f5)</b>	8	35	21	11	7	7	2	6	3	0	6145	2
<b>Xf5</b>	656	2450	1323	627	364	329	84	222	90	0		
<b>Service to Nation (f6)</b>	0	2	3	5	4	4	14	25	30	13	3657	10
<b>Xf6</b>	0	140	189	285	208	188	588	925	900	234		
<b>Lesser Work Load When Compared to Other Jobs (f7)</b>	0	0	2	6	9	12	16	19	20	16	3763	9
<b>Xf7</b>	0	0	126	342	468	564	672	703	600	288		
<b>Better Opportunities for Research Work (f8)</b>	0	5	14	13	18	9	11	8	7	15	4570	7
<b>Xf8</b>	0	350	882	741	936	423	462	296	210	270		

<b>Better Opportunities for total Career Promotion (f9)</b>	0	4	27	26	18	16	6	0	1	2	5469	<b>4</b>
<b>Xf9</b>	0	280	1701	1482	936	752	252	0	30	36		
<b>Least Choice Available (f10)</b>	16	9	6	6	16	14	8	6	3	16	5088	<b>5</b>
<b>Xf10</b>	1312	630	378	342	832	658	336	222	90	288		

It is clearly observed from the above table, respondent's primary reason for choosing higher education teaching as their career for the reason to gain respect and prestige which is ranked first and with the score of 6531 followed by work life balance with the score of 6145 and the service to the nation is ranked least with the score of 3657.

**Table 2 H<sub>0</sub>: Age and qualities that teacher posses are independent**  
**One Way Descriptive**

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
<b>Qualities of a teacher</b>	25-35 Yrs	65	78.1385	7.75983	0.96249	76.2157	80.0613	57.00	90.00
	36-45 Yrs	21	77.7619	7.77756	1.69720	74.2216	81.3022	57.00	90.00
	46-55 Yrs	10	78.8000	6.89283	2.17970	73.8692	83.7308	72.00	90.00
	Above 55	4	82.7500	3.30404	1.65202	77.4925	88.0075	79.00	86.00
	Total	100	78.3100	7.53000	0.75300	76.8159	79.8041	57.00	90.00

### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
<b>Qualities of a teacher</b>	Between Groups	89.477	3	29.826	0.518	0.671
	Within Groups	5,523.913	96	57.541		
	Total	5,613.390	99			

From the above table it is understood that for the age and the qualities of a teacher the table significant values are greater than (0.05) the level of significance, the null hypothesis is accepted, it is concluded that the qualities of the teacher remains same across the age.

### Conclusion

From the result it is clear that most of the teachers choose teacher as a career to gain respect and prestige in the society as well as they feel that they can balance their personal life when they choose teaching as their career. The result also reveals that the quality of the teacher does not change with the age factor.

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