

SENSE OF RESPONSIBILITY AMONG SECONDARY SCHOOL TEACHERS IN  
RELATION TO ATTITUDE TOWARDS TEACHING, TYPE  
OF INSTITUTION AND TEACHING EXPERIENCE

□ Vimal Vidushy\*  
Dr. Nand Kishor\*\*

## ABSTRACT

This study aims to evaluate the Sense of Responsibility among secondary school teachers as well as to identify the differences based on their attitude towards teaching, type of institution and teaching experience as Professional responsibilities in teachers are not only teaching but also responsible for student outcomes because the quality of education depends much on the teachers sense of responsibility and their attitude towards teaching and teacher is considered to be the hub of teaching-learning process. The present study was conducted on a sample of 520 regular in-service teachers from Government and Private high schools and senior secondary schools from four districts of Punjab. The study used self-developed standardised Sense of Responsibility scale for teachers and Scale on Teachers Attitude towards teaching. The findings of the study revealed significant relationship between sense of responsibility and attitude towards teaching among secondary school teachers. The Study also showed that Sense of Responsibility differ significantly in relation to type of institution and teaching experience.

**Keywords:** - Sense of Responsibility, Teachers attitude towards teaching, Type of Institution and Teaching experience.

### 1. Introduction

In the fast-changing world of the 21st century, Secondary education is also changing; the role of the teacher will also change. Emerging societal challenges and new demands for education and teachers, converting schools into modern-day institutions with social contracts. The qualities of 'ideal' teachers are to fulfil their professional aims and needs for the future of nation. Sense of responsibility and attitude towards teaching are the very heart of the teaching profession. As stated by Lauermann and Karabenick (2013), a sense of responsibility refers to " how teachers themselves view their responsibilities and the conditions under which they are willing to accept personal responsibility for such consequences ". Similarly, teachers' attitudes toward teaching affect the nature and scope of teacher participation in education and related educational programs. By enhancing teachers' desired behaviour or

by changing their attitude towards the desired, constructive and effective learning of students can be achieved. So, teachers have to attain the sense of responsibility and attitude towards teaching in the teaching profession to ensure the fulfilment of the expected assignments. The present study is designed to investigate the sense of responsibility among secondary school teachers in relation to their attitude towards teaching.

### 2. Sense of Responsibility:

The complex concept of responsibility make reference to the social power that binds in the modes of action that power demands. Responsibility means accountability or answerability in one's power, control or management; Must be able to understand and respond to the field of association; Taking action based on connection and responsibility to oneself and others. Responsibility is a variable attribute and it is the process

\*Ph.D. Research Scholar, Deptt. of Education, Panjab University, Chandigarh

\*\*Principal, S.D.College, Hoshiarpur

by which culture stimulates and learns cultural aspects (Gangor, 1993). In this regard, a sense of responsibility is present in humans and is subject to change depending on the environment.

As generally conceptualized within educational settings, the fluid nature of responsibility is manifest in the variety of perspectives from which it has been studied. Winter (1992) and Birhoff et al. (2005), regarded responsibility as a relatively stable personality trait, shared by Guskey (1982) and Rose & Medway (1981), Lee and colleagues (Lee & Loeb, 2000; Lee & Smith, 1996) surveyed the shared sense of responsibility among teachers. The sense of responsibility is also linked to career success (Winter, 1991).

Liu (2001) refers to sense of responsibility with an attitude towards social persons, things to be done and responsibilities as independent individuals.

A sense of responsibility make reference to the psychological foundation and motivation of the subject when accepting and practicing responsibility, and is a vital part of responsibility. But, when teachers take responsibility for student success, they cannot hold themselves responsible for student failure, so teachers are responsible for success, but they are also responsible for other causes of failure (Gusky, 1987). There must be a high level of responsibility to teach teachers the responsibility to be effective and good role models.

### **3. Attitude towards teaching:**

Attitude is outlined in specialized literature, particularly in the works of social psychology, on the basis of theories of Gordon Allport. The word attitude is derived from the latin word “aptus” meaning opt, suited or prone. Kreinter and Kinicki (2007) mentioned three components of attitudes – affective component (feeling or emotion), cognitive component (beliefs or ideas), and psychomotor component (behaviour towards someone or something). Wickman (1928) was the first investigator to study teacher attitudes (Tantekin, 2002), set out teacher attitude as a teacher characteristic as well as it is a component of teacher personality. The attitude of a teacher towards their profession is pivotal in the interaction between teacher and a student. It is an emotional orientation, driven by teaching experiences to

respond positively to teaching.

Kagistabsi (2010). Attitude is the tendency to attribute to a person and regularly build thoughts, feelings, and behaviour about the mental object.

### **4. Need and Significance of the Study:**

As per the report of Diagnostic analysis of Elementary Education schemes in Rural Punjab (2016) sponsored by Niti Ayog says that there is lack of dedicated teachers in government schools and need to upgrade their skills and to develop critical understanding of new policies and pedagogical changes applied. Old teaching techniques are still used in classrooms, failure of many training programmes and lack of sense of responsibility among teachers and attitude towards teaching is now the major area of concern. Students in private schools and missionary schools generally have more responsibility than others. The argument following this statement is that teachers working in private schools are more responsible than other teachers in the school. Why is it like this? There may be many aspects to this response. In the current era, teachers seem to be indifferent to their duties. Lack of proper guidance from irresponsible teachers leads to students' unrest, discipline, strike, disobedience of parents and adults, and irresponsibility. The high level of sense of responsibility and the right attitude towards teaching makes the teacher an 'ideal teacher'. Also, relatively very little research has focused specifically on the relationship between sense of responsibility among teachers and their attitude towards teaching.

### **5. Review of related literature:**

Guskey (1984) unconcealed that those teachers showed higher sense of responsibility who perceived a positive change in their attitude towards teaching for positive and negative outcomes related to student learning. Lee and Loeb (2000) revealed that in small sized schools, teachers showed more positive attitude towards their responsibility for students' learning and students learn more. Belagali (2011) in his study revealed that the private secondary school teachers have higher attitude towards the teaching profession as compared to govt. secondary school teachers. Moreover, the teachers of secondary schools who belong to 26th years of teaching experience have higher attitude towards the teaching

profession as compared to less experienced teachers. Aliakbari and Kafshgar (2013) unconcealed that teachers differ significantly in some of their sense of responsibility aspects in relation to gender, average student number and graduation years. Teachers with 6-10 years of graduation indicated higher responsibility for student achievement. However, teachers didn't differ significantly in their sense of responsibility in relation to age, school type, school location, marital status, educational level.

**6. Research Objectives:**

1. To find the relationship between sense of responsibility and attitude towards teaching among secondary school teachers.
2. To find the difference between sense of responsibility among secondary school teachers with respect to their type of institution.
3. To find the difference between sense of responsibility among secondary school teachers with respect to teaching experience.

**7. Hypotheses:**

1. There exists a significant relationship between sense of responsibility and attitude towards teaching among secondary school teachers.
2. The sense of responsibility among secondary school teachers differ significantly with respect to their type of institution.
3. The sense of responsibility of secondary school teachers differ significantly with respect to their teaching experience.

**8. Methodology of the study:**

The present study is descriptive in nature and data collection is carried out through Survey Method. Data collection was planned through identification of Districts, Blocks, Clusters and Government and private

high schools and senior secondary schools from each cluster and finally teachers from each school. The present study was conducted on a sample of 520 regular in-service teachers from Government and private high schools and senior secondary schools from four districts (Ludhiana, Jalandhar, Hoshiarpur and Amritsar) of Punjab. Multistage and proportionate sampling was used for a more comprehensive investigation.

**9. Statistical tools used:**

In the present study different tools were used to collect data. The present study is descriptive in nature. The researcher has constructed, developed and standardized Sense of Responsibility scale for teachers and Teachers Attitude towards teaching in Indian conditions.

**10. Statistical techniques used:**

- Descriptive statistical techniques were used such as mean, median, standard deviation and t-test and one-way ANOVA.
- Product moment correlation worked out to study the relationship between sense of responsibility among secondary school teachers and teachers' attitude towards teaching.

**11. Results and Discussion:**

**Relationship between sense of responsibility and attitude towards teaching among Secondary School Teachers:**

To respond the first hypothesis posed in the study, product moment correlation was run to investigate the relationship between sense of responsibility and attitude towards teaching among secondary school teachers. As it is indicated in Table 1, there is a significant correlation between sense of responsibility and attitude towards teaching among secondary school teachers ( $r=.62$ ).

**Table 1: Coefficient of Correlation between sense of responsibility and attitude towards teaching of Secondary School Teachers**

Variables	Category	N	r	Sig./NS
Sense of responsibility and attitude towards teaching	Secondary school teachers	520	0.62	Sig. at .01 level

As a significant relationship was found between sense of responsibility and attitude towards teaching among secondary school teachers, therefore Hypothesis 1 stating, “There exists a significant relationship between sense of responsibility and attitude towards teaching among secondary school teachers” stands accepted. The finding of this study is supported by (Guskey, 1984; Lee and Loeb, 2000 and Halvorsen lee and Andrade, 2009) who found that those teachers showed higher sense of responsibility who consider a positive change in their attitude towards teaching for student learning and

positive relationship exist between sense of responsibility and attitude towards teaching .

**Difference between sense of responsibility among secondary school teachers with respect to their type of institution.**

In order to find if there exist any difference in sense of responsibility among secondary school teachers with respect to their type of institution, the test of significant difference between the means of the sample through 't' test was calculated. The detail of the result had been presented in table 2.

**Table- 2. Significance of Difference between Mean Scores of sense of responsibility among Secondary School Teachers from private and govt. schools (N=520)**

Group	Variable	N	Mean	S.D	SE <sub>M</sub>	t-ratio	Sig./Not Sig.
Secondary School Teachers of Private Schools	Sense of Responsibility	260	80.33	12.68	0.79	3.72	Sig. at .01
Secondary School Teachers of Govt. Schools		260	76.06	13.50	0.84		

Table 2 revealed that the mean scores of sense of responsibility among secondary school teachers from private and govt. schools as 80.33 and 76.06 respectively. The t-ratio is calculated as 3.72 with  $d_f=518$  which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of sense of responsibility among secondary school teachers from private and govt. schools. The private secondary school teachers showed higher sense of responsibility in comparison to government secondary school teachers.

As the mean scores of secondary school teachers from private and govt. schools in sense of responsibility

differ significantly, Therefore, hypothesis 2 stating, “The sense of responsibility among secondary school teachers differ significantly with respect to their type of institution”, stands accepted.

**Difference between sense of responsibility among secondary school teachers with respect to their teaching experience.**

In order to find if there exist any difference between sense of responsibility among secondary school teachers with respect to their teaching experience, A one-way ANOVA between groups was calculated. The detail of the result had been presented in table 3.

**Table: 3 Summary of one-way ANOVA on Scores of sense of responsibility of secondary school teachers with respect to teaching experience (N=520)**

Source of Variation	SS	$d_f$	MS	F-value
Between Groups	1911.86	2	955.93	5.54**
Within groups	89269.52	517	172.67	
Total	91181.38	519		

\*\* Significant at 0.01 level

Group	N	Mean	SD
Secondary school teachers with teaching experience of 1-10 years	162	79.89	12.70
Secondary school teachers with teaching experience of 11-20 years	257	76.92	13.58
Secondary school teachers with teaching experience of 21-30 years	101	78.72	13.08

Table 3 depicts the F-ratio after comparing sense of responsibility of the groups of secondary school teachers with teaching experience of 1-10 years, 11-20 years and 21-30 years. The F-value obtained was 5.54 which is significant at 0.01 level which leads to the conclusion that the sense of responsibility of secondary school teachers with teaching experience of 1-10 years, 11-20 years and 21-30 years differ significantly. Hence hypothesis 3 stating, 'The sense of responsibility among secondary school teachers differ significantly with respect to their teaching experience' stands accepted.

Further the analysis of mean scores of groups of secondary school teachers with teaching experience of 1-10 years, 11-20 years and 21-30 years depicts that sense of responsibility is highest among secondary school teachers with teaching experience of 1-10 years whereas it is least among teachers with 11-20 years of teaching experience. These findings are in line with Aliakbari and Kafshgar (2013) who found that teachers differ significantly in some of their sense of responsibility aspects in relation to gender, average student number and graduation years. Teachers with 6-10 years of graduation indicated higher responsibility for student achievement.

## 12. Findings :

1. There exists a significant relationship between sense of responsibility and attitude towards teaching among secondary school teachers.
2. A significant difference exists between sense of responsibility among secondary school teachers from private and govt. schools. The private secondary school teachers showed higher sense of responsibility in comparison to government secondary school teachers.
3. The sense of responsibility of secondary school teachers with teaching experience of 1-10 years, 11-20 years and 21-30 years differ significantly.

Sense of responsibility is highest among secondary school teachers with teaching experience of 1-10 years whereas it is least among teachers with 11-20 years of teaching experience.

## Conclusion

The above study gives a clear idea that sense of responsibility is closely related with teacher's attitude towards teaching. If teachers show great sense of responsibility in their work and positive attitude towards their teaching and if they are enabled and empowered to perform multiple tasks the result would be a high quality of teaching which will eventually lead to nation-building. Teacher attitudes are an important variable in the classroom application of novel ideas and new techniques while teaching. Hence, the teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society.

## References :

1. Abazaoglu, I., Yildirim, O., & Yildizhan, Y. (2014). Turkish studies international periodical for the languages. *Literature Hist. Turkish*, 9(2), 1-20.
2. Aliakbari, M., and Kafshgar, N.B. (2013). On the relationship between teachers' sense of responsibility and their job satisfaction: the case of Iranian high school teachers. *European Online Journal of Natural and Social Sciences*, 2(2), 487-501.
3. Bierhoff, H.W., Wegge, J., Bipp, T., Kleinbeck, U., Attiggrabosch, C., & Schulz, S. (2005). Development of a questionnaire to measure self-responsibility or: "There is nothing good, except one does it". *Journal for Personal Psychology*, 4(1), 4-18.
4. Gungor, E. (1993). *Researches on the psychology of values*. Istanbul: Otuken Publishing.
5. Guskey, T. R. (1981). *Measurement of the*

- responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Education*, 32(3), 44-51. doi: 10.1177/002248718103200310
6. Guskey, T. R. (1984). The influence of change in instructional effectiveness upon the affective characteristics of teachers. *American Educational Research Journal*, 21(2), 245-259. doi: 10.2307/1162442
  7. Halvorsen, A.L., Lee, V. E., & Andrade, F. H. (2009). A mixed-method study of teachers' attitudes about teaching in urban and low-income schools. *Urban Education*, 44(2), 181-224. <http://dx.doi.org/10.1177/0042085908318696>.
  8. Kagitcibaşı, C. (2010). *People and People Today: Introduction to Social Psychology*. Istanbul: Evrim Publishing.
  9. Kreitner, R. & Kinicki, A. (2007). *Organization Behavior*. Arizona: McGraw-Hill Ryerson.
  10. Lauermaun, F., & Karabenick, S. A. (2013). The meaning and measure of teachers' sense of responsibility for educational outcomes. *Teaching and Teacher Education*, 30(1), 13-26. <http://dx.doi.org/10.1016/j.tate.2012.10.001>
  11. Lee, V. E., & Loeb, S. (2000). School size in Chicago elementary schools: effects on teachers' attitudes and students' achievements. *American Educational Research Journal*, 37(1), 3-31. <http://dx.doi.org/10.2307/1163470>.
  12. Lee, V. E., & Smith, J. B. (1996). Collective responsibility for learning and its effects on gains in achievement for early secondary school students. *American Journal of Education*, 104(2), 103-147. <http://dx.doi.org/10.1086/444122>.
  13. Liu, T. F. (2001). The construction and cultivation of students' sense of social responsibility. *Educational Researches and Experiment*, (4), 26-30.
  14. Niti Ayog (2016). *Diagnostic Analysis of Elementary Schemes in Rural Punjab*, Retrieved from [http://www.niti.gov.in/writereaddata/files/document\\_publication/NITI-EE\\_0.pdf](http://www.niti.gov.in/writereaddata/files/document_publication/NITI-EE_0.pdf)
  15. Rose, J., & Medway, F. (1981). Measurement of teachers' beliefs in their control over student outcome. *Journal of Educational Research*, 74 (3), 185-190.
  16. Tantekin, F. (2002). *The attitudes of early childhood teachers toward gender roles and toward discipline*. The Florida State University. ProQuest Dissertations and Theses, 179 p. Retrieved from <http://search.proquest.com/docview/305525381?accountid=13014>
  17. Wickman E. K., (1928). *Children's Behavior and Teachers' Attitudes*. New York: Commonwealth Fund Books.
  18. Winter, D. G. (1991). A motivational model of leadership: Predicting long-term management success from TAT measures of power motivation and responsibility. *Leadership Quarterly*, 2(2), 67-80. doi: 10.1016/1048-9843(91)90023-U

