

Full Length Research Paper

An Investigation into the Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India.

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Teacher was compared to a God and treated as a combination of the Trimurty (Brahma, Vishnu and Maheswar) as well as the supreme one. The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation. Teaching is a scared profession. The society places high hopes on a teacher. Keeping the importance of Teaching Profession an attempt has made through this study by the investigators to know the attitude of secondary school teachers towards Teaching Profession in Purulia District of West Bengal. The present study was based on survey method, particularly, the normative survey research method. One hundred eighty teachers (both male and female) teaching in Social and General Science streams were taken as representative sample of the whole population. An attitude scale was used for collecting the data. The means of both groups were tested for significance of difference by using 'CR' test. It was found that, the attitude of secondary school teachers of Purulia district of West Bengal is neither more favourable nor unfavourable towards Teaching Profession i.e., satisfactory or average in attitude towards Teaching Profession.

Key words: attitude, teaching, teaching profession.

INTRODUCTION

Education is a lifelong process. In this process of education, the teacher plays an important role. Without teacher the process of education is ineffective. He is the heart of the matter of this process. Education takes place through the interaction between the teacher and the taught. The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of the mankind and architect of the nation. The true text book for the pupils is his teacher. He trains the minds, cultivates manners, and shapes the morals of the members of the community at

their most impressionable age. The educational system of our country is one poised for a leap forward towards the 21st century and is in the process of a remarkable transformation. No educational reform is possible without the teacher (Mohanty, 2003) Teacher's function should not be confined in the classroom teaching only rather he should be the role model before the students in all activities in and around the school. Teaching profession is a noble profession. The University Education Commission (1948) emphasized the importance of the teacher and his responsibility. The aim of education is the

all round development of child's personality. This need of education can be realized only when the teaching profession is effective. Effective teaching is the development of total attitude towards teaching profession. The attitude can be effective when the teacher is able to motivate the learners to learn in desired direction. When it has universally acknowledged that a teacher is the pivot in any educational system and professional efficiency of teacher depends to a considerable extent upon attitude which he bears towards the profession. Kothari Commission (1964-66) has aptly observed that "*the future of the nation is shaped in her class room*". The teacher has a powerful and abiding influence in the formation of the character of every future citizen. He acts as a pivot for the transmission of intellectual, technical skills and cultural traditions from one generation to the other. The responsibility of the teacher is very great, therefore the nation depends upon the teacher well being. National Policy of Education (1986) has rightly stated that, "*The status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teacher*". NCTE (1998) in Quality Concerns in Secondary Teacher Education, - "*The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage*". The American Commission on Teacher Education rightly observes, "*The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher* (Mohanty and Nayak, 1996)." The religious leaders, social reformers and educationists are also given much more importance to teacher in different periods. Tagore says that "a lamp can never light another lamp, unless it continues to burn its own flame. A teacher can never truly teach unless he himself continues to learn". Therefore teacher has to adopt improve ways of teaching and learning. Dr. S. Radhakrishnan says that "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. He not only guides the individual, but also, so to say the destiny of the nation". Dr. Zakir Hussain- "the teacher is indeed, the architect of our future". Humayun Kabir- "teachers are literally the arbiters of a nation's destiny". Saint Kabir- "Both teacher and God are standing before me. Whom should I pay obeisance? I bow to my teacher. Who guided me to God". Teacher is the most important factor in the reconstruction of education. But 'teaching is not every body's cup of tea' as asking says 'teaching is painful continuous difficult work to be done by kindness, by watching, by warning, by perfecting, by praise, but

above all by exercise' (Rao and Sumita, 2012).

Teaching is a complicated and a highly technical job. So in order to make teaching effective and meaningful every teacher should know the subject matter, the art and science of teaching and latest developments in the art of instruction and the subject matter. Teaching is a profession-indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. It is only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. Therefore, in order to befit the teachers to their roles, a sound professional training is needed. Induction training and continuous education thereafter equips the teachers with adequate knowledge and skills to perform their professional functions. Hence, the training of the teachers assumes special importance. Professional training of a teacher implies his mastery in knowledge of the subject, in pedagogy and teaching techniques.

Best on the commission reports, several positive steps have undertaken to improve the quality of teacher education by organizing a suitable climate and improving the socio-economic status of the teacher. But unfortunately these measures have neither help to improve the morale of the teachers nor enabled them to have a favourable attitude towards teaching profession by upholding the dignity and status of the teaching profession. Hence, improving the quality of education in the continuing to be a burning problem the educationist have concentrated more on secondary and higher levels of education than on primary education. Several studies may have to be undertaken to arrive at a class concerns on the matter. The present study is a modest attempt in this direction. In recent period there is a general feeling that the teachers do not have satisfaction in their profession. There seems to be a growing discontentment on the part of the teachers towards their teaching profession, as a result of which standards of education are failing. It is a fact that the teachers are really dissatisfied in spite of the various plans and programmes which have been implemented by the state and central government to improve their a lot. Maximum teacher have no real love for their profession or interest in their students. The progress and standard of any nation cannot be beyond the standard of her system of education and the standard of her educational institutions. The standard of any educational institution, in turn, cannot rise beyond the levels of its teachers. Naturally, the question arises: what is the real situation? Do the teachers really have unfavourable attitude towards teaching profession? In order to get answer to the above

question, the researchers decided to take up a systematic and objective attitudinal study of the secondary teachers towards their teaching profession. Therefore, the present investigators intended to restrict their research work to Purulia district of West Bengal.

STATEMENT OF THE PROBLEM

The problem for the present study is specifically stated as below:

"An Investigation into the Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India".

NEED AND SIGNIFICANCE OF THE STUDY

Teachers who are generally unenthusiastic about the teaching profession (that is having a negative job orientation) reported in one study, that they were more distressed about their teaching situation than were teachers who were enthusiastic. Thus, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher's attitude also influences the behaviour of her / his students. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. Thus, teacher's attitude towards teaching profession forms the major variable for the present study on secondary school teachers.

The study is significant for a number of reasons. Firstly, a deeper understanding of teachers' attitudes towards teaching profession in the content area will be gained. Secondly, the results from this study can help the Government as well as the Head of the school to develop positive attitudes in teachers towards teaching profession. Finally, the information gained from this study can benefit to the new comers in this profession. Importance of the study of teacher's attitude towards teaching profession is generated in the mind of investigator to study the influence between moderator variables. From the psychological point of view the teachers' attitude is most influential in teaching profession. Attitudes are generally the outcome of values and more implied in the environment surrounding the

young mind. Schools should build up a good environment where favourable teacher's attitude towards teaching profession may find healthy sustenance. Hence there a great need for a study of teachers attitude towards teaching profession in Secondary schools in relation to gender and locality. Therefore, the researchers feel that particularly the school teacher's opinions or their attitudes can never be ignored, rather those should be reviewed or re-explored time to time, it is this feeling that has urged this investigators to take up the present study on a particular region of West Bengal. It is expected that, this study, through small, will be able to make some significant contributions in the field of education.

SCOPE OF THE STUDY

This type of study may be conducted in different ways and at different levels, such as:

1. A comparative survey of attitude of secondary school teachers of Purulia district of West Bengal towards Teaching Profession may be undertaken.
2. The attitude of the secondary school teachers belonging to rural and urban areas of a single state or of all the states of India towards Teaching Profession may be compared.
3. The attitude of the secondary school teachers belonging to different socio-economic status may be investigated.
4. 'In-depth' attitudinal studies may be conducted in order to know real attitude of the secondary school teachers towards Teaching Profession.
5. Causal studies regarding attitude of teachers towards Teaching Profession may be conducted.

RESEARCH QUESTIONS

What are the teachers attitude towards Teaching Profession at secondary school in Purulia District?

Sub-questions

- a) Is there a significant difference in attitudes towards Teaching Profession between male and female teachers?
- b) Is there a significant difference in attitudes towards Teaching Profession in the content area between the teachers who teach at rural area and who teach at urban area?
- c) Are there significant differences in the attitudes of teachers towards Teaching Profession in the content areas between the teachers who received pedagogical training and those who did not?
- d) Are there significant differences in the attitudes of

teachers towards Teaching Profession in the content areas based on the subject group?

DELIMITATIONS OF THE STUDY

(A) Geographical Area:

The investigation was delimited to only Purulia district of West Bengal.

(B) Level of Profession:

- (i) The study was restricted to the secondary school teachers of the said district.
- (ii) Among the Teachers only the General and Social Science teachers in secondary schools of Purulia district were considered as the subjects of the present study.

(C) Type of Study:

This study was conducted only at surface level. It was not an 'in-depth' study. Attempts to know the subject's attitude by administering an attitude scale constructed by the researcher herself. No inter-state comparison was done. Only intra-district comparison between the male teachers and female-teachers, between General and Social science teachers, rural and urban teachers, Trained and Untrained teachers were done.

OBJECTIVES OF THE STUDY

1. To ascertain the attitude of secondary school teachers of Purulia district of West Bengal towards Teaching Profession.
2. To compare the attitude of Male and Female-teachers in secondary schools towards Teaching Profession.
3. To compare the attitude of Rural and Urban secondary school teachers towards Teaching Profession in Purulia district of West Bengal.
4. To compare the attitude of Trained (Pedagogical training) and Untrained (No Pedagogical training) secondary school teachers towards Teaching Profession in Purulia district of West Bengal.
5. To compare the attitude of Social Science and General Science teachers in secondary schools towards Teaching Profession in Purulia district of West Bengal.

HYPOTHESES OF THE STUDY

H1: The Secondary school teachers will have more

favourable attitude towards Teaching Profession in Purulia district of West Bengal.

H2: There is significant difference between the attitude of Male and Female teachers towards Teaching Profession in Purulia district of West Bengal

H3: There is significant difference between the attitude of Rural and Urban Secondary School teachers towards Teaching Profession in Purulia district.

H4: There is significant difference between the attitude of Trained (Pedagogical Training) and Untrained (No Pedagogical Training) secondary school teachers towards Teaching Profession.

H5: There is significant difference between the attitude of Social Science and General Science teachers in secondary schools towards Teaching Profession in Purulia district of West Bengal.

POPULATION OF THE STUDY

All the secondary school teachers of Purulia district of West Bengal comprised the population of the present study.

SAMPLE AND SAMPLING PROCEDURE

The present study is acted out in Purulia District. In this study the schools are selected randomly from different blocks and municipality. The blocks which are selected randomly are: Purulia-I, Purulia-II and Jhalda-II and the selected municipality is Purulia Municipality. Again, two schools are selected randomly from the three blocks and five schools are selected randomly from Purulia Municipality. Therefore there are 11 schools in this study. Among all secondary schools of Purulia district only 11 schools (Purulia block), six schools from rural and five schools from urban have been taken as the representative sample of the whole population of the present study. Random sampling method is applied for selecting the sample of the schools and clustered sampling method for selecting secondary school teachers as samples for the study. The total number of the sample teachers was 180 (90 teachers from the urban areas and 90 teachers from the rural areas studying attitude towards teaching profession under West Bengal Board). Out of 180 teachers there are 90 male and 90 female teachers.

TOOL USED

An Attitude Scale (Likert Type) was used for knowing the attitude of the secondary school teachers towards Teaching Profession. The tool was a five-point scale; that is to say, there were five scale points

Table 1. Five point scale of Likert's method

Items	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
Favourable	5	4	3	2	1
Unfavourable	1	2	3	4	5

Table 2. To ascertain the attitude of Secondary school teachers in Purulia district of West Bengal towards Teaching Profession.

Category	N	Mean	S.D
Teachers	180	118.47	12.72

Table 3. Showing significance of difference between the attitude of female teachers and male teachers towards teaching profession.

Group	N	Mean	SD	D	SED	CR	Table value	Null Hypothesis
							$\alpha = 0.05$	$\alpha = 0.01$
Female	90	120.40	12.86				1.96	2.58
Male	90	116.53	12.36	3.87	1.88	2.06		

against each item so that the respondent's degree of agreement to a particular item could be known.

In the scoring procedure, Likert's method was used. In this method, a number of statements or items regarding the issue have constructed. The subject is asked to indicate the degree of agreement towards each item on a five point scale: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Weight age was given in Table 1.

Discriminating value of each item was found out. Test-retest reliability was judged by administering this test on another group of 10 Secondary School Teacher twice with a gap of Seven days. The co-efficient of correlation between two sets of scores was 0.60.

Lastly, expert validation of the scale was done by giving the tool to five experts in the area, and requesting them to give their expert opinions regarding the validity of the tool. After necessary modifications in the items on their suggestions, the tool was finalised.

STATISTICAL TECHNIQUE

'CR' test was used to analyze the collected data and verify the hypotheses.

RESULTS AND DISCUSSION

Through the help of cut-off point we verify the H1. Here Cut-off Point is $M + 1\sigma$. It means, Mean=118.47, N=180 and $\sigma=12.72$. Hence $M + 1 \sigma$ is $118.47 + 1 \times 12.72 = 131.19$. And $M - 1 \sigma = 118.47 - 12.72 = 105.75$. Most of school teachers (66 in number) that is, 36.67 % of teachers were lies between 105.75 to 131.19 scores. Hence, it can be said that the attitude of school teachers of Purulia district of West Bengal is neither more favourable nor unfavourable towards Teaching profession that is, satisfactory or average in attitude towards Teaching profession (Table 2, Figure 1).

In the Table 3, it is seen that $CR = 2.06$ is greater than the table value of CR at $\alpha=0.05 = 1.96$ (i.e. $2.06 > 1.96$), we reject the null hypothesis and accept the alternative hypothesis at $\alpha=0.05$. Thus, the CR test revealed that

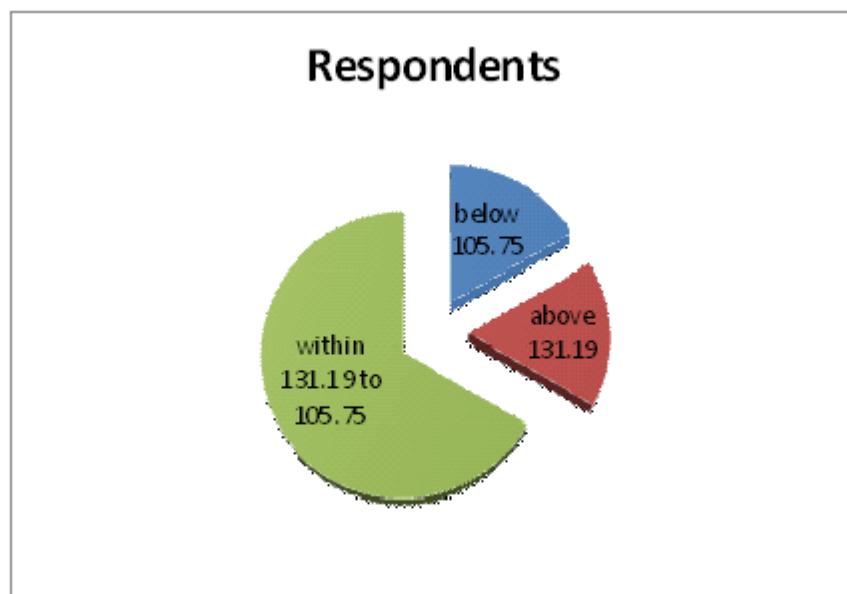


Figure 1. Respondents Scores

Table 4. Showing significance of difference between the attitude of Rural and Urban secondary school teachers towards Teaching Profession in Purulia district of West Bengal.

Group	N	Mean	SD	D	SED	CR	Table value		Null Hypothesis	
							$\alpha = 0.05$	$\alpha = 0.01$	at 0.05 level	at 0.01 level
Rural	90	123.28	10.68	9.62	1.76	5.47	1.96	2.58	Rejected	Rejected
Urban	90	113.66	12.83							

there is significant difference in attitudes towards teaching profession between female teachers and male teachers at 5% level of significance.

Again, CR is compared with the table value at $\alpha=0.01$. It shows that CR is less than the table value of CR at $\alpha=0.01$, (i.e. $2.06 < 2.58$), thus we accept the null hypothesis and reject the alternative hypothesis at 1% level of Significance. It indicates that there is no significant difference in the attitudes towards teaching profession between female teacher and male teachers at 1% level of significance

From Table 3, it can be found that, The Mean-Attitude Score of female-teachers in secondary school being greater than that of male-teachers in secondary school towards teaching profession. Hence, it can be said that the attitude of female teachers towards teaching profession is more favourable than that of male-teachers in secondary schools. The researcher surprised to note that gender difference is not a factor in their attitude towards teaching profession. Both male and female teachers treated teaching profession in same manner. It

may be due to the fact that, Female teachers in secondary schools have realized more the importance of teaching profession for their better future. It may also seems to be that the Female teachers in secondary schools have more prefer Teaching Profession because they feel that it – acquaints them with the wealth of knowledge in different areas of life . It is also due to the fact that the Female teachers were more sensitive about the Teaching Profession than Male teachers. Trivedi (2011), Belagali (2011), Soundarajan (2013) also reported the mean value of females is higher than males.

In Table 4, it is observed that CR = 5.47 is greater than the table value of CR at $\alpha=0.05 = 1.96$ (i.e. $5.47 > 1.96$), we reject the null hypothesis and accept the alternative hypothesis at $\alpha=0.05$. Thus, the CR test revealed that there is significant difference in attitudes towards teaching profession between rural and urban area teacher at 5% level of significance.

Again, CR is compared with the table value at $\alpha=0.01$. It also shows that CR is greater than the table value of CR at $\alpha=0.01$,(i.e. $5.47 > 2.58$), thus we reject the null

Table 5. Showing significance of difference between attitude of Trained (Pedagogical training) and Untrained (No Pedagogical training) secondary school teachers towards Teaching Profession in Purulia district of West Bengal.

Group	N	Mean	SD	D	SED	CR	Table value		Null Hypothesis	
							$\alpha = 0.05$	$\alpha = 0.01$	at 0.05 level	at 0.01 level
Trained	43	119.43	11.04		1.13	2.03	0.56	1.96	2.58	Accepted
Untrained	137	118.20	13.23							Accepted

Table- 6: Showing significance of difference between the attitude of Social Science and General Science teachers in secondary schools towards Teaching Profession in Purulia district.

Group	N	Mean	SD	D	SED	CR	Table value		Null Hypothesis	
							$\alpha = 0.05$	$\alpha = 0.01$	at 0.05 level	at 0.01 level
Social Sc.	113	118.55	13.17		0.22	1.97	0.11	1.96	2.58	Accepted
General Sc.	67	118.33	12.51							Accepted

hypothesis and accept the alternative hypothesis at 1% level of Significance. It indicates that there is significant difference in the attitudes towards teaching profession between rural and urban area teacher at 1% level of significance.

It was found that, there is significant difference in the attitudes towards teaching profession between rural and urban area teacher at 1% level of significance, because they feel that is acquaints them with the wealth of knowledge in different areas of life. Since, the Mean-Attitude Score of rural-teachers in secondary school being greater than that of Urban-teachers in secondary school towards teaching profession. It is due to the fact that, rural teachers are very much like the noble teaching profession than that of Urban teachers.

In Table 5, it is seen that $CR = 0.56$ is less than the table value of CR at $\alpha = 0.05 = 1.96$ (i.e. $0.56 < 1.96$), we accept the null hypothesis and reject the alternative hypothesis at $\alpha = 0.05$. Thus, the CR test revealed that there is no significant difference in attitudes towards teaching profession between those teachers who received pedagogical training and who did not at 5% level of significance.

Again, CR is compared with the table value at $\alpha = 0.01$. It shows that CR is less than the table value of CR at $\alpha = 0.01$, (i.e. $2.06 < 2.58$), thus we accept the null hypothesis and reject the alternative hypothesis at 1% level of Significance. It indicates that there is no significant difference in the attitudes towards teaching profession between those teachers who received pedagogical training and who did not 1% level of

significance.

The study also reveals that there is no significant difference in the attitudes towards teaching profession between those teachers who received pedagogical training and who did not 1% level of significance, because they feel teaching profession is the most important than any other profession. Since, the Mean-Attitude Score of Trained-teachers in secondary school being greater than that of Untrained-teachers in secondary school towards teaching profession. Hence, it can be said that the attitude of Trained teachers towards teaching profession is more favourable than that of Untrained-teachers in secondary schools. The researcher thinks that, it is due to the impact of methodology, the trained teacher is better than that of untrained teachers. Trained teachers are much more skilled with the use of various types of teaching materials but the untrained teachers are quite unknown about its application. Trained teachers are quite aware about the psychology of their students.

In Table 6, it is seen that $CR = 0.11$ is less than the table value of CR at $\alpha = 0.05 = 1.96$ (i.e. $0.56 < 1.96$), we accept the null hypothesis and reject the alternative hypothesis at $\alpha = 0.05$. Thus, the CR test revealed that there is no significant difference in attitudes towards teaching profession between social science (SS) and general science teacher (GS) at 5% level of significance.

Again, CR is compared with the table value at $\alpha = 0.01$. It shows that CR is less than the table value of CR at $\alpha = 0.01$, (i.e. $2.06 < 2.58$), thus we accept the null

hypothesis and reject the alternative hypothesis at 1% level of Significance. It indicates that there is no significant difference in the attitudes towards teaching profession between social science (SS) and general science teacher (GS) 1% level of significance.

It was found that, there is no significant difference in the attitudes towards teaching profession between Social Science (SS) and General Science teacher (GS) 1% level of significance, because female teachers have more affection more than a male teachers. It is due to both teachers taught with equal education qualification. The Social Science and General Science teachers are supposed to meet the academic requirements of the pupils as many teachers fail in these two subjects of their bulkiness and complexity. The teachers, as they have satisfied with their service rules and facilities, have to concentrate on academic affairs to become part of academic excellence of the teachers and institutions.

LIMITATIONS OF THE STUDY

Though a thorough and sincere investigation has been attempted, the present investigation has some limitations, those are as follows:

1. The present study was conducted only at surface level. It was not extensive and "indepth" study.
2. This study was conducted only in a particular district (Purulia) of West Bengal.
3. Attitude of the secondary school teachers were measured only through administration of an attitude scale constructed by the investigators. The teacher's behaviours in some specific situations were not observed. Also, no intensive interview with the teachers was held for knowing their real attitude towards Teaching Profession.

EDUCATIONAL IMPLICATIONS

1. It is a humble attempt in this direction to assess the level of knowledge and attitude of teachers towards Teaching Profession.
2. This study is very much essential for the development of teacher's interest, attitude, knowledge, motivation towards Teaching Profession.
3. This study is very much essential for development of professional efficiency and quality education of school teachers.
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4. This study will be of immense use for the educational administrators, which will throw light upon the attitude of teachers' of all level of education.

RECOMMENDATIONS FOR FURTHER STUDY

1. This study suggests that the attitude of teachers towards teaching profession must be tested on some other variables like pay structure, teaching experience, caste etc. it is also recommended that recommended that such type of study must be investigated outside of Purulia District for its rationality. This study can be conducted in other university.
2. Similar studies can be done at various levels of education in India.
3. Comparative surveys on this problem can be undertaken in different states of India.
4. "Indepth" studies may be conducted in order to know real attitude of the subjects. A team-work may be required for the purpose.
5. Causal studies may be undertaken to know the reasons behind unfavourable attitude.

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