

A Study of Attitude of Teachers towards Teaching Profession

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ABSTRACT

The present investigation aims at studying the attitude towards teaching profession of Upper primary school teachers. The study was conducted in Bhopal District and covered 100 teachers. When attitude towards teaching profession of these teachers was considered as the dependent variable; the variables like gender, localities and teaching experience were considered as independent variable. The tool used was Teacher Attitude Inventory (TAI) developed by S.P. Ahluwalia (2006). The collected data were analysed with statistical techniques such as mean, standard deviation, and 't'-test. The results revealed that these teachers had favorable attitude towards the teaching profession. Further, it was found that the variables such as locality and teaching experience had no influence on their attitudes towards the teaching profession while female teachers showed better results of their attitudes towards their teaching profession than the male teachers.

Keywords: Attitude towards Teaching, Upper Primary teachers, Teaching Profession. Etc.

I INTRODUCTION

An attitude is an important concept to understand human behaviour. Attitude is positive or negative feelings that an individual holds about objects, persons or ideas. Generally it is defined as a complex mental state involving beliefs and feelings. According to Allport (1954), attitude is "A mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Education has been the most significant of the human institutions since the days of yore. It has been seen that world civilizations from time immemorial have been products of the respective educational systems. Kothari Commission (1964-66) recommended, "...of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavors must ultimately depend."

Importance of attitude in work cannot be minimized. An attitude may be defined as the degree of positive and negative effect associated with some psychological object (Thurstone, 1936]. Teachers are said to possess different attitudes towards teaching. No doubt, attitudes depend upon: school, colleagues, children, value systems, views of life. An attitudinal change can be produced in the learner through teaching. This is accordingly interwoven with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the administration. Teachers who have a positive attitude towards their profession can put their whole hearted effort and make the students attain the goal. Ramsay and Ransley (1986) proposed that teacher attitudes bear

a strong relationship with teaching behaviours that shape individual teaching styles. According to Eggen and Kauchak (2001), teachers' positive attitudes are fundamental to effective teaching the favorable attitude towards teaching is likely to prove helpful to teachers in maintaining cordial relationships characterized by mutual affection and sympathetic understanding. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative and unfavorable attitude makes the teaching task harder, tedious and unpleasant.

II REVIEW OF LITERATURE

Research findings on teachers' professional attitude established the following facts. Kaur (2012) found that majority of the teachers had moderate attitude towards the teaching profession. Research conducted by Belagali (2011) showed that female and urban secondary school teachers have higher attitude towards teaching profession as compared to male teachers and rural secondary school teachers. A study conducted by Trivedi (2011) found that most of the secondary school teachers irrespective of their gender, medium or subject stream do not have favourable attitude a significant relationship between teacher-student attachment and teachers' attitude towards teaching profession. In a study by Singh and Bhaker, (1996) on Attitude of Teachers towards Teaching Profession it was found that male teachers were inferior in attitude towards teaching than female teachers Saxena (1995) found that female teachers had relatively favorable attitude in comparison to male teachers. Rama (1992) in his study revealed that considering overall attitude, teachers had a favorable attitude towards teaching. Sundararajan, and Sabesan (1992) found No significant difference between men and women teachers in respect of their attitude towards teaching. Singh (1991) observed that rural

and urban teachers do not differ significantly in their attitude towards teaching profession. Research carried out on teachers' attitude shows that there is lack of agreement in the findings of different studies. The contradictory findings of these studies safely conclude that there is enough scope and need to probe this area further. Ghosh and Bairgya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic achievement. Furthermore, there are only few studies that have been conducted to study the attitude of teachers towards teaching profession and its allied aspects at upper primary stage of education. In view of this, the investigator took up the present study with the following objectives:

III NEED OF THE STUDY

The role of teacher is assuming new dimensions due to technological progress and new vistas of knowledge resulting from scientifically verified innovations. The teacher in modern society is very important in social reconstruction and transmission of wisdom, knowledge and experiences. The role and responsibilities of a teacher are infinite and limitless. Since education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, so it should prepare the younger generation to understand and face the realities of globalization. In this context, the teachers have more responsibilities in molding the character of students. The attitude of the teacher towards teaching constitutes an important condition of successful teaching and learning. Positive attitude towards teaching contributes towards professional success and negative towards failure. Teachers who are generally unenthusiastic about the teaching profession reported in one study, that they were more distressed about their teaching situation than were teachers who were enthusiastic (Litt & Turk, 1985). Hence, for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. In order to understand the present scenario, need was felt to study attitude towards teaching profession of upper primary school teachers. Furthermore, there are only few studies that have been conducted to study the attitude of teachers towards teaching profession and its allied aspects at upper primary stage of education. In view of this, the investigator took up the present study with the following objectives:

IV OBJECTIVES OF THE STUDY & HYPOTHESIS

- (a) **Objectives**
 - (i) To find and compare the attitude of male and female teachers towards their teaching profession.
 - (ii) To find and compare the attitude of rural and urban teachers towards their teaching profession.
 - (iii) To find and compare the attitude of teachers of various levels of teaching experience (above and below 10 years) towards their teaching profession.
- (b) **Hypotheses**
 - (i) There shall be a significant difference between the mean scores of male and female teachers on various dimensions of attitude toward teaching profession.
 - (ii) There shall be a significant difference between the mean scores of rural and urban teachers on various dimensions of attitude toward teaching profession.
 - (iii) There shall be a significant difference between the mean scores of teachers having different levels of teaching experience [of above and below 10 years] on various dimensions of attitude toward teaching profession.
- (c) **Delimitation of the study**
 - (i) This study is delimited to upper primary school teachers only
 - (ii) The present study is restricted to upper primary teachers of Bhopal district only.
 - (iii) The researcher selected 100 teachers only

V RESEARCH DESIGN AND METHODOLOGY

- (a) **Method-** In this study the survey method was used to investigate the attitude of upper primary school teachers towards teaching profession.
- (b) **Sample-** The sample for this study included all the upper primary teachers who were approximately 100 both males and females. The researcher has taken this sample from various government schools of Bhopal District. The researcher chose this sample because it was felt that this group of teachers were more likely to give the needed information since they are the important workforce.
- (c) **Tools Used-**Teacher Attitude Inventory (TAI) developed by S.P. Ahluwalia was used for the collection of data.

VI ANALYSIS & DISCUSSION

significance and values are tabulated at Table 1.

- (a) **Analysis-** The data was analyzed by using Mean, Standard Deviation and test of

Table 1
Teachers Attitude towards the Teaching Profession

Variable	N	M	SD	Minimum Score	Neutral Score	Maximum Score
Attitude towards teaching Profession	100	488.62	70.34	180	315	450

From Table it can be seen that the mean attitude score is 48.52. The maximum score and minimum score one could obtain for attitude towards the teaching profession were 450 and 180 respectively. The neutral score of the attitude scale is 315. The mean attitude score is far greater than the neutral score. Hence, it is concluded that these school teachers had positive attitude towards the teaching profession. The result of the present study is supported by the studies done by Banerjee, S., &

Behera, S. K. (2014] Chandramma, M. (2015). Ghanti, P. S., & Jagadesh. (2009). Khan, F., Nadeem, N. A., & Basu, S. (2013).

- (b) **Testing of hypotheses-** In order to determine if there were any differences between the mean scores that postgraduate students obtained on the whole attitude scale, 't'-test was employed and the results are presented in Table-2

Table 2
Mean, SD, and 't'-test Scores of teachers Attitudes towards the Teaching profession

S.No.	Variable	N	M	SD	T	Df	Result	
1	Gender	Male	50	253.48	28.23	2.55	1.98	s
		Female	50	235.14	42.11			
2	Locality	Urban	50	242.02	36.16	0.59	1.98	ns
		Rural	50	246.62	37.69			
3	Teaching Experience	Above 10 Years	50	240.88	43.11	0.87	1.98	ns
		Below 10 Years	50	247.34	29.78			

p> .05 s= significant ; ns = not significant

When the attitude scores of Upper Primary Teachers with respect to gender given in row (1) of Table 2 are taken into consideration, it could be suggested that there is a significant difference between male (M = 253.48, SD=28.23) and female (M = 235.14; SD = 42.11 teachers, where 't' (205) = 2.55 at, p >.05. Accordingly, it can be asserted that female had better attitudes than male teachers in their attitude towards the teaching profession. Thus, the null hypothesis is accepted. Similar results were found in the studies conducted by Banerjee and Behera (2014), Chandramma (2015), Ghosh and Bairgya (2010), Guneyli and Aslan (2009), Khurshid, et.al., (2014), Musa and Bichi (2015), Pancholi and Bharwad (2015), Sahayarani

and Stanly (2014), Sener (2015), Singh (2012), Trivedi (2011) and Yadav (2012) Rao[2012]. These studies revealed that female respondents have favourable attitude towards the teaching profession rather than male respondents. Further, a study by Yildirim (2012) reported significant difference between male and female teachers in their attitude towards the teaching profession. . But this result is contrary to the results of the studies of Ghanti and Jagadesh (2009), Kassa (2014), Maheshwari (2014), Panda (2001), Sahin (2010) and Sharma (2016) which reported no significant difference in the attitude of selected samples with respect to their gender.

A look at row 2 of Table 2 reveals that there was no significant difference between rural ($M = 242.02$; $SD = 36.16$) and urban ($M = 246.62$; $SD = 37.69$) Upper Primary Teachers in their attitude towards the teaching profession, where $t(205) = 1.20$, $p > .05$. Therefore, it can be concluded that locality has no significant influence on teachers' attitude towards the teaching profession. Consequently, the null hypothesis is rejected. This finding is in line with the studies conducted by Panda (2001), Sahayarani and Stanly (2014) and Sharma (2016) which indicated that there is no significant difference in the attitude of selected samples towards the teaching profession with regard to locality. However, the result of the present study is inconsistent with the studies conducted by Banerjee and Behera (2014) and Vaithyanathan (2009) which reported that the selected samples differ in their attitude towards the teaching profession with regard to locality. Further, Pancholi and Bharwad (2015), in their study, found that rural teachers have better attitude towards the teaching profession than urban teachers.

Row 3 of Table 2 shows that, teaching experience, was not a contributing factor of favorable or unfavourable professional attitudes, as the t -value was worked out to be 0.87. The results showed that the less experienced teachers ($M=247.34$, $SD=29.78$) do not differ with more experienced teachers ($M=240.88$, $SD=43.11$) in their professional attitudes. Thus, the null hypothesis is rejected. This finding is in accordance with the studies conducted by Pandey (2016).

From the above discussion, it is very clear that the Upper Primary School Teachers, in general, had favorable attitude towards their teaching profession. When these teachers' attitude was studied according to their demographic features such as locality and their teaching experiences, it was observed that these variables had no influence on their attitude towards their teaching profession. However, the results based on gender showed that the female Upper Primary Teachers have a better attitude than their male teachers.

VII CONCLUSION

The education system and especially teachers have very important roles in raising a healthy society and qualified individuals. One of the important factors that affect a teacher's success and efficiency is his/her attitude towards the profession. In order to be successful in teaching profession, one needs to love the profession and perform it willingly. By keeping this in mind, the present study was conducted to determine the Upper Primary school teachers' attitude towards the teaching profession according to their demographic features. Taking the results and discussions into consideration, it is very

clear that the Upper Primary School Teachers, in general, had favorable attitude towards their teaching profession. When these teachers' attitude was studied according to their demographic features such as locality and their teaching experiences, it was observed that these variables had no influence on their attitude towards their teaching profession. However, the results based on gender showed that the female Upper Primary Teachers have better attitudes than their male teachers.

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