

A STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES

Mahafujur Rahaman*

Abstract:

Teaching is a profession which based upon certain disciplines, principles, existing body of knowledge and attitude. The present study examines the attitude of secondary school teachers towards teaching profession in relation to their gender, marital status, type of school and experiences. The main focus of the study is whether these aforesaid demographic variables have significant effect on attitude of the teachers or not. A sample of 255 secondary school teachers collected by random sampling from different types of school of Aligarh district.S.P. Ahluwalia Teacher Attitude Inventory (TAI) used by the investigator for the collection of data. Inferential and descriptive statistic use to analyse and interprets the data. The study reveals that above mentioned variables does not found significant effects on the attitude of secondary school teachers towards teaching practice.The investigator also found that attitude of secondary school teachers towards teaching intact with professional ethics and principles.

Key Words: Ethics, attitude, teaching profession, secondary school, demographic variables.

* **Research scholar, Department of Education, Aligarh Muslim University, Aligarh, UP**

1.Introduction

“As the nature of education is better understood, the personality of the teacher assumes greater importance, and new qualities and ripen knowledge are looked for This influence can never be neutral, for his task to help others to what' is best, by evoking all that is best in their potentialities of will, of heart and mind.”

-Charles Birchenough

The process of education triggers the change and adaptation of certain behaviour which may help an individual to develop the potential including, knowledge, capabilities, behavioural patterns and values. Education as a system, teachers, being an integral part of that system can have influence on character, behaviour and even mental character of students. Teachers are the persons who could develop and mould the learners as good citizens. So, they should develop positive attitude towards the teaching profession, to that they can perform extremely well in their academic life and enhance lifelong skills to face the future.

Teaching is nothing but brushing the knowledge and wisdom already possessed in many students. A teacher is guru who is remover of darkness in one, as Sanskrit meaning of ‘gu’ is remover, ‘ru’ of darkness.A good teaching means, there will be a practice of encouraging contact between students and faculty, encouraging active learning, giving prompt feedback and respecting diverse talent and ways of learning. Teaching is a process where students are treated as consumers of knowledge. It does not always have a fixed agenda and being firm, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing surroundings.

Vivekananda said, “Education is the manifestation of divine perfection, already existing in men.” He wanted that the aim of education should be man-making. It is good that educationists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Teacher is the most vital factor in the system of education. Education Commission (1952-53) also pointed out, “Every teacher and educationist of experience knows that even the best curriculum and the most perfect

syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers”.

Among all the profession, teaching profession is the most important and general profession, as it produces all others profession. On the other hand, secondary teaching is the second initial period of learning, where students learn all the social values and develop personality to adjust with the society.

Until and unless teachers with positive frame of attitude are engaged in the teaching profession, no drastic results as per our expectation can be expected from them. The teacher’s attitude of secondary school plays a vital role in students all round development. For this purpose, teacher’s attitude towards teaching profession need to be investigate properly. So, by investigating their attitude, they can make all possible steps for student all round development along wide social development.

Attitude

The way of responding or feeling towards a thing, idea, person or concept. According to **Jung (1944)** “Attitude is a readiness of the psyche to act or react in a certain way”. So, attitude is our mental state towards a stimulus while we are responding to it. In the word of **Allport (1954)** “Attitude is essentially a form of anticipatory response, a beginning of action, which is not necessarily completed. The readiness to react, more ever, implies some kind of stimulating situation either specific or general.”

Demographic Variables

According to **business dictionary** demographic variables refers to personal statistics that include such information as income level, gender, educational level, location, ethnicity, race, and family size. The Present study includes gender, marital status, type of school and experience as demographic variables.

Gender

The Compact Oxford English dictionary defines gender as “A state of being male and female” typically used with social and cultural difference rather than biological ones.

Marital status

It is the condition of being married or unmarried. In this present study it refers to the married or unmarried condition of the school teacher.

Experience

Experience is any experience that a person gains while working in a specific field or occupation. Here experience refers to the working days or year of the teacher in the school.

Meaning of Teacher

The etymological meaning of the teacher is “A person employed in an official capacity for the purpose of guidance and directing the learning experience of pupil or student in an educational institution whether public or private”.

Secondary School teacher

A teacher who is serving at secondary level is called secondary school teacher, provides secondary education, between the ages of 11 and 16 or 11 and 19, after primary school and before higher education.

Teaching Profession

According to **Edmund Amidon (1966)** defined it as, “Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occur during certain definable activity”.

2. Significance of the Study

The quality of education depends, more than any other single factor, upon the quality of the teachers. A school may have excellent material resources –equipment building, library, laboratory and other essential teaching learning facilities along with a curriculum appropriately

devised to suit the community needs. But if the teachers are misfit or indifferent, the whole programme is likely to be ineffective and wasted. So, it is very essential to study about the attitude of these teachers, so as to bring about the qualitative and quantitative improvement in teaching-learning process and to develop a good teacher. Hence, the present study is concerned with the attitude of secondary school teachers towards their teaching profession by caring certain demographic variables

3. Objectives of the Study

- i. To compare the attitude of male and female secondary school teachers towards teaching profession.
- ii. To study the difference in the attitude of married and unmarried secondary school teachers towards teaching profession.
- iii. To compare the difference in the attitude of government and private secondary school teachers towards teaching profession.
- iv. To examine the difference in the attitude of secondary school teacher having 0 - 10 years and 11- 20 years' experience.

4. Hypotheses of the Study

- i. There is no significant difference in the attitude of male and female secondary school teachers towards teaching profession.
- ii. There is no significant difference in the attitude of married and unmarried secondary school teachers towards teaching profession.
- iii. There is no significant difference in the attitude of government and private secondary school teachers towards teaching profession.
- iv. There is no significant difference in the attitude of secondary school teachers having 0 - 10 years and 11-20 years' experience.

Delimitations of the Study

- 1) Due to paucity of time the sample taken for the study is only 255.
- 2) The present study is conducted in schools of Aligarh district.
- 3) The sample is taken from only secondary school teachers.

5. Review Related Studies

Rakesh & Kiran (2016) conducted a study on attitude towards teaching profession among pre-service teachers in Shivamogga city and found that there is no significant difference in the mean teacher attitude towards teaching profession scores in the administrative, co-curricular, socio-psychological, economic area and total scores of married and unmarried Pre-service teachers at B.Ed. level.

Mangore (2015) examined the 'Attitude of Teachers' towards Teaching Profession and the result indicates that there is significant difference of Positive attitude towards Teaching Profession of Arts' and Sciences' group. Science group have negative attitude towards teaching profession

6. Methodology

survey and descriptive method of research have been used in the present study.

Population and sampling

Population of the study includes different schools (private and government) of Aligarh District. Random sampling technique have been used for this study. The sample of the present study consists of total 255 secondary school teachers.

Data collection and tools used

S.P. Ahluwalia Teacher Attitude Inventory (TAI) have been used as tool for data collection for the present study. This inventory is consisting of 90 items and divided into 6 sub scale. Thus favorable-unfavorable continuum adequately measures the aforesaid six selected areas. Likert continuum strongly agree, agree, undecided, disagree and strongly disagree has been provided for each item. The response was made on a 5-point scale and the response categories were assigned weight from 0 to 4.

Statistical Techniques Used

For this present study descriptive and inferential statistic are being used. Mean, SD and t-test have been applied for the analysis and interpretation of results of collected data.

7. Analysis and Interpretation

Objective 1: To compare the attitude of male and female secondary school teachers towards teaching profession.

Hypothesis (H_{01}): There is no significant difference in the attitude of male and female secondary school teachers towards teaching profession.

Table-1: Showing comparison of male and female secondary school teachers.

Sample Group	N	\bar{x}	S.D.	d.f	t	Null hypothesis
Male Teachers	111	231.06	16.14	253	0.63	Accepted
Female Teachers	144	232.06	17.37			

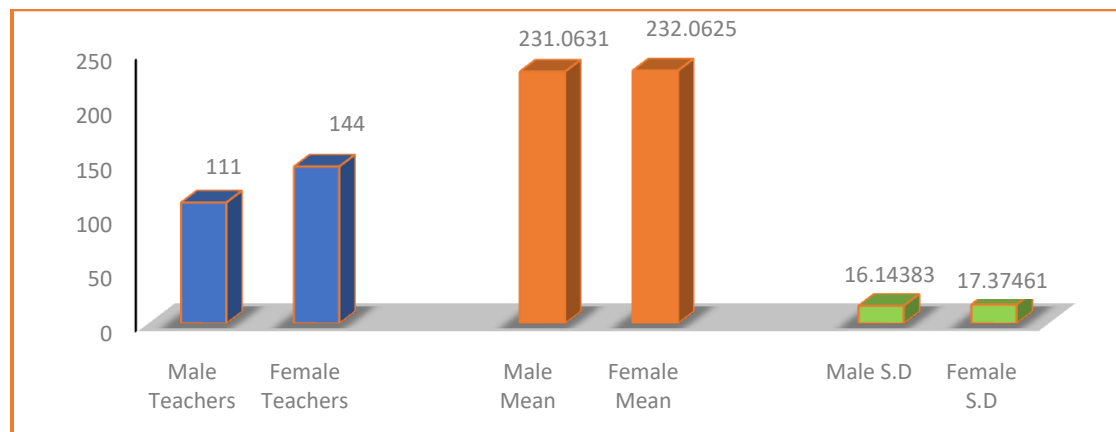


Figure-1: Graph showing mean and S.D of male and female secondary school teachers.

Interpretation

The projected table and the graph showing means of attitude of male and female secondary school teachers are 231.06 and 232.06 respectively, whereas standard deviation are 16.14 and 17.37 respectively. Degree of freedom is 253. Hence, calculated t value is 0.63 which is smaller than the t- tabulated value for d.f 253 is 1.97 at 0.05 level of significance. Thus, null hypothesis (H_{01}) is accepted. So, there is insignificant difference between two means.

Objective 2: To study the difference in the attitude of married and unmarried secondary school teachers towards teaching profession.

Hypothesis (H_{02}) : There is no significant difference in the attitude of married and unmarried secondary school teachers towards teaching profession.

Table -2: Showing comparison of married and unmarried secondary school teachers.

Sample Group	N	\bar{x}	S.D	d.f	t	Null Hypothesis
Married Teachers	182	231.85	16.14	253	0.958	Accepted
Unmarried Teachers	73	231.97	18.10			

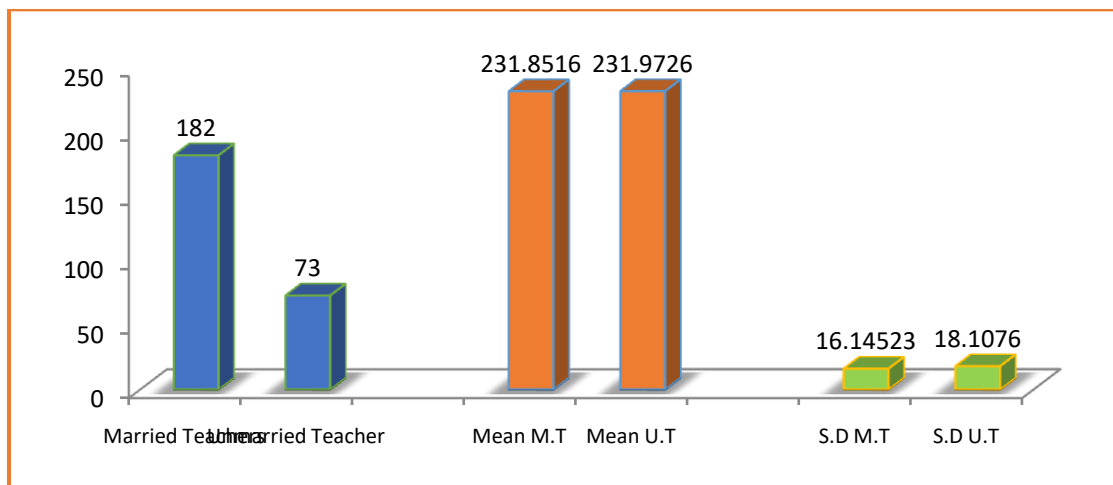


Figure -2: Graph showing mean and S.D of married and unmarried secondary school teachers.

Interpretation:

The projected table and the graph showing means of attitude of married and unmarried secondary school teachers are 231.85 and 231.97 respectively, whereas standard deviation are 16.14 and 18.10 respectively. Degree of freedom for this data is 253. Hence, calculated t value is 0.95 which is smaller than the t tabulated value for d.f 253 is 1.97 at 0.05 level of significance. Thus, null hypothesis (H_{02}) is accepted. So, there is no significance difference between two means.

Objective 3: To compare the attitude of government and private secondary school teachers towards teaching profession.

Hypothesis (H_{03}): There is no significant difference in the attitude of government and private secondary school teachers towards teaching profession.

Table 3- Showing comparison of government and private secondary school teachers.

Sample Group	N	\bar{x}	S.D	d.f	T	Null Hypothesis
Government Teachers	94	230.36	18.22	253	0.360	Accepted
Private Teachers	161	232.36	15.96			

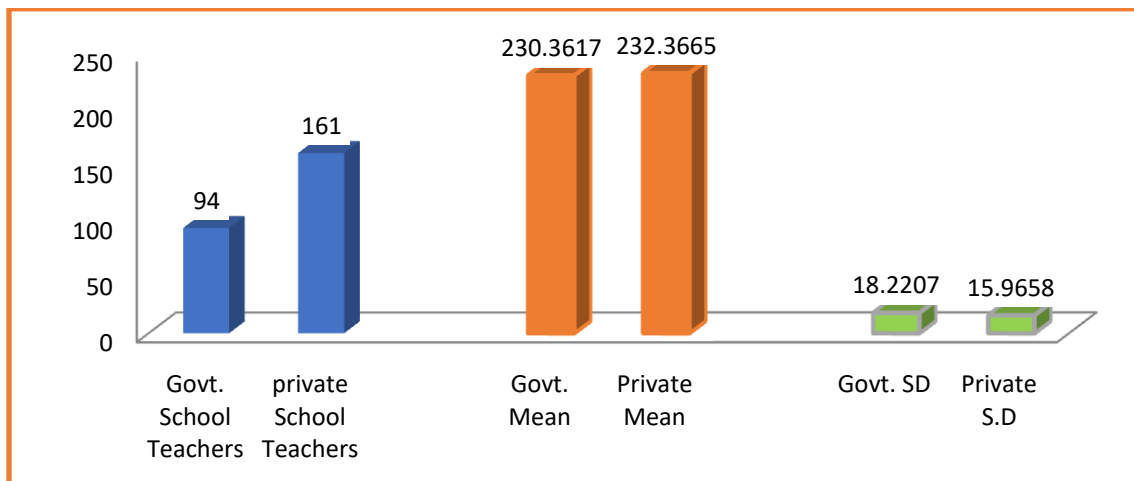


Figure 3- Graph showing mean and S.D of government and private secondary school teachers.

Interpretation: The projected table and the graph showing means of attitude of government and private secondary school teachers are 230.36 and 232.36 respectively, whereas standard deviation are 18.22 and 15.96 respectively. Degree of freedom for this data is 253. Hence, calculated t value is 0.360 which is smaller than the t tabulated value for d.f 253 is 1.97 at 0.05 level of significance. Thus, null hypothesis (H_{03}) is accepted. So, it shows insignificant difference between two means.

Objective 4: To examine the difference in the attitude of secondary school teachers having 0-10 years' experience and 11-20 years' experience towards teaching profession.

Hypothesis (H_{04}): There is no significant difference in the attitude of secondary school teachers having 0-10 years' experience and 11-20 years' experience towards teaching profession.

Table -4: Showing comparison of secondary school teachers having 0-10 years' experience and 11-20 years' experience.

Sample Group	N	\bar{x}	S.D	d.f	t	Null Hypothesis
Teachers having 0-10 Years' Experience	125	232.22	17.35	222	0.975	Accepted
Teachers having 11-20 Years' Experience	99	232.29	15.60			

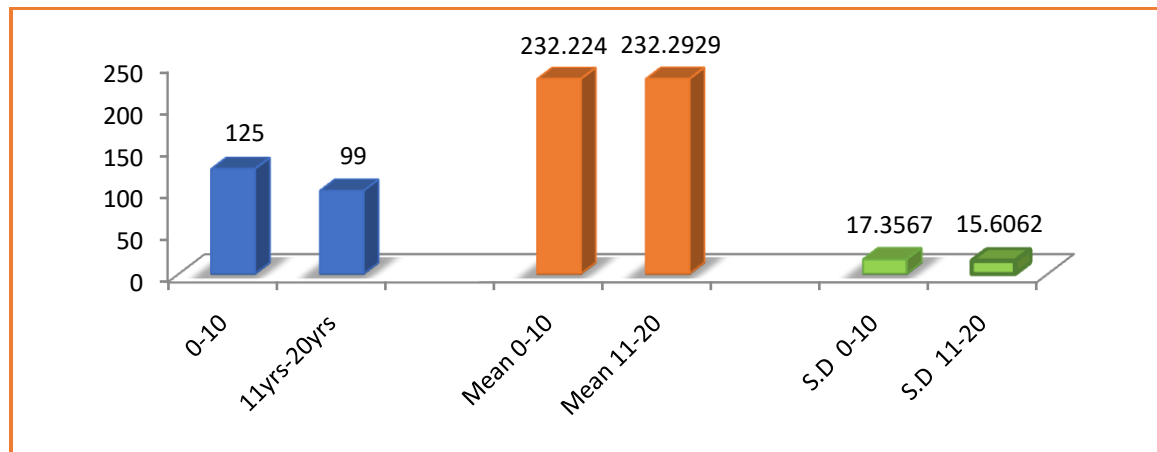


Figure-4: Graph showing mean and S.D of secondary school teachers having 0-10 years' experience and 11-20 years' experience.

Interpretation:

The projected table and the graph showing means of attitude of 0-10 years' experience teacher and 11-20 years' experience teacher of secondary school teachers which are 232.22 and 232.29 respectively, whereas standard deviation are 17.35 and 15.60 respectively. Degree of freedom for this data is 222. Hence, calculated t value is 0.97 which is smaller than the t tabulated value for d.f 222 is 1.97 at 0.05 level of significance. Thus, null hypothesis (H_{04}) is accepted. Therefore, there is no significant difference between two means.

Findings:

In the light of analysis and interpretation of the collected data of the present study, following findings are being found:

- i. No significant difference was found in the attitude of secondary schools' teachers towards teaching profession in relation to gender. So, it is clear from the study that gender difference does not have any effect in the attitude of secondary school teachers because the statistical data showing no difference in their attitude.
- ii. No significant difference was found in the attitude of secondary schools' teachers towards teaching profession in relation to marital status. Through the statistical data and calculation this study finds out that both the married and unmarried teachers are having same types of attitude towards teaching profession.
- iii. No significant difference was found in the attitude of secondary schools' teachers towards teaching profession in relation to type of schools. So, what would be the type of school it does not matter because findings of the study suggest that type of school has no effect in the attitude of the secondary school teachers as there is no significant difference in calculated statistical data.
- iv. No significant difference was found in the attitude of secondary schools' teachers towards teaching profession in relation to teaching experiences. Experience always play vital role in any profession but the present study reveals that though the teachers having different level of teaching experience have the same kind of attitude towards their profession. There was no difference in the attitude of teachers.

Conclusion:

Attitude is the product of psychological output. It is somehow inborn and is very tough to be changed within very short period of time. Each and every individual have different types of psychological setup. Teachers also have some kind of attitude towards teaching learning process. Male and female teachers may have different types of attitude because of their gender difference or mental setup. Experienced and inexperienced teachers may have different types of attitude towards teaching profession because of their differences in understanding and comprehensive level. Similarly, married and unmarried or government and private school teachers or trained and

untrained school teachers may have different types of attitude towards teaching profession. In spite of all these factors which influence the job of teaching profession we try to maintain the discipline, behaviour and reflects our attitude according to the demand of the environment. So, it is evident from the present study the factors like gender, marital status, experience do not have any effect on the teaching attitude. So, attitude towards teaching profession of the secondary school teachers somehow intact and is not affected by the aforesaid factors or variables and it is fixed up to the level of expectation as it should be.

References:

- [1] Allport, G. W. (1935). *A Handbook of Social Psychology*. Clark University Press: Worcester, Mass, pp. 34-36.
- [2] Ahluwalia, S.P. (2006). *Teacher Attitude Inventory (TAI)*. Agra: National Psychological Corporation.
- [3] *Business Dictionary* (2011). *Dictionary of Business Continuity Management Terms*. Lyndon Bird FBCI International Development Director: U.S.
- [4] Birchenough, C. (1914). *History of Elementary Education in England and Wales from 1800 to the present day*. London: W.B. Clive.
- [5] Best, J. W. & Kahn, J. V. (1996). *Research in Education*, Prentice Hall of India: New Delhi.
- [6] Edmund, A. (1966). *Improving Teaching: Analysis of Classroom Verbal Interaction*. Holt Rinehart and Winston: U.S.
- [7] Mangal, S.K. (2009). *Essentials of Educational Psychology*, New Delhi: PHI Learning Private Limited, pp.328-338.
- [8] Mangore, N. (2015). Attitude of Teachers towards teaching profession, *Journal of Contemporary Psychological Research*, Vol.2(2). 90-91.
- [9] Rakesh, S. P., & Kiran B. R. (2016). Attitude towards teaching profession among pre-service teachers, *International Journal of Multidisciplinary Research and Modern Education*, Vol. 2(2).
- [10] Stinnett, T.M., (1962). *The profession of teaching*, Washington, D.C.: The Centre for Applied Research in Education.

- [11] Trivedi, R.P. (2012). A study of attitude of teachers towards teaching profession teaching at different level, *International Multidisciplinary e-Journal* Vol. 4(81). 24-29.
- [12] Stinnett, T.M., (1962). *The profession of teaching*, Washington, D.C.: The Centre for Applied Research in Education.