

Attitude of Secondary School Teachers towards Teaching Profession

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Abstract: Teaching is regarded as a noble profession. The teachers should have favourable attitude for discharging their duties and responsibilities successfully. Favourable attitudes of the teachers towards teaching profession also help students to learn and shape their minds. The present paper is based on a report on the assessment of the attitude of secondary school teachers towards teaching profession in Purba Bardhaman and Hooghly districts of West Bengal. Descriptive survey method was used. The study was conducted on a sample of 400 teachers selected through multi-stage random sampling method. Among them, 200 were male and 200 were female teachers. On the basis of qualifications, there were 200 Graduate and 200 Post-Graduate teachers. Secondary School Teachers' Attitude towards Teaching Profession Scale developed and duly standardized by the investigators was administered on the selected teachers. The collected data were analysed with appropriate statistical approaches for testing hypotheses. Significant difference was observed between teachers of Girls and Co-ed schools. No significant differences were found on the basis of qualifications.

Key Words: Attitude towards Teaching Profession, Secondary School Teachers.

1. INTRODUCTION:

A profession is an occupation or vocation that requires special skills, knowledge and competence. Yusuf et. al. (2014) elucidate that teaching is a job that requires special skills or knowledge through special training with a high level of education. It utilizes functional education and mental ability rather than manual or physical labour. In this regard, teaching is a profession, rather a noble profession from which other professions originate. In the globalised world, where every profession has become organised, teaching as a profession is no exception. As the vision and mission of this profession is man making, every society demands more than mere discharging of scheduled professional duties and responsibilities from the teachers. Anikweze, et.al. (2002) think that teachers are the carrier of the culture of the society, the agent for its propagation, perpetuation and renewal. At the same time, they should be the architect for its change for the better. Therefore, this profession needs intrinsically motivated teachers who can dedicate their life for the development of each and every student under his/her care. In this sense, attitude towards teaching profession is the most important factor for a teacher for being successful in this profession and the enrichment of this profession as well.

Allport (1935) defines attitude as a mental and neural state of readiness organised to experience exerting a directive or dynamic influence upon the individual's response to all subjects with which it is related. According to Allen (1957) attitude is a degree of positive or negative affect associated with some psychological objects. Feldman (1985) found three components of attitude- affective, behavioral and cognitive and it acts as a yardstick of the individual behaviour. Therefore, favourable attitude to this profession is the most essential because by means of a teacher's academic and professional qualifications he/she can discharge his/her duties mechanically and ordinarily but cannot bring glory to this profession. Changing times have added a new dimension to this profession, which requires specified competencies and right attitude. Behaviour, attitude and interest of teacher shape the personality of the student (Anastasi, 1957). Development of positive attitude towards profession helps in developing creative thinking of students and it also motivates them. (Celikoz & Cetin, 2004).

1.1. Need for the Study:

A teacher performs multifarious roles in this rapidly changing society and imprints lasting impact on the personality, character, intellectual development, attitudes and values of the students. Secondary stage of education is a link between primary and higher education. Therefore, secondary stage is the most important for the students for their preparation for higher education. So, the society expects dedication from the teachers working in secondary stage to their profession. It is regarded that teachers having favourable attitudes towards teaching profession bring success in students' life. With the effect of several pay commissions during last few decades, the socio-economic status of teachers of Government and Government aided schools has been remarkably raised from its distressed conditions. With a view to estimate the attitude of the secondary school teachers in Purba Bardhaman and Hooghly districts of West Bengal, the present study was conducted.

1.3. Review of Related Literature:

Ghosh and Bairagya (2010) in their study found that female secondary school teachers possess more favourable attitudes towards teaching profession than male teachers. **Sylvester (2010)** found that gender, educational qualifications have no impact on teachers' attitude towards teaching profession. **Ghanti, et.al. (2009)** also found that male and female teachers did not differ significantly in their attitude towards teaching profession. **Belagali (2011)** found that female teachers had higher attitude towards teaching profession than male secondary school teachers and urban secondary school teachers had also higher attitude towards teaching profession as compared to rural secondary school teachers.

1.4. Statement of the Problem:

The present study may be stated as "Attitude of Secondary School Teachers towards Teaching Profession."

1.5. Objectives of the Study:

The following objectives are laid down for the study:

- To estimate the attitude of the teachers of secondary schools towards teaching profession.
- To compare the attitude of the teachers of secondary schools towards teaching profession on the basis of qualifications.
- To compare the attitudes of male and female teachers of secondary schools towards the teaching profession.

1.6. Hypotheses of the Study:

The following hypotheses are derived based on the objectives of the study:

H₀1. There is no significant difference in attitude towards teaching profession on the basis of levels of academic qualifications of the teachers of secondary schools.

H₀2. There is no significant difference in attitude towards teaching profession between male and female teachers of secondary schools.

1.7. Variables of the Study:

In the study, the dependent variable is: Attitude of the teachers of secondary schools towards teaching profession. The independent variables are:

1. Qualifications 2. Gender. The study was conducted to indicate the impacts of independent variables on the dependent variable.

2. METHOD:

Descriptive survey method was used to conduct the study.

2.1. Population:

All the teachers of the government aided secondary schools in the districts of Purba Bardhaman and Hooghly are the population of the study.

2.2. Sample:

The sample consists of 400 teachers with the bifurcation of 200 male and 200 female teachers of government aided secondary schools in Purba Bardhaman and Hooghly districts of West Bengal. Of them there were 200 Graduate teachers and 200 Post-Graduate teachers. They were selected through multi-stage random sampling method.

2.3. Tools:

Secondary School Teachers' Attitude towards Teaching Profession scale developed and standardized by the present study investigators was used for the study. The tool consists of 50 items with 9 dimensions, viz. educational institution, assistant teachers, headmaster and administration, profession and salary, pupils of the institution, attitude of the pupils towards teachers, duration and nature of work, professional promotion and depression, classroom teaching and facilities. The tool is a five-point Likert scale with strongly agree, agree, neutral, disagree and strongly disagree. The range of scoring of the tool is between 50 to 250.

2.4. Procedure:

The tool was administered to 400 teachers of the selected schools. Relevant instructions were given to the teachers requesting them to fill in the questionnaire with utmost care and sincerity. The filled in questionnaires were collected afterwards.

2.5. Plan of action:

The study was carried out through the following steps-

1. Selection of schools
2. Selection of teachers
3. Construction of tools
4. Validation of tools
5. Administration of tools
6. Collection of data
7. Analysis and Interpretation of Data

3. Statistical approaches:

The following statistical approaches were used for the Analysis of data-

- Mean
- Graphical representation
- Standard deviation
- Critical ratio test (t)
- Chi square test

4. Analysis and Interpretation of Data:

Analysis of data pertaining to objective 2 (To compare the attitude of the teachers of secondary schools towards teaching profession on the basis of qualifications)

Table- 1

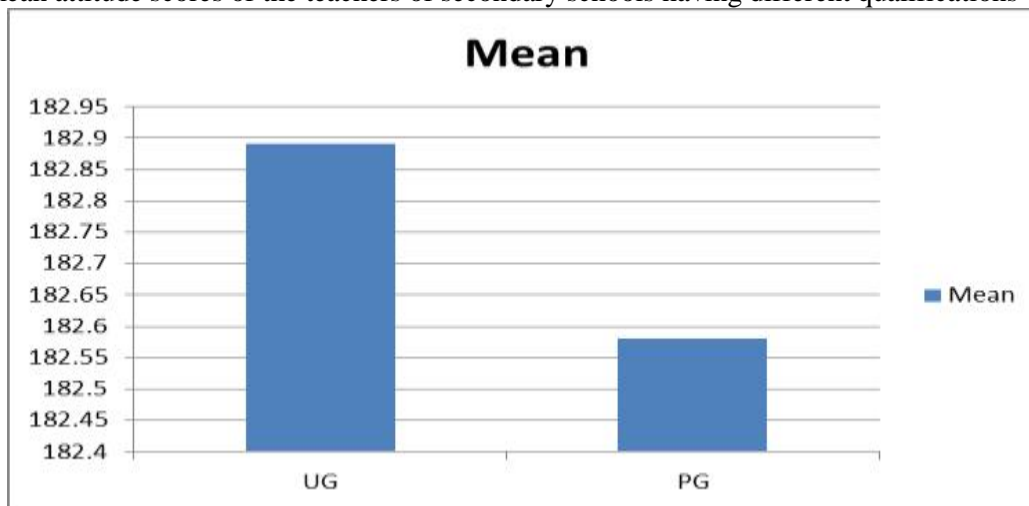
Showing the level of attitude of the teachers of secondary schools on the basis of qualifications

Qualification	N	Mean	Level of Attitude
UG	200	182.89	Moderate
PG	200	182.58	Moderate

Interpretation: The table indicates that Graduate and Post-Graduate teachers of secondary schools have moderate attitude towards teaching profession.

Figure-1

Showing the mean attitude scores of the teachers of secondary schools having different qualifications



Interpretation: The figure indicates that both Graduate and Post-Graduate teachers have moderate attitude towards teaching profession. However, attitude of Graduate teachers is a little higher than those of Post-Graduate teachers on the basis of their mean attitude score.

Analysis of data pertaining to objective-3 (To compare the attitudes of male and female teachers of secondary schools towards the teaching profession)

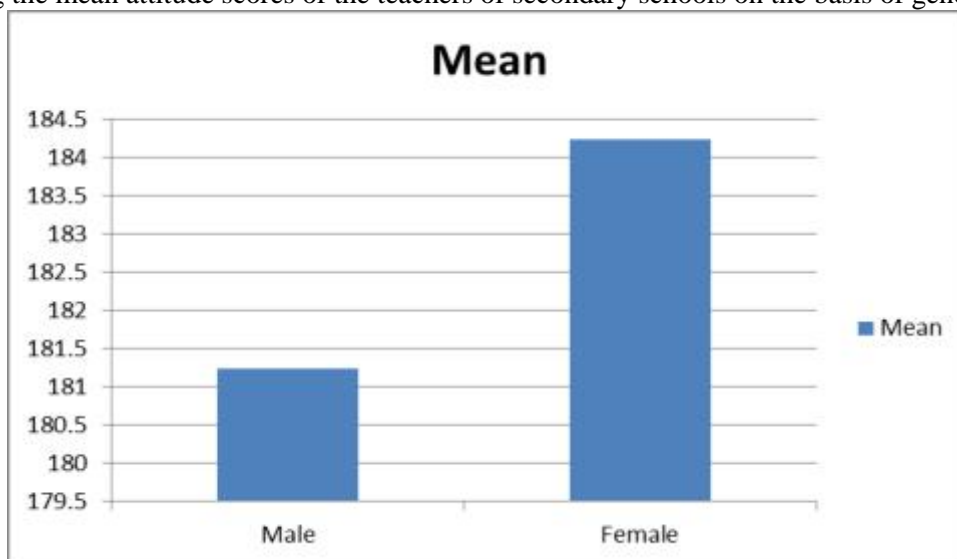
Table -2

Showing the level of attitude of the teachers of secondary schools on the basis of gender variations

Gender	N	Mean	Level of Attitude
Male	200	181.24	Moderate
Female	200	184.23	Moderate

Interpretation: The table indicates that both male and female teachers of secondary schools have moderate attitude towards teaching profession.

Figure-2. Showing the mean attitude scores of the teachers of secondary schools on the basis of gender variations



Interpretation: The figure indicates that both Graduate and Post-Graduate teachers of secondary schools have moderate attitude towards teaching profession. However, the figure indicates that mean attitude score of female teachers is higher than those of male teachers of secondary schools.

Analysis of data pertaining to hypothesis-1

H₀1. There is no significant difference in attitude towards teaching profession on the basis of levels of academic qualifications of the teachers of secondary schools.

Table-3 Showing the comparison of attitude towards teaching profession between Graduate and Post-Graduate teachers of secondary schools

Academic Qualifications	N	Mean	SD	SED	t	Level of Significance
Graduate	200	182.89	17.07	1.66	0.19	NS
Post Graduate	200	182.58	16.21			

Interpretation: Above table indicates that the value of 't' is not significant at 0.05 level meaning thereby both Graduate and Post-Graduate teachers do not differ significantly on the basis of attitude towards teaching profession score.

Table-4

Showing the degree of attitude towards teaching profession between Graduate and Post-Graduate teachers of secondary schools

Academic Qualifications	Favourable Attitude	Moderate Attitude	Unfavourable Attitude	Total	χ^2	Level of Significance
Graduate	31	163	6	200	1.908	NS
Post Graduate	26	163	11	200		

Interpretation: The results lead to infer that irrespective of differences in qualifications most of the teachers have favourable attitude towards teaching profession.

Analysis of data pertaining to hypothesis-2

H₀2. There is no significant difference in attitude towards teaching profession between male and female teachers of secondary schools.

Table-5 Showing the comparison of attitude towards teaching profession between Graduate and Post-Graduate teachers of secondary schools

Gender	N	Mean	SD	SED	t	Level of Significance
Male	200	181.24	16.28	1.66	1.80	NS
Female	200	184.23	16.88			

Interpretation: Above table indicates that the value of 't' is not significant at 0.05 level meaning thereby both male and female teachers do not differ significantly on the basis of their attitude towards teaching profession score.

Table-6 Showing the degree of attitude towards teaching profession between Graduate and Post-Graduate teachers of secondary schools

Gender	Favourable Attitude	Moderate Attitude	Unfavourable Attitude	Total	χ^2	Level of Significance
Male	22	169	9	200	3.462	NS
Female	35	157	8	200		

Interpretation: The results lead to infer that irrespective of gender differences teachers have favourable attitude towards teaching profession.

5. FINDINGS :

- It was found that the teachers of secondary schools have moderate attitude towards teaching profession.
- It was found that attitude towards teaching profession does not differ significantly on the basis of qualifications of secondary school teachers. It means that Graduate and Post-Graduate teachers have same level of attitude towards teaching profession.
- It was found that male and female teachers of secondary schools do not differ significantly in their attitude towards teaching profession. It indicates that male and female teachers have same level of attitude towards teaching profession.

6. CONCLUSION:

The findings of the study indicate that most of the teachers of secondary schools in Purba Bardhaman and Hooghly districts in West Bengal have moderate attitude towards teaching profession. The present study is in consonance with the findings of Sylvester (2010) and Ghanti, et.al. (2009) as they revealed that gender, educational qualifications have no impact on teachers' attitude towards teaching profession. But the present study contradicts with the study of Ghosh and Bairagya (2010) and Belagali (2011) as both the studies found that female secondary school teachers possess more favourable attitude towards teaching profession.

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