

## A Study on Attitude of Teachers towards Teaching Profession

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### ABSTRACT

Good (1959) defines attitude as “a readiness to reaction towards or against some situation, person or thing in a particular manner for example Love or Hate”. A teacher is a friend, philosopher and guide to the students. He does not teach, but makes the student learn. The teachers are to sow knowledge in the form of education. And so the profession calls for dedicated people, who will willingly accept the changes of building up generations. Any profession is noble but the teaching profession is the noblest. But today, people do not think of the teacher as a professional worker in the same sense, status and reverence in which they consider the doctor, the lawyer, the police or the engineer. Attitude is important to understand human behaviour. To define what exactly an attitude is, many attempts have been made in literature generally it is, a complex mental state involving beliefs. A profession is explained as an occupation based upon specialized, intellectual study and training. It is a work pursuit, one person’s effort to find out a place in the work-a-day world. It is a kind of occupation, in which by gone times termed as “Vocation”, a calling. Teaching is considered as a profession, when viewed from the internationally accepted yard stick of a profession. Teaching profession is primarily a service based, nor a commercial one Every profession has to make an arrangements for its own development.

**Keywords:** *Attitude, Attitude of Teacher, Teaching Profession.*

The conceptual definition of the attitude has been given in many ways by different authors. The term attitude first used to denote “ the sub-total of man’s inclination and feelings , prejudice or bias , preconceived notions , ideas, fears, threats and convictions about any specific topics ”(*Thurstone and Chave,1929*) . *Later however, when motivational and affective characters of attitudes were emphasized. Thurstone (1931) defined an attitude as “the affect for or against a psychological object”.*

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### ***Views about Attitude:***

Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such a national or racial group a custom or an intuition (Anastasi, 1982). Attitude is considered as a predisposition to behaviour. According to Young (1951), an attitude is a learned and more or less generalized and effective tendency or predisposition to respond in a rather resistant and characteristic manner usually positively or negatively in reference to some situation, idea, value, materiel object or class of such objects or person or group of persons.

### ***The Nature of Attitude:***

Attitudes involve some knowledge of a situation .However, the essential aspects of the attitude are found in the fact that some characteristics feelings or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated. Subjectively, then, the important factor is the feeling or emotion; objectively it is the response, or at least the tendency to respond.

**Attitude of Teacher:** Attitude is important to understand human behaviour. To define what exactly an attitude is, many attempts have been made in literature generally it is, a complex mental state involving beliefs. Gupta ( 1996) describes that the task of teachers is central to education .Teachers must transmit to new generation cultural heritage of society – the knowledge , skills , customs , and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviours which show teacher’s intellect, desire to excel, extended professionalism and teaching as a life concern.

### ***Attitude of Teachers towards Teaching :***

**Concept of Attitude:** The mind of the individuals is expressed in his behaviour through attitude. As he develops, he is trained and unconsciously governed by the environment to take certain attitudes towards certain subjects. Similarly, the trend come with certain attitudes as they (students) enter the classroom. If the student has favourable attitude he may surprise the teacher by his ability to learn than what was expected from him. If he has negative attitude, he may strongly resist learning in spite of the through and honest efforts of the teachers and all such efforts, prove to be futile.

### ***Teaching A Profession :***

Teaching is considered as a profession, when viewed from the internationally accepted yard stick of a profession. Teaching profession is primarily a service based, nor a commercial one Every profession has to make an arrangements for its own development. If this is not done the profession will be rendered absolute and is bound to be rejected by the society in the long run.

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The combination of motivation, aptitude and competence that forms the real basis for the professional development of teachers. The primary obligation of the teaching profession is to guide the children, youth and adults in pursuit of knowledge and skills to prepare them to the way of democracy, which help them to become happy, useful, self-supporting citizens.

The teaching profession should be an intellectual, a learning and practical activity. A strong, secure and effective profession of teaching is essential to build up public intelligence and to solve the social problems. Teachers who commit themselves to the profession and who have knowledge, devotion and sacrifice can only build teaching profession.

The members of teaching profession should share with parents in shaping each student's purpose and get towards socially accepted needs. He has to respect the basic responsibility of parents for their children. He has to establish friendly and co-operative relationship with the home.

The teaching profession occupies a position of public trust involving not only the individual teacher's personal conduct but also the interaction of the school and the community. He should perform the duties of citizens and participate in community activities. He has to discuss controversial issues from an object point of view keeping the class from partisan opinions.

According to the expectations of home, society, community and nation the role of present day teacher has become very challenging, complex and multi faced and he has to act for the proper fulfilment of the national goals of education.

### ***Attitude towards teaching Profession :***

It is needless to mention that the attitude of a teacher, or any other worker for that matter, towards his profession is an important aspect that helps one to feel well in his job. A favourable attitude towards teaching is likely to prove helpful to teachers in maintaining harmonious relations with other pupil, characterized by mutual affection and sympathetic understanding.

Though teaching is considered to be the noblest of all professions, people do not think of the teacher as professional worker. Further, today many a teacher seems to take to teaching not because of any interest and liking towards the job, but because of their inability to secure jobs elsewhere. As such the member of persons inspired with consecration and ardour for teaching has come down vastly, with the loss of prestige and probe for the profession.

These observations indicate a highly negative attitude on the part of the teachers towards their profession. However, not many researchers have been conducted on the attitude towards their profession to unveil its relation with other variables.

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It refers to the degree of internalization of organization of organizational goals. It is needless to explain that unless the teacher feels engrossed his work, unless he feels himself as a part of the institution and the system as a whole, he will not be able to do justice to his job. Do the present day teachers feel involved in their job with all the abominable negative aspects of the teaching profession like lack of power, prestige, facilities and material rewards.

### ***Present scenario of Teaching Profession.***

The teacher in the past a symbol of authority, held with awe by students and respected by parents. As long as he was present in the class, whether teaching or biding his time, students struck to their seats, silent and sober. No student dared to whisper or move from his seat in his presence. He was a monarch of all that he surveyed.

Today, the teacher is constantly under close observation of both the parents and the students. He is neither feared nor respected. He enters the class nervously apprehending trouble at any moment, as even a small lapse on his part can land him into serious trouble. A minor classroom incident may turn into a protest march, a demonstration or a strike. The teacher should, therefore, be very cautious in dealing with everyday disciplinary problems. A large number of teachers of the present day has no interest in their profession. They continue to work only as mechanical wage earners. Many of the teachers are made to work in schools without even the minimum requirement of accommodation and equipment. The most important point is the lack of recognition for the teachers in the society, compared to the doctors, engineers, lawyers, revenue employees or any other government servants.

## **REVIEWS OF RELATED LITERATURE**

Annamalai (2000) studied “Attitude of teachers towards teaching”. In this investigation an attempt has been made to find out the attitude of the teachers towards teaching. ATAI scale was used to measure the attitude of teachers towards teaching. The results show that men and women teachers did not differ in their attitude towards teaching. Location of the school, age and level of teaching did not have any influence upon the teachers’ attitude towards teaching.

Mishra (2005) conducted a study to find out the attitude of teachers of secondary schools of Sambalpur District of Orissa. The sample included 250 teachers (125 men and 125 women). The major findings were: (i) the teachers having low experience were found to have higher degree of positive attitude towards teaching profession than the teachers having high experience, (ii) the female teachers were found to have more positive attitude than the male teachers, and (iii) the trained teachers were found to have more positive attitude towards teaching profession.

### ***Objectives of the Study***

- To find out the effect of demographical variables in respect of among secondary school teachers.

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### *Hypothesis of the Study*

1. There is no significant difference between Male and Female teachers of secondary schools with respect to their attitude towards teaching profession.
2. There is no significant difference between Married and Unmarried teachers of secondary schools with respect to their attitude towards teaching profession.
3. There is no significant difference between Graduate and postgraduate teachers of secondary schools with respect to their attitude towards teaching profession.
4. There is no significant difference between Arts and science teachers of secondary schools with respect to their attitude towards teaching profession.
5. There is no significant difference between Govt. and Private teacher of secondary schools with respect to their attitude towards teaching profession.
6. There is no significant difference between Rural and urban teachers of secondary schools with respect to their attitude towards teaching profession.

### *Variables:*

1. **Independent Variables:** Gender, marital status, educational qualifications, teaching subjects management and location
2. **Dependent Variables:** Teacher attitude towards profession.

## **METHODOLOGY**

### *Method :*

In the present study survey method was employed.

### *Sample :*

For the purpose of the study a sample of 200 Secondary school teachers were selected in Nellore District through simple random sampling technique.

### *Tool:*

Teacher attitude towards profession questionnaire was adopted by the investigator.

### *Statistics Used :*

Mean, SD, t-test were used to analyze the data.

## **ANALYSIS AND INTERPRETATION OF THE DATA**

**Hypothesis – 1:** There is no significant difference between Male and Female teachers of secondary schools with respect to their attitude towards teaching profession.

**Hypothesis – 2:** There is no significant difference between Married and Unmarried teachers of secondary schools with respect to their attitude towards teaching profession.

**Hypothesis – 3:** There is no significant difference between Graduate and Postgraduate teachers of secondary schools with respect to their attitude towards teaching profession.

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**Hypothesis – 4:** There is no significant difference between Arts and Science teachers of secondary schools with respect to their attitude towards teaching profession.

**Hypothesis – 5:** There is no significant difference between Govt and Private teachers of secondary schools with respect to their attitude towards teaching profession.

**Hypothesis – 6:** There is no significant difference between Rural and urban teachers of secondary schools with respect to their attitude towards teaching profession.

*Table – 1, Variables, categories, Means and Standard Deviation of secondary school teachers and their t – values.*

Variables	Categories	N	Mean	S.D.	t- value
Sex	Male	85	28.40	6.10	1.64@
	Female	115	29.73	6.31	
Marital status	Married	140	32.67	8.93	1.286@
	Unmarried	60	30.76	7.059	
Qualification	Graduate	94	164.21	39.00	1.76@
	Postgraduate	106	159.53	35.59	
Teaching subjects	Arts	108	34.25	7.45	0.637@
	Science	92	36.94	8.91	
Type of management	Govt	90	160.57	34.40	1.71@
	Private	110	158.60	32.46	
Location	Rural	95	161.59	38.84	0.857@
	Urban	105	158.68	37.27	

### FINDINGS OF THE STUDY

From the above table the calculated ‘t’ value is 1.64 found to be less than the table value (1.96) at 0.05 level. Hence , the hypothesis -1 is accepted. It means that, there is no significant difference between Male and Female teachers of secondary schools towards attitude towards profession.

From the above table the calculated ‘t’ value is 1.286 found to be less than the table value (1.96) at 0.05 level. Hence , the hypothesis -1 is accepted. It means that, there is no significant difference between Married and unmarried teachers of secondary schools towards attitude towards profession.

From the above table the calculated ‘t’ value is 1.76 found to be less than the table value (1.96) at 0.05 level. Hence , the hypothesis -1 is accepted. It means that, there is no significant difference between graduate and postgraduate teachers of secondary schools towards attitude towards profession.

From the above table the calculated ‘t’ value is 0.637 found to be less than the table value (1.96) at 0.05 level. Hence , the hypothesis -1 is accepted. It means that, there is no significant difference between Arts and science teachers of secondary schools towards attitude towards profession.

From the above table the calculated ‘t’ value is 1.71 found to be less than the table value (1.96) at 0.05 level. Hence , the hypothesis -1 is accepted. It means that, there is no significant difference between Govt and private teachers of secondary schools towards attitude towards profession.

From the above table the calculated ‘t’ value is 0.857 found to be less than the table value (1.96) at 0.05 level. Hence , the hypothesis -1 is accepted. It means

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that, there is no significant difference between Rural and urban teachers of secondary schools towards attitude towards profession.

### CONCLUSIONS

Researcher feels that level of teacher attitude towards teaching profession was found to be positive. Researchers have shown that teachers' attitude towards teaching profession negatively or positively affects the students' scholastic success and participation in lessons. Teacher's attitude towards teaching plays a major role in shaping the attitudes of students towards learning. This can be concluded that, secondary school teachers are motivated towards their profession and they participate in the school academic activities enthusiastically.

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