

**STUDY OF THE ATTITUDES OF SECONDARY SCHOOL TEACHERS
TOWARDS TEACHING PROFESSION****Dr.K.Sumita Rao**Assistant Professor, Christ University, Bangalore

ABSTRACT

The teacher occupies a unique place in the educational system. He is the pivot of the entire education process. So if teachers were to be efficient in their work they should have adequate professional information sound philosophy, behind their teaching more then all should have favorable attitude towards the profession.

Key Words: *Teaching Attitude, Secondary School Teachers*

INTRODUCTION

Education is the background of any progressing nation and the teachers are the pivot in any system of education as he has a key role to perform in the whole process. The success of an educational process depends to a large extent, on the character and ability of teacher, who is the cornerstone of the arch of education.

Teachers form an important role in the development of society. This is often reflected in the kinds of economy that are paid to the teachers such as “Teachers are nation builders”. Teaching is one of the noble professions. It is obvious that all teachers cannot claim to be worthy of these statements. It is only the effective teachers who can in some measure be worthy of thought that is placed in him by society. Surely an efficient teacher can and does bring about desirable changes in the students and deserves to be called a nation builder. A requisite one would assure for teachers to be effective and they would develop a positive attitude towards teacher profession.

The problem of primary education is so much stressed in India. Today they may other problems of education because it is the 1st stage of formal education, where normally the child is enrolled, at the age of five or six years. This is more formative age when the entire growth, development and enrichment of mental as physical potentialities of the child canceled. This all round development of the child depends primarily on primary education. This is the stage at where the child starts developing knowledge and attitudes that should be possessed by all good citizens. Therefore, to reach the goal the role of the teacher is very significant and vital in imparting light type of education.

As in the words of Ruskin “Education does not mean teaching people to know what they do now. It means teaching them to be having as they do not be having”.

Education is considered to be the role substantial of life in any country both advanced and backward alike. No country can dream of increasing the socio-economic status of its population with not a strong educational system. Hence, there is need for improving the quality of primary education.

Teacher is the most important factor in the reconstruction of education. But “Teaching is not every body’s cup of tea” as Ruskin says “Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting by praise but above all by exercise”.

Based on the commission reports several positive steps were under taken to improve the quality of teacher education, organized climate and socio-economic status of the teacher. But unfortunately these measures have not helped to improve the morale of the teachers and to have a favorable attitude towards teaching profession of upholding the dignity and status of the teaching profession. Hence improving the quality of education is the continuing to be a burning problem. The educationists had concentrated more on secondary and higher levels of education than on primary education. Several studies may the need to the under taken to arrive at a class concerns on the matter, the present study is a modest attempt in this directions.

NEED FOR THE STUDY

The teacher by virtue of his position and role is one of the most important agent of the preservation and enrichment of culture in today’s society. Having to deal with human material during the most impressionable period of life, the teacher is bound to make massive impact on the personality character, intellectual growth, attitudes, and values of the future citizens. In view of their crucial role it is incumbent one vary society to provide the adequate equipment to meet the challenges of their task and Indian Society is no exertion to it.

But, unfortunately in India, to-day, the socio-economic status and the professional status of teachers is low. Sociality at the primary level is fall too below the standards despite many efforts were made to improve it. The states of education as an academic study must be raised. This is one of the factor for school teaching to emerge as a profession on put with the more established profession, like Law, Medicine, Engineering etc., Unless, teaching attains the status of high profession

and teachers as professionals, it is idle to harbor the high expectations that we as a nation have from our teachers and to have right attitudes towards their profession.

In Review of Related Literature is discussed

NCERT (1971) conducted a study to know how teachers related to various issue related to their professional life and efficiency and to study as to how the attitudes of teachers difference significantly under different managements.

In a study conducted by **Bir Singh (1970)** on whether teachers like their career, the outcomes showed that women teachers had favorable attitude towards teaching profession.

In a study conducted by **Anjaneyalu B.S.R in (1970-71)** on job satisfaction in the secondary school teachers and its impacts on the education of the pupils, with special reference to Andrapradesh revealed that dissatisfaction varies with type of institution they work.

Sukla S.K. (1969) has quoted the views of some of the teachers on some social issues, it reported that teachers with better education and urban background, have liberal attitude towards some social issues.

Ray Sipra 1992,has conducted a comparative study teacher's attitude towards pupils and their job satisfaction.

Statements of the Problem:

A problem selected for the present investigation is "A study of the Attitudes of Teacher towards Teaching Profession".

Objectives of the Study:

The study is under taken by the investigator with the following objectives in view.

1. To assess the attitudes of Secondary School teachers towards teaching profession.
2. To examine the effect of age on the attitudes of the Secondary School teachers towards teaching profession.
3. To find out significant of differences if any in the attitudes of Male and Female teachers towards the teaching profession.

4. To study the effect of marital status (married and unmarried) of teachers on their attitudes towards teaching profession.
5. To determine the effect of family type (joint and unclean) on the attitudes of the teachers towards teaching profession.
6. To study the effect of parental income on the attitudes of the teachers towards teaching profession.
7. To study the effect of Area on the attitudes of the teachers towards teaching profession.
8. To find out significant differences if any in the on the attitudes of the teachers towards teaching profession from rural and urban areas.

Variables of the Study: -

In this study attitudes towards teaching profession was the dependent variable on which the effect of independent variables are studies. The situational independent variables are as follows.

1. Gender
2. Religion
3. Marital Status
4. Family type
5. Age
6. Background of teachers.

The dependent variable in the study was attitude of teachers. The independent variables that were considered after reviewing some of the related literature for the present study were, gender, marital status, place, religion, family type, age, parental income and area eight hypothesis well formulated in the null from based on their variables. They are,

1. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total attitude scores of male and female teachers.

2. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of Hindu and Muslim teachers.
3. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of married and unmarried teachers.
4. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of Nuclear and Joint Family teachers.
5. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of Rural and Urban teachers.
6. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of teachers belonging to high and average age groups.
7. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores of teachers belonging to high and low age groups.
8. There is no significant difference in the Mean Teacher Attitude towards teaching profession scores in the five areas (Namely, Academic, Administrative, Co-curricular, Socio-Psychological and Economical) and total scores teachers belonging to low and average age groups.

Sampling Procedure: Stratified random sampling procedure was adopted.

From 6 secondary schools belonging to Kolar rural and urban areas were selected. 200 teachers were selected to respond to the questionnaire among them 96 were male and 104 were female teachers.

Tool used to collect Data: The research tool used for the study is attitude scale towards teaching profession developed and standardized by Kulsum (2001) The tool consists of 50 items of 5 areas of Academic, Administrative, Co-curricular, Socio-Psychological and Economical.

ANLAYSIS OF DATA

The analysis of data was done using the Mean differences 't' test to find out significant differences in attitudes of teachers towards teaching profession on the variables of Sex, Religion, Age, Marital Status, Family type, Income and place The data collected was tested both area wise and total. In different level the attitude scores with independent variables were compared.

The hypothesis were tested using 't' test at 0.05 level and 0.01 level of significance.

Major findings:-

1. There is a significant difference in the Mean Teacher Attitude towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitude score of female teacher in academic area was found to be greater than ($X = 32.33$) their counter parts that is male teachers ($X = 31.18$) respectively.
2. There is a significant difference in the Mean Teacher Attitude towards teaching profession in the area of Administrative aspect of attitudes of teachers towards teaching profession. The mean teacher attitude score of female pupil teacher in Administrative area was found to be greater than ($X = 19.25$) their counter parts that is male teachers ($X = 18.12$) respectively.
3. There is a significant difference in the Mean Teacher Attitude towards teaching profession in the area of Co-curricular aspect of attitudes of teachers towards teaching profession. The mean teacher attitude score of female

teacher in Co-curricular area was found to be greater than (X = 16.7) their counter parts that is male teachers (X = 15.38) respectively.

4. There is a significant difference in the Mean Teacher Attitude towards teaching profession in the area of Socio-Psychological aspect of attitudes of teachers towards teaching profession. The mean teacher attitude score of female teacher in Socio-Psychological area was found to be greater than (X = 82.91) their counter parts that is male teachers (X = 80.87) respectively.
5. There is a significant difference in the Mean Teacher Attitude towards teaching profession in total attitude of teachers towards teaching profession. The mean total teacher attitude score of female teacher was found to be greater than (X = 170.09) their counter parts that is male pupil teachers (X = 163.96) respectively.
6. There is no significant difference in the Mean Teacher Attitude towards teaching profession in the economic aspect of attitudes Male and Female teachers towards teaching profession.
7. There is a significant difference in the Mean Teacher Attitude towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitude score of Hindu teacher in academic area was found to be greater than (X = 31.48) their counter parts that is Muslim teachers (X = 27.4) respectively.
8. There is no significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of Married and Unmarried teachers towards teaching profession.
9. There is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitude scores of high age group teachers in the academic area was found to be greater than (X = 33.31) their counter parts that is low age group teachers (X = 31.58) respectively.

10. There is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of administrative aspect of attitudes of teachers towards teaching profession. The mean teacher attitude scores of high age group teachers in the administrative area was found to be greater than ($X = 20.2$) their counter parts that is low age group teachers ($X = 18.12$) respectively.
11. There is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of Socio-Psychological aspect of attitudes of teachers towards teaching profession. The mean teacher attitude scores of high age group teachers in the Socio-Psychological area was found to be greater than ($X = 84.43$) their counter parts that is low age group teachers ($X = 80.47$) respectively.
12. There is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of economic aspect of attitudes of teachers towards teaching profession. The mean teacher attitude scores of high age group teachers in the economic area was found to be greater than ($X = 20.56$) their counter parts that is low age group teachers ($X = 18.49$) respectively.

MAIN CONCLUSIONS OF THE STUDY:

1. There is no significance in the Mean Teacher Attitude scores towards teaching profession in the economic area of Male and Female teachers.
2. There is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitudes scores of female teachers in total area was found to be greater than ($X = 170.09$) their counter in total area was found to be greater than ($X = 163.96$) respectively.
3. There is no significant difference Mean Teacher Attitude towards teaching profession in the Administrative, Co-curricular, Socio-Psychological and Economical area of Hindu and Muslim pupil teachers.

4. There is significant difference in the Attitude scores towards teaching profession (area wise and total) of Hindu and Muslim pupil teachers.

Educational Implications: -

1. Teachers should develop desirable attitudes towards teaching profession.
2. While framing the curriculum for primary school programme, every case may be taken to make teachers to realize the nobility of teaching profession.
3. Teaching experience of a teacher is not a factor for their negative attitude towards teaching profession.
4. Teacher may advise to improve their ability to teach so as to enable them to realize the impact of mastery over the subject and to develop positive and favorable attitude towards teaching.
5. It is desirable on the part of recruitment authorities, managements and Government authorities to encourage young men and women not only with high talents potentialities and positive attitudes towards teaching but also to encourage those who have developed commitment and competitive spirit to their work, so that they strive for the betterment of education.

BIBLIOGRAPHY

1. **Alexander Williams;** Are you a good at teaching; Halt Richert and Western New york, 12960 p2
2. **Anderson Thomas W;** Journal of Educational Research; Vol XII. No N.C.E.R.T.
3. **Anjeneyalu B.S.R;** Teaching Profession and Job satisfaction, Educational India vol. 37 1970-71
4. **Buch M.B;**Secondary Survey of research in education 1972-78
5. **Bhandarkar B.G:** A study of the polytechnic teacher Attitude towards teaching profession and its correlation (1987)
6. **Blusum Lawrence Philip;** A Comparative Study of students preparing for five selected professions including teaching – Review of Educational Research Vol 19 June1949

7. **Dhananjaya**; Attitude of teachers and students in secondary school of Bangalore city towards job satisfaction T 109(1971)
8. **Goyal J C** ; “A study of the relationship among attitude, job satisfaction, adjustment and professional interest of teacher educator in India” Indian Educational Review, oct 1981, no 16
9. **Herzberg F**; Job Attitudes: Review of research and coinion psychological service of Pittisburgh 1957
10. **Katti VV and C S Bennur**; Attitude of Secondary school teachers towards the teaching profession: Journal of the college education, Karnataka University.
11. **Lodahl T M**; “Patterns of Job attitude in Assembly Technologies” Administrative Science Quarterly 8, 1954, pp483-490
12. **Singh L C**; Status of elementary school, Teachers Indian Education, Indian National Scientific documentation center Delhi12
13. **Stinett**; The Teaching Profession. Delhi Vol 13(2) 1970-71 pp 55-57
14. **Rama Krishna**; A Comparative Study of the attitude of men and women teachers of primary school towards teaching profession 1974 pp 81-84
15. **Villarral** ; “A study of Attitude towards teachers job concept in teaching profession” Dissertation Abstract International Vol:47 No2, August 1990

Teachers' Attitudes: A Great Influence on Teaching and Learning of Social Studies. Shittu Rashidat Omolara Department of educational management, University of Ilorin, PMB 1515, Ilorin, Ilorin. Nigeria. 1. What are the attitudes of social studies teachers towards teaching the subject in secondary schools? 2. What are the factors responsible for their attitudes? 3. Do rewards and incentives affect attitudes of the social studies teachers towards teaching? Research Hypotheses Ho1: There is no relationship between availability of teaching materials and social studies teachers' attitudes towards teaching in secondary schools. Ho2: There is no relationship between staff motivation and their attitudes towards teaching. Attitude towards teaching profession paper aims at achieving a correlational study to identify attitudes towards teaching profession of the prospective teachers. The sample of subjects involved in this study is comprised of graduate students in educational sciences. For the substantiation of this study, an analysis of the specialized literature was made. Particularly the studies of social psychology established that generally the concept of attitude is approached from the perspective of Gordon Allport theories. Thus, most definitions consider attitude as an individual predisposition to evaluate a social element (concept, event, person) considering it favorable or unfavorable, and thus showing a certain behavior to it (Kartz, 1960, Eagly & Chaiken, 1993, Doron & Parot, 1999). The purpose of this study was to examine Addis Ababa secondary school mathematics teachers' attitude in teaching mathematics. 148 mathematics teachers were selected using cluster sampling from Addis Ababa administration region. The study used survey method of data collection and it includes both quantitative and qualitative research methods. INTRODUCTION The attitude of teachers towards teaching profession is very important for the teachers' performance and their students. Hussain, Ali, Khan, Ramzan, Qadeer (2011) found that majority of the secondary school teachers in Pakistan do not have positive attitude towards the profession. A total of 150 teachers (75 males & 75 females) from thirty secondary schools located at Imphal West District, Manipur (India) with mean age 39.48, SD 10.21, were selected through simple random sampling. The data collected through the Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006). It is a 90 items on 5 point Likert Type scale as strong agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). The reliability of the scale is 0.88. A study on polytechnic teachers' attitude towards teaching profession and its correlates. Government Polytechnic, Jalgaon, TTTI, Bhopan-sponsored. A study of the attitude of teachers of Agra University towards higher education. Ph.D., Soc., Agra University. Jaleel, S.S., & Pillay, G.S. (1979). The present study examines structural and socio-psychological factors affecting attitudes towards quitting the profession among school teachers. We explore effects of perceived workplace difficulties, employment opportunities, self-efficacy beliefs, and emotional attachment to the teaching profession. The survey was conducted among public secondary school teachers in Saint Petersburg, Russia (N = 730). The regression analysis revealed that self-efficacy beliefs and professional commitment are the strongest predictors for retention, some work-related stress factors contribute to the likelihood of switching profession, while the number of years of teaching experience and work experience outside of teaching have no effect.