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## **A Study on the Attitude of Elementary School Teachers’ towards Teaching- Profession**

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### **Abstract**

*Education in 21<sup>st</sup> century is a challenge to excellence in every endeavor. Newer and more vibrant areas of education have already come under the purview of teaching-learning. Teaching is considered to be a noble profession where teacher is the most important human resource. Today we need well qualified and well prepared teachers who have not only academic and professional competencies of high order but also earnest responsibility and commitment to strive constantly to raise student learning, capacity and achievement so as to make them increasingly autonomous and self-actualizing persons. Besides that a teacher not only has to be competent in his subject, methods of teaching and in understanding his students but also should have interest in the profession and have a favorable attitude towards teaching. Attitude refers to reports of what people think or feel or of the ways in which they intend to act. Since it is important for the teacher how he thinks or feels about his profession, it is desirable to study teacher attitude because it not only affects his own behavior in the classroom but also of the students.*

*The present paper tries to highlight the attitude of teachers towards teaching profession at the school level of Udalguri district of Assam.*

***Key words- Attitude, Competent, Interest, Profession, Resource, Teacher.***

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**Introduction:** An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage” (refer-Dr. S. Vijayavardhini and M. Sivakumar 2014: Attitude of Prospective teachers towards teaching profession; Innovative thoughts International Research Journal, Vol-2, Issue2). It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation where the attitude of teachers’ are concerned towards their profession. Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting text-book information and then testing the student’s ability to repeat it: there is no magic formula for transformation knowledge from the teachers’ mind to align the pupils. Teaching is not a mechanical process. It is intricate, exacting and challenging job. The teacher must pay attention to the entire complex organism. He is concerned with the development of the whole child- intellectual,

emotional, socially, spiritually and in some degree, physically where the attitude of a teacher plays a significant factor towards the profession.

One of the principal objectives of education is to modify the behavior of a child according to the need and expectation of the society. A person's behavior is composed of many factors. One of the factors is attitude. A person behaves according to his attitude, towards a thing, person or so on present in the environment. An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in our environment. It is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Attitude can be formed from a person's past and present. Attitude is also measurable and changeable as well as influencing the person's emotion and behavior.

According to Travers- "An attitude is a readiness to respond in such a way that behavior is given a certain direction"(refer-Dr. Nara Narayan Mahanta, Dipsikha Das: Measurement Assessment and Evaluation in Education and statistics,pp.128).

Anastasi writes, "An attitude is often defined as a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus, defined, attitudes cannot be directly observed but must be inferred from overt behavior, both verbal and non-verbal". (refer-Madhukar,I: Guidance and Counselling; Neelkamal Publication; pp.354).

Psychologists have identified certain characteristics of attitude, which are-

- Attitudes depend on the relation between subject and object.
- Attitudes are learned.
- Attitudes give an idea about one's state of mind.
- Attitudes are motivational.
- Attitudes may be positive or negative.

Thus an attitude is a point of view, substantiated or not, true or false, which one holds towards a person, object, task or idea. The point of view can either be- positive, negative, hostile or indifferent. One's attitude can account for his behavior and/or performance.

Hence, attitude refers to reports of what people think or feel or of the ways in which they intend to act. Since it is important for the teacher how he thinks or feels about his profession, it is desirable to study the teacher attitude because it not only affects his own behavior in the classroom but also of the students.

**V.P. Sharma (1967-68) investigated into the teacher educators' attitude towards practice teaching in some of the selected training colleges of U.P. and Delhi.** The study investigate that the teacher educators show a favorable attitude towards practice teaching. Difference in the number of years of experience does not bring any change in the attitude as shown with the help of the analysis of the variance; though there were significant differences between the mean scores of different group. Qualification has no bearing on the attitude. Teacher educators having different qualifications such as B.T/B.Ed or M.Ed or Ph.D are in no way different from each other as regards their attitude towards practice teaching. Difference in the types of institutions to which the teacher educators belonged does not have any influence on their attitude. So it can be inferred that the attitude is independent of the institutional set-up to which the different teacher-educators belonged.

**Das, S. (1992) studied whether the one year training program for the teachers at primary schools of Assam can bring about significant change in their attitude towards the teaching profession.** Major findings of the study were- the training programs were effective for both rural and urban

teachers regarding the development of attitude. Teaching experience alone could develop the proper attitude towards the profession. Teachers in urban areas were better qualified than their counterparts in rural areas. It was recommended that emphasis has to be given to co-curricular activities along with academic subjects.

***Dr. S. Vijayavardhini and M. Sivakumar (2014) made a study on Attitude of Prospective Teachers towards teaching Profession.*** The study reveals that majority of the prospective teachers expressed positive attitude towards teaching profession. Compared to M.Ed prospective teachers, B.Ed prospective teachers exhibited favorable attitude towards teaching profession. Irrespective of gender both male and female prospective teachers expressed favorable attitude towards profession. It is very much interesting that compare to OC category prospective teachers the BC, SC & ST category prospective teachers exhibited favorable attitude towards teaching profession.

***C.L. Bhaskara (2014) made a comparative demographic study of attitudes of secondary and higher secondary student teachers (B.Ed) towards teaching profession.*** This study revealed that student teachers of science stream are more significant than that of humanities stream. The study also observes that the female student teachers of Arts stream had shown more affinity towards teaching profession. A significant difference was observed between the attitudes of student teachers towards the profession of teaching and those of consecutive year student teachers. Attitude of rural background student teachers are more stable and reliable compare to teachers of other level. There is no any effect of in-service and pre-service student teachers on attitude towards teaching. Teachers of under graduate and post graduate are not the variable effect on attitude towards teaching profession. Few studies had been done on the attitude of teachers towards teaching profession but no such studies had been done in the Udalguri District of Assam. Therefore, it is of utmost important to study on the attitude of school teacher towards teaching profession in Daifang Khuti area of Udalguri District.

**Statement of the problem:** The present study has been stated as “*A study on Teachers’ Attitude towards teaching Profession at the School level*”.

**Operational Definition:**

**Attitude-** “An attitude is a readiness to respond in such a way that behavior is given a certain direction”(Travers).

**Profession-** A job that need special training and a formal qualifications.

**Teacher-** Teachers are literally the arbiters of a nation’s destiny.

**Teaching-** “Teaching refers to activities that are designed and performed to produce change in student behavior”(Clark).

**School-** School is the main institution of formal education.

**Objectives of the Study:**

- To study the attitude of Teachers towards teaching profession at School level.
- To study the attitude of male and female teachers towards their profession.
- To study the attitude of teachers on the basis of age.
- To study the attitude of teachers on the basis of teaching experience.
- To study the attitude of teachers on the basis of academic qualification.

**Hypothesis of the Study:** On the basis of the above objectives, following hypothesis are being framed. Objective No.1 is a fact finding, so there is no need of hypothesis for that.

**H<sub>01</sub>-** There exist no significant difference between male and female teachers’ attitude towards teaching profession.

**Ho2-** There is no significant difference between the different age group in regards to attitude towards teaching profession.

**Ho3-** There is no significant difference in attitude towards teaching profession on the basis of teaching experiences.

**Ho4-** There is no significant difference in attitude towards teaching profession on the basis of academic qualification.

**Methodology of the Study:** The present paper follows Descriptive Survey Method and is based on primary as well as secondary data and is empirical in nature. Descriptive Survey studies are conducted to collect detailed descriptions of existing phenomenon with the intent of employing data to justify current conditions and practices systematically or to make more intelligent plans for improving them.

**Population and Sample of the Study:** The study is being done at Daifang Khuti area of Udalguri district, Assam and follows Purposive Sampling. The sample consisted of 48 teachers working in 4 different Elementary Schools (Upper Primary).

**Description of the Study Area:** Udalguri District is one of the 27 districts of Assam state in North-Eastern India. Udalguri town is the headquarters of the district. This district is bounded by Bhutan and West Kameng district of Arunachal Pradesh state in the north, Sonitpur district in the east, Darrang district in the south and Baksa district in the west. Population Census of Udalguri district in 2011 is 831668. Area of the district is 1852.16 sq.km. Literacy rate of Udalguri is 65.41 %. The district is multi-ethnic and multi-religious in nature. There are Hindus, Christians and Muslims population living together in the district. Bodos forms the largest ethnic group in the district with 29% of the district's population. Other ethnic groups with significant population are Adivasi and Bengali Muslims. Assamese and Bengali Hindus reside mainly in urban areas. There is also a presence of Nepali speaking community in the few pockets of the districts. The district has 2 subdivisions, namely- Udalguri and Bhergaon.

**Tools used:** To collect the data for the present study the investigator has used Teacher Attitude Scale (TAS) developed by Dr. J.C. Goyal (English Version).

**Description of the Scale Used:** It is a scale consisting of 22 items. It has been developed by Thurstone technique of attitude scale construction. It measures attitude towards the profession of teaching. The scale has been specifically developed for secondary school teachers but it can be used for elementary and pre-primary level teachers also. The scale value of each statement was determined by the median value obtained from the rating of judges. Thus each statement got a value on the continuum of the scale. Hence the mean attitude score of a subject is the average score value of the statements endorsed by him/her. It is to be noted that a lower mean score indicates a favorable attitude and the higher score indicates unfavorable attitude of a subject.

**Scale values of Favorable/Neutral/Unfavorable statements.**

Sr. No. of Statements	F*/ UF**/ N***	Scale -Value
1.	F	2.43
2.	UF	9.35
3.	F	0.78
4.	UF	6.95
5.	F	2.19
6.	UF	7.45
7.	F	4.79
8.	F	3.05
9.	UF	10.09
10.	UF	8.32
11.	F	3.55
12.	UF	9.42
13.	UF	7.81
14.	UF	8.65
15.	F	1.83
16.	UF	10.05
17.	UF	6.53
18.	F	4.36
19.	N	5.72
20.	F	1.40
21.	N	5.42
22.	F	0.80

**F\* Favorable Items (Nos.- 1,3,5,7,8,11,15,18,20,22)**  
**UF\*\* Unfavorable Items (Nos.- 2,4,6,9,10,12,13,14,16,17)**  
**N\*\*\* Neutral Items (Nos.- 19, 21).**

Distribution of Attitude Score in Different Categories

Attitude Score	Category
0-2.9	Most favorable
3-4.9	Favorable
5-5.9	Neutral
6-6.9	Unfavorable
7-8.9	Most unfavorable

**Analysis and Discussions on the Findings-**

Break-up of Sample of Teachers according to Groups-

**Table-1 On the basis of gender**

Sr. No.	Gender	No.	%	Category
1.	Male	37	77	M.F-8.1% N-8.1% F-83.7%
2.	Female	11	22.9 (23)	M.F-9% N-9% F-81.8%

Out of 48 teachers 37 were male i.e. 77% where 8.1% (3) were found to have most favorable attitude towards teaching profession. Another 8.1% (3) were found to have a neutral attitude towards teaching profession. Majority of the male teachers i.e. 83.7% (31) of them were found to have a favorable attitude towards teaching profession. On the other hand 11 were female i.e. 22.9% where 9% were found to have a most favorable attitude towards teaching profession. Another 9% were also found to have a neutral attitude towards teaching profession. Most of the female teachers i.e. 81.8% (9) of them were found to have a favorable attitude towards teaching profession.

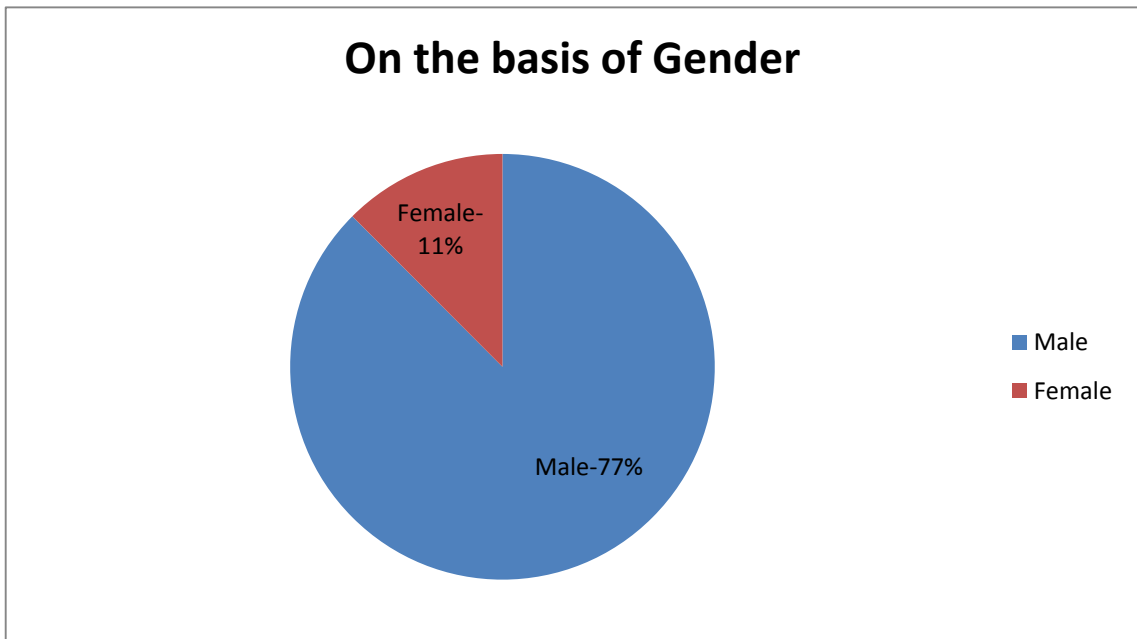


Chart showing the break-up sample of teachers on the basis of gender.

**Ho1: There exists no significant difference between male and female teacher's attitude towards Teaching- Profession.**

**Table 1.1 Distribution of gender wise in Categories of Attitude**

Gender	Most Favorable	Favorable	Neutral	Total
Male	3	31	3	37
Female	1	9	1	11
Total	4	40	4	48

Means and Standard Deviations of certain groups of subjects

**Table 1.2 On the basis of Gender**

Sl. No.	Gender	No.	Mean	S.D.	t Value	Level of significance
1.	Male	37	90.88	38.09	8.80	Significant at both the levels.
2.	Female	11	27.48	11.65		
	Total	48	118.36	49.75		

**Interpretation-** Our calculated value is 8.80 which is more than the table value at both the levels of significance. Hence, it is significant and we can safely reject our hypothesis and in other words we can say that the attitude of teachers towards teaching profession differs on the basis of gender.

**Ho2:** *There is no significant difference between the different age group in regards to attitude towards teaching profession.*

**Table-2 On the basis of age**

Sr. No	Age	No.	%	Category
1.	Below 30 Yrs	12	25	M.F-8.3% (1) N-8.3% (1) F-83.3% (10)
2.	30-39 Yrs	14	29.1	N-7.14% (1) F-92.8% (13)
3.	40-49 Yrs	13	27	M.F-15.3%(2) N-7.6% (1) F-76.9% (10)
4.	50 Yrs & above	9	18.75 (19)	M.F-11.1 (1) F-88.8 (8)

25% (12) of the sample teachers were below the age of 30 years; where 8.3% (1) were having a neutral attitude towards teaching profession. Similarly, 8.3% (1) were having a most favorable attitude towards teaching profession. Among them also majority i.e. 83.3% are found to have a favorable attitude towards teaching profession. Between the age group of 30-39 years of age, 92.8% of them were found to have a favorable attitude towards teaching profession whereas very few of them i.e. 7.14% were found to have a neutral attitude towards the profession. Another age group of 40-49 years of age, it was found that 15.3% were having a most favorable attitude, whereas 7.6% were having a neutral attitude towards the profession but 76.9% were found to have a favorable attitude towards the profession. In the age group of 50 years and above it was found that 11.1% have

a most favorable attitude towards the profession and 88.8% have a favorable attitude towards teaching profession.

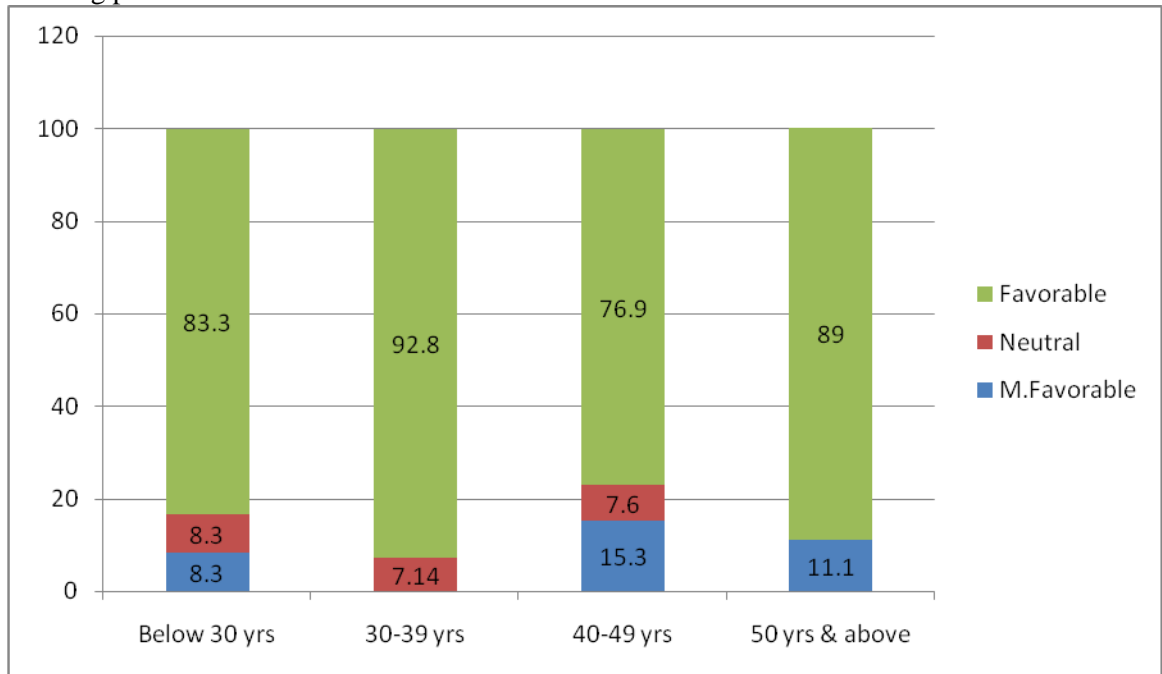


Chart showing the attitude of teachers towards teaching profession on the basis of age- groups.

**Table 2.1 On the basis of Age**

Sl. No.	Age Group	No.	Mean	S.D.
1.	Below 30 yrs	12	12	0
2.	30-39 yrs	14	12	1.41
3.	40-49 yrs	13	12	0.70
4.	50 yrs & above	9	12	2.12

**Table 2.2 Distribution on the basis of age in categories of attitude**

Age group	Most Favorable	Favorable	Neutral	Total
Below 30 yrs	1	10	1	12
30-39 yrs	--	13	1	14
40-49 yrs	2	10	1	13
50 yrs & above	1	8	--	9
<b>Total</b>	<b>4</b>	<b>41</b>	<b>3</b>	<b>48</b>



**Table 2.3 Table showing the chi-square value**

Sl. No.	Age Group	No. of teachers	%	Chi-square value	df	Level of significance
1.	Below 30 yrs	12	25	2.925 (3)	6df	Not significant at both the levels.
2.	30-39 yrs	14	29			
3.	40-49 yrs	13	27			
4.	50 yrs & above	9	19			
<b>Total</b>		<b>48</b>	<b>100</b>			

Comparing the calculated value of chi-square with the table value at 5% and 1% level of significance are-

At 5% level= 12.592      At 1% level= 16.812

**Interpretations-** Our calculated value is 2.92 (3) which is less than the table value at both the levels of significance.

Hence, it is not significant and our hypothesis is accepted or in other words we can say that the attitude of teachers towards teaching profession is quite independent of age groups.

**Table-3 On the basis of Teaching- Experiences**

Sr. No.	T. Experience	No.	%	Category
1.	Up-to 5 Yrs	19	39.58 (40)	M.F-5.2% N-15.7% F-78.9%
2.	6-10 Yrs	6	12.5 (13)	All are favorable
3.	11-15 Yrs	4	8.33	All are favorable
4.	Above 15 Yrs	19	39.58 (40)	M.F-15.7% N-5.2% F-78.9%

In terms of teaching experience, in the category of teachers with teaching experience up-to 5 years, 15.7% were found to have a neutral attitude towards teaching profession, whereas 78.9% were found to have a favorable attitude towards the profession and 5.2% were found to have a most favorable attitude towards the teaching profession. In the group of teaching experience between 6-10 years, all are found to have a favorable attitude towards the profession. Another group of teaching experience between 11-15 years, all the teachers in this group were also found to have a favorable attitude towards teaching profession. In the category of above 15 years of teaching experience, 15.7% were found to have a most favorable attitude towards teaching profession only 5.2% were found to have a neutral attitude and 78.9% were having a favorable attitude towards the teaching profession.

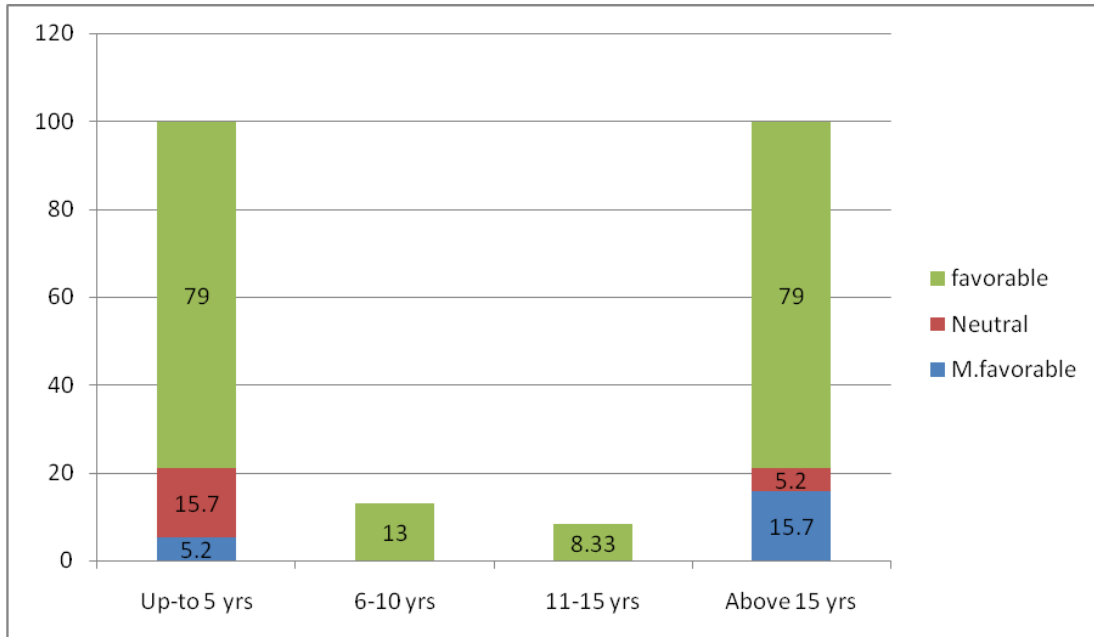


Chart showing the attitude of teachers towards teaching profession on the basis of teaching-experiences.

**Table 3.1 Distribution in categories of attitude on the basis of teaching experience**

Teaching Experience	Most favorable	Favorable	Neutral	Total
T.E up-to 5 yrs	1	15	3	19
6-10 yrs	--	6	--	6
11-15 yrs	--	4	--	4
Above 15 yrs	3	15	1	19
<b>Total</b>	<b>4</b>	<b>40</b>	<b>4</b>	<b>48</b>

Ho 3: *There is no significant difference in the attitude towards teaching profession on the basis of teaching experience.*

**Table 3.2 Mean and S.D. on the basis of Teaching- Experience**

Sl. No.	T. Experience	No.	Mean	S.D.
1.	T.E. up-to 5 yrs	19	48.6	29.6
2.	6-10 yrs	6	14.45	8.45
3.	11-15 yrs	4	10.1	6.1
4.	Above 15 yrs	19	42.8	23.85

**Table 3.3 Table of chi-square value**

Sl. No.	Teaching Experience	No. of teachers	%	Chi-square value	df	Level of significance
1.	T.E up-to 5 yrs	19	40	4.99 (5)	6df	Not significant at both the levels
2.	6-10 yrs	6	12			
3.	11-15 yrs	4	8			
4.	Above 15 yrs	19	40			
<b>Total</b>		<b>48</b>	<b>100</b>			

By comparing the calculated value of Chi-square with the table value at 5% and 1% level of significance, we find the critical value for 6 degree of freedom at 5% and 1% level of significance are-

At 5% level = 12.592 At 1 % level= 16.812

**Interpretations-** Our calculated value is 4.99 (5) which is less than the table value at both the level of significance.

Hence, it is not significant and we cannot reject the hypothesis or we can say that attitude of teachers towards teaching profession is quite independent of teaching experiences.

**Table- 4 On the basis of Academic qualification**

Sl. No.	A. Qualification	Nos.	%	Category
1	H.S.	11	23	F- 91%(10) N- 9%(01)
2	B.A.	29	60	M.F- 10.3%(03) F- 82.7%(24) N- 7%(02)
3	M.A.	08	17	M.F- 12.5%(01) F- 75%(06) N- 12.5%(01)

23% of the sampled teachers have Higher Secondary (H.S.) academic qualification where 91% of them have favorable attitude towards teaching profession and only 9% have neutral attitude. Another 60% of the sampled teachers are qualified as Bachelor of Arts (B.A.). Among them 10% have most favorable attitude towards teaching profession. 82% of them have favorable attitude and only 7% have neutral attitude towards teaching profession. Other 17% of the sampled teachers were qualified as Master of Arts (M.A.). Among them 12% have most favorable attitude towards teaching profession, 75% of them have favorable attitude and only 12% have neutral attitude towards teaching profession.



Chart showing the attitude of teachers on the basis of academic qualification.

**Table 4.1- Distribution in categories of attitudes on the basis of academic qualification.**

A. Qualification	M. Favorable	Favorable	Neutral	Total
H.S.	-	10	01	11
B.A.	03	24	02	29
M.A.	01	06	01	08
Total	04	40	04	48

**Ho4- There is no significant difference in the attitude of teacher towards teaching profession on the basis of academic qualification.**

**Table 4.2- Mean and S.D. on the basis of Academic Qualification.**

Sl. No.	A. Qualification	No.	Mean	S.D.
1	H.S.	11	29.7	18.7
2	B.A.	29	67.36	38.36
3	M.A.	08	19.63	11.63
4	Total	48	116.69	68.69

**Table 4.3- Table showing Chi-square value**

Sl. No.	A. Qualification	No. of teachers	%	Chi-square value	df	Level of significance
1	H.S.	11	23	1.589	4 df	Not significant at both the levels
2	B.A.	29	60			
3	M.A.	08	17			
4	Total	48	100			

By comparing the calculated value of chi-square with the table value at 5% and 1% level of significance, we find the critical value for 4 degree of freedom at 5% and 1% level of significance are-

At 5% level= 9.488

At 1% level= 13.277

**Interpretation-** Our calculated value is 1.589 which is less than the table value at both the levels of significance at 4 degree of freedom.

Hence, it is not significant and our hypothesis is accepted or in other words we can say that the attitude of teachers towards teaching profession is quite independent of academic qualification. So it can be inferred that the attitude is independent of the academic qualifications of the teacher.

### **Findings of the study:**

- The present study shows that gender plays a significant factor in the attitude of teachers towards teaching profession where male and female teachers have different attitude towards teaching.
- By applying chi-square, attitude of teachers towards teaching profession in different age groups were calculated. The calculated value was found to be less than the table value at both the levels of significance at 6 degree of freedom, which shows that age does not play any significant factor in the attitude of teachers towards teaching profession.
- The present study is complementary with the study of V.P. Sharma (1967-68) where the investigator found that difference in the number of years of experience does not bring any change in the attitude.
- It is also being revealed that academic qualification has no bearing on the attitude. Teachers having different academic qualifications such as Higher secondary (H.S.), Bachelor of Arts (B.A.) and Master of Arts (M.A.) are in no way different from each other as regards their attitude towards teaching profession.
- On the other hand the present study contradicts with the study of Das, S (1992) and Dr. S. Vijayavardhini and M. Sivakumar (2014) where they revealed that teaching experience alone could develop the proper attitude towards the profession irrespective of gender.

**Conclusions:** Therefore, it can be concluded that age, teaching experiences and academic qualifications didn't play a significant role in the attitude of teachers towards teaching profession or in other words- age, teaching experience and academic qualification are not a matter of any influence in the attitude of teachers towards teaching profession. But gender plays a significant role in the attitude of teachers towards teaching profession or we can say there is a difference between the attitude of male and female teachers towards teaching profession.

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