



International Journal of Humanities & Social Science Studies (IJHSSS)
A Peer-Reviewed Bi-monthly Bi-lingual Research Journal
ISSN: 2349-6959 (Online), ISSN: 2349-6711 (Print)
Volume-III, Issue-IV, January 2017, Page No. 166-177
Published by Scholar Publications, Karimganj, Assam, India, 788711
Website: <http://www.ijhsss.com>

Attitude towards Teaching Profession in relation to Adjustment among Secondary School Teachers of Dibrugarh District

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Abstract

Attitude of a teacher towards teaching profession and his adjustment in the school are correlated. Various studies proved that teacher who has a positive attitude for teaching can better adjust in the school environment. In the present study, an attempt has been made to find out the level of attitude towards teaching profession of Secondary school teacher and examine the relationship between teacher attitude towards teaching profession and their adjustment in the school. Sample of the study comprises of 300 Secondary school teachers of Dibrugarh district. The investigator has used Mangal Teacher Adjustment Inventory constructed and standardized by Mangal and Attitude Scale towards Teaching Profession constructed and standardized by Kulsum to collect the necessary data. The study revealed that majority of the teachers had positive attitude towards teaching profession. A significant positive relationship was found between teacher attitude towards teaching profession and adjustment of Secondary school teachers of Dibrugarh district.

Key words: *Attitude, Adjustment, Secondary school teacher.*

Introduction: Among the many professions the world over, the teaching profession is considered one of the noblest profession and performance of the teacher depends upon number of factors like attitude towards teaching, teaching aptitude, teaching competency, adjustment etc. Attitude plays an important role in teaching and it can be defined in many ways. Attitude means the individual's prevailing tendency to respond favourably or unfavourably to an object, person, group of people, institutions and events etc. It is a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one's typical mode of responses (Freeman, 1955). It is a great driving force in achieving goals. The importance of attitude in the life of an individual is universally acknowledged. Gupta (1978) stated that the success of teaching was significantly related to professional attitude. If teacher has negative attitude towards the teaching profession, it may affect his or her students' performance negatively Bakanligi (2006). Sharma (2013) also found that teacher's attitudes have a positive relation

with success in teaching. These results show the importance of attitude in teaching profession. Teachers' Adjustment is one among the major determinates of teachers performance in teaching. The word adjustment means to adapt or modify one's behaviour to meet the demands of changing environment. It implies the process by which a person changes his behaviour to achieve a harmonious relationship between himself and his environment. Adjustment in the school is very much important for a teacher because it helps in maintaining balance between his or her needs and circumstances in which he is teaching. Many studies proved that there is a relationship between attitude towards teaching profession and teacher adjustment. Teacher who have positive attitude towards teaching profession are well adjusted in their school environment.

Review of related literature: Kaur and Shikha (2015) found that there was significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers. Kumar (2015) also found that there was a positive and significant relation between attitude and adjustment of senior secondary school teachers. Narayanappa and R. Kottennavar (2016) found that there was a positive and significant relationship between attitude towards teaching profession and adjustment of male and female, rural and urban, government and private, graduate and post graduate and arts and science teachers working in the secondary schools.

Significance of the study: The teachers' role in the growth, development and prosperity of the nation is undeniable. It is the teachers who mould the future society and influence the coming generations towards successful achievement of the National Goals. The teachers play an important role in the field of education. The performance of a teacher depends upon many factors and attitude is one of them. If a teacher thinks positively towards his profession, he will generate good results. On the other hand if he thinks negatively towards his profession, he will not find satisfaction in his work. A teacher who has positive attitude towards his profession can only bring the desirable changes in the child (Patel, Korde & Patel 2012). Again Adjustment in teaching profession is very much important because it helps in maintaining balance between his or her needs and circumstances in which he is teaching. If a teacher suffers from lack of adjustment he is not only harming himself but doing a great harm to the children under his supervision and to the society at large. The success in teaching is significantly related to adjustment in various spheres of life including professional life (Gupta, 1977).

Number of studies shows the positive relationship between adjustment and attitude. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Kaur, Shikha (2012) and Kumar (2015) also found that attitude towards teaching is correlated positively and significantly with their adjustment of a teacher. According to Agarwal, Gupta and Saxena (1980), favourable attitude and better adjustment always produce good and efficient teachers. All these studies indicated the importance of studying the relationship between attitude towards teaching profession and adjustment in the school of teachers. That is why the investigator had decided to study the relationship between attitude and adjustment of secondary school

teachers. Knowledge of teacher adjustment and attitude towards teaching profession has many educational implications. Therefore, it is necessary to find them out through teacher attitude scale and teacher adjustment inventory which have been designed to evaluate the attitude and adjustment of Secondary school teachers. Considering the important role of the teachers in the school the investigator is interested to find out the relationship between attitude towards teaching profession and adjustment of secondary school teachers. Teacher Adjustment study is not yet done in Assam. These reasons justify the investigator to select this study. The results of the study would help to find out the relationship between attitude towards teaching profession and adjustment in the school of secondary school teachers of Dibrugarh district.

Objectives of the study:

- To find out the level of attitude towards teaching profession of Secondary school teachers of Dibrugarh district.
- To study the relationship between attitude towards teaching profession and adjustment of Secondary school teachers of Dibrugarh district.

Hypotheses:

- There is no significant relationship between attitude towards teaching profession and adjustment of Secondary school teachers.

Conceptual and operational definitions:

- **Attitude towards Teaching Profession:** Attitude as a response which can be positive or negative to any situation, events or objects (Hussain et al., 2011). Feeling or response of teachers towards teaching profession is known as Teacher Attitude towards teaching Profession.

In the present study the scores obtained by the Secondary school teachers in the Attitude scale is considered to be Attitude of Teacher towards Teaching Profession. Higher the score in the Attitude scale implies higher the attitude towards teaching profession.

- **Teacher Adjustment:** Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. (Gates and Jersild 1998). Teacher Adjustment means adjustment of teacher with their school environment, teaching staff, non-teaching staff, students, curriculum etc. Teachers Adjustment refers to the Adjustment of Teachers with Academic and General Environment of the institution, Socio-Psycho-Physical Adjustment, Professional relationship Adjustment, Personal life Adjustment, Financial Adjustment and Job Satisfaction.

In the present study the scores obtained by the Secondary school teachers in the Teacher Adjustment Inventory is considered to be Teacher Adjustment. Higher the score in the Teacher Adjustment Inventory implies higher the Teacher Adjustment.

- **Secondary school:** Secondary schools in the present study include those schools having the classes of IX and X and offer the curriculum prepared by Board of Secondary Education, Assam (SEBA).
- **Dibrugarh district:** Dibrugarh is an administrative district in the state of Assam in India.
- **Rural:** In this study, rural means the area covered by Gaon Panchayat. The schools situated in these areas are considered as rural schools and the teachers working in these rural schools are considered as rural teachers in the present study.
- **Urban:** In this study, urban means the area covered by Municipality Board. The schools situated in these areas are considered as urban schools and the teachers working in these urban schools are considered as urban teachers in the present study.
- **Trained teachers:** Teachers who have B. Ed or M. Ed degree.
- **Untrained teachers:** Teachers who do not have B. Ed or M. Ed degree.
- **Experienced Teacher:** Teachers who have 5 years or more than 5 years experienced in teaching considered as experienced teacher in the present study.
- **Inexperienced Teacher:** Teachers who have less than 5 years' experience in teaching considered as inexperienced teacher in the present study.

Delimitation of the study: The present study includes only secondary school teachers under Board of Secondary Education Assam (SEBA)

Methodology of the study:

- **Method used in the study:** Normative Survey method was followed in the present study.
- **Population of the study:** The population of the present study comprises of all teachers of secondary schools of Dibrugarh district. There are 350 Secondary schools in Dibrugarh district.
- **Sample of the present study:** 34 schools are selected by the researcher as sample schools by using simple random sampling technique. Incidental sampling technique is used to select teachers from the Secondary schools. Total 300 teachers responded to the Teachers Adjustment Inventory and Attitude Scale towards Teaching Profession. Thus, the effective sample size comprised of 300 Secondary school teachers.

Tool used:

The following tools were employed to collect necessary data in the present study:

- Attitude Scale towards Teaching Profession by Umme Kulsum (2005)
- Mangal Teacher Adjustment Inventory (Short form 1971) by S.K. Mangal

Attitude Scale towards Teaching Profession by Umme Kulsum (2005): This scale was developed by Umme Kulsum. The tool consists of 55 items of 5 areas of Administrative, Co-curricular, Socio- Psychological and Economical. There are 25 positive items and 30 negative items. The tool is a four point scale with strongly agree, agree, disagree and

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 strongly disagree. The reliability of the tool was examined through test –retest reliability method. The reliability of the tool was 0.812.

Mangal Teacher Adjustment Inventory (Short form 1971): This scale was developed by S. K. Mangal. Teachers’ adjustment inventory (short form) consists of 70 items. There are 5 areas in the tool viz., Adjustment with Academic and General Environment of the institution, Socio-Psycho-Physical Adjustment, Professional Relationship Adjustment, Personal Life Adjustment, Financial Adjustment and Job Satisfaction. The reliability coefficients of this tool are 0.96 (test-retest) and 0.98 (split half).

Collection of data: For collection of data, the investigator visited personally each institution and administered the Attitude Scale towards Teaching Profession and Mangal Teacher Adjustment Inventory on the teachers.

Analysis of data:

Level of Attitude towards Teaching Profession of Secondary School Teachers of Dibrugarh District: The scores obtained by the Secondary school teachers of Dibrugarh district in the Attitude Scale towards Teaching Profession were used to calculate Mean, Standard Deviation, Skewness and Kurtosis. Table 1 shows the level of attitude towards teaching profession of Secondary school teachers.

Table-1
Level of Attitude towards Teaching Profession of the Secondary School Teachers of Dibrugarh district

Category	No of Teachers	Mean	SD	Skewness	Kurtosis
Total	300	165.52	14.07	2.29	16.09

Table-1 reveals that mean, standard deviation, skewness and kurtosis of the distribution are 165.52, 14.07, 2.29 and 16.09 respectively. Thus the distribution is positively skewed means more individuals of the group scored less than the average score. The value of kurtosis is 16.09 thus the distribution is leptokurtic i.e. peak of the curve is higher than the normal curve.

Figure-1 shows the frequency curve indicating Attitude scores obtained by the teachers of Secondary schools of the Dibrugarh district.

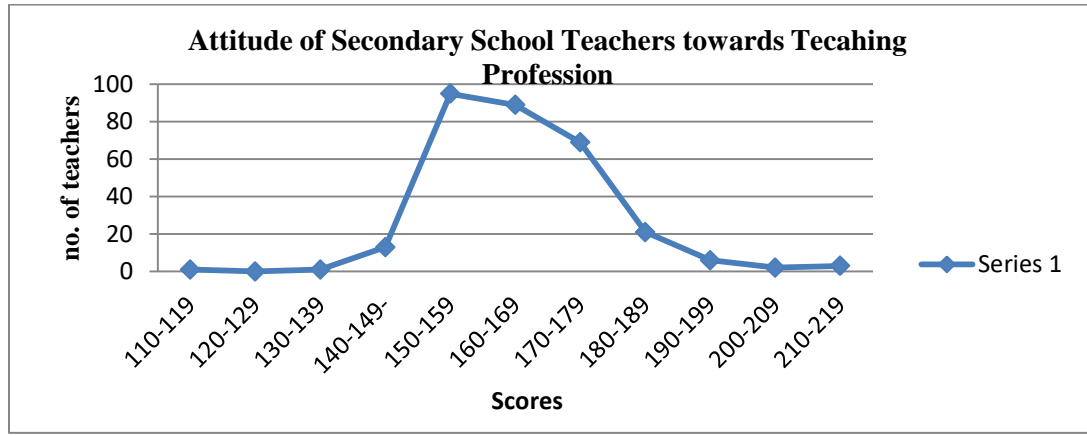


Figure-1: Distribution of the Attitude scores of the Secondary school teachers of Dibrugarh district towards teaching Profession.

Figure-1 shows the frequency curve indicating the scores of the Secondary school teachers of Dibrugarh district in attitude scale towards teaching profession. From the figure it is clear that majority of the teachers (95) secured the scores ranges from 150-159. Only one (1) teacher secured score in between 110-119 and three (3) teachers secured scores in between 210-219 in attitude scale towards teaching profession.

Relationship between Attitude towards teaching profession and Adjustment of Secondary school teachers of Dibrugarh district: Product moment r was used to know the relationship between attitude towards teaching profession and adjustment of secondary school teachers of Dibrugarh district. Table 2 shows the relationship between attitude towards teaching profession and adjustment of secondary school teachers of Dibrugarh district.

Table-2
Relationship between Attitude towards Teaching Profession and Adjustment of Secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Adjustment	300	298	0.19	Significant at 0.01 level
Attitude				

Table-2 shows that computed value of product-moment coefficient of correlation (r) between attitude towards teaching profession and adjustment of Secondary school teachers of Dibrugarh district was 0.19 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude towards teaching profession and adjustment of Secondary school teachers of Dibrugarh district.

Table-3

Relationship between attitude and adjustment of male secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (male)	111	109	0.15	Significant at 0.01 level
Adjustment (male)				

Table 3 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of male Secondary school teachers of Dibrugarh district was 0.15 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of male Secondary school teachers of Dibrugarh district.

Table-4

Relationship between attitude towards teaching profession and adjustment of female secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (female)	189	187	0.19	Significant at 0.01 level
Adjustment (female)				

Table-4 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of female Secondary school teachers of Dibrugarh district was 0.19 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of female Secondary school teachers of Dibrugarh district.

Table-5

Relationship between attitude and adjustment of married secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (married)	216	214	0.21	Significant at 0.01 level
Adjustment (married)				

Table-5 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of married Secondary school teachers of Dibrugarh district was 0.21 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of married Secondary school teachers of Dibrugarh district.

Table-6
Relationship between attitude and adjustment of unmarried secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (unmarried)	84	82	0.16	Significant at 0.01 level
Adjustment (unmarried)				

Table-6 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of married Secondary school teachers of Dibrugarh district was 0.16 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of unmarried Secondary school teachers of Dibrugarh district.

Table-7
Relationship between attitude and adjustment of urban Secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (urban)	100	98	0.05	Significant at 0.01 level
Adjustment (urban)				

Table 7 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of urban Secondary school teachers of Dibrugarh district was 0.05 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of urban Secondary school teachers of Dibrugarh district.

Table-8
Relationship between attitude and adjustment of rural Secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (rural)	200	198	0.12	Significant at 0.01 level
Adjustment (rural)				

Table-8 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of rural Secondary school teachers of Dibrugarh district was 0.12 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of rural Secondary school teachers of Dibrugarh district.

Table-9
Relationship between attitude and adjustment of trained Secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (trained)	77	75	0.15	Significant at 0.01 level
Adjustment (trained)				

Table 9 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of trained Secondary school teachers of Dibrugarh district was 0.15 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of trained Secondary school teachers of Dibrugarh district.

Table-10
Relationship between attitude and adjustment of untrained Secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (untrained)	22	221	0.2	Significant at 0.01 level
Adjustment (untrained)	3			

Table 10 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of untrained Secondary school teachers of Dibrugarh district was 0.2 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of untrained Secondary school teachers of Dibrugarh district.

Table-11
Relationship between attitude and adjustment of experienced Secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (experienced)	194	192	0.08	Significant at 0.01 level
Adjustment (experienced)				

Table-11 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of experienced Secondary school teachers of Dibrugarh district was 0.08 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of experienced Secondary school teachers of Dibrugarh district.

Table-12
Relationship between attitude and adjustment of inexperienced
Secondary school teachers of Dibrugarh district

Variable	N	df	Coefficient of Correlation	Significance
Attitude (inexperienced)	79	77	0.31	Significant at 0.01 level
Adjustment (inexperienced)				

Table-12 shows that computed value of product-moment coefficient of correlation (r) between attitude and adjustment of inexperienced Secondary school teachers of Dibrugarh district was 0.31 which was low but statistically significance at 0.01 level. Thus, there was a significant positive correlation between attitude and adjustment of inexperienced Secondary school teachers of Dibrugarh district.

Major findings:

- The distribution of attitude scores obtained by the Secondary school teachers was positively skewed means more individuals of the group scored less than the average score. The value of kurtosis was 16.09 thus the distribution is leptokurtic i.e. peak of the curve is higher than the normal curve. Majority of the teachers (95) secured the scores ranges from 150-159. Only one (1) teacher secured score in between 110-119 and three (3) teachers secured scores in between 210-219 in attitude scale towards teaching profession.
- A significant positive relationship was observed between adjustment and attitude towards teaching profession of Secondary school teachers of Dibrugarh district.
- There was a significant positive relationship between attitude and adjustment of male Secondary school teachers of Dibrugarh district.
- There exists a significant positive relationship between attitude and adjustment of female Secondary school teachers of Dibrugarh district.
- A significant positive relationship was observed between attitude and adjustment of married Secondary school teachers of Dibrugarh district in the school.
- A significant positive relationship was observed between attitude and adjustment of unmarried Secondary school teachers of Dibrugarh district in the school.
- There was a significant positive relationship between attitude and adjustment of urban Secondary school teachers of Dibrugarh district.
- There exists a significant positive relationship between attitude and adjustment of rural Secondary school teachers of Dibrugarh district.
- There was a significant positive relationship between attitude and adjustment of trained Secondary school teachers of Dibrugarh district.
- A significant positive relationship was observed between attitude and adjustment of untrained Secondary school teachers of Dibrugarh district in the school.
- A significant positive relationship was observed between attitude and adjustment of

experienced Secondary school teachers of Dibrugarh district in the school.

- There exists a significant positive relationship between attitude and adjustment of inexperienced Secondary school teachers of Dibrugarh district.

Discussion: A significant relationship was found between adjustment and attitude towards teaching profession of secondary school teachers of Dibrugarh district. The finding of the study is in agreement with the findings of the studies conducted by some other researchers. Kaur and Shikha (2015) also found that significant relationship was found between adjustment and attitude towards teaching of secondary school teachers. Kumar (2015) also found that there was a positive and significant relationship between attitude and adjustment of senior secondary school teachers. Narayanappa and R. Kottennavar (2016) found that there was a positive and significant relationship between attitude towards teaching profession and adjustment of male and female, rural and urban, government and private, graduate and post graduate and arts and science teachers working in the secondary schools.

Conclusion: The study revealed that majority of the teachers had positive attitude towards teaching profession. A significant positive relationship was found between teacher attitude and adjustment of Secondary school teachers of Dibrugarh district. It means that if teachers' attitude towards teaching profession increases, the teacher adjustment also increases. On the other hand if teachers' attitude towards teaching profession decreases, the teacher adjustment also decreases. The study also revealed that there was a significant positive relationship between teacher attitude towards teaching profession and adjustment of male, female, urban, rural, trained, untrained, married, unmarried, experienced and inexperienced Secondary school teachers of Dibrugarh district.

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