



## **THE ATTITUDE OF INTERMEDIATE TEACHERS TOWARDS TEACHING PROFESSION**

**Sudakshina Mishra\*, Dr. Nalini Srivastava\*\* &**

**Dr. Arvind Shukla\*\*\***

\* Research Scholar, MJPR University, Bareilly, Uttar Pradesh

\*\* Associate Professor, MJPR University, Bareilly, Uttar Pradesh

\*\*\* Assistant Professor, IFTM University, Moradabad, Uttar Pradesh

### **Introduction:**

An attitude is an important concept to understand human behavior. To define what exactly and attitude is many attempts have been made in the literature. Generally it is defined as a complex mental state involving beliefs and feeling. Anastasi (1957) defines attitude as a tendency to react in a certain way towards a designed class of stimuli. People's attitude towards their profession have an effect on their performance. This case is also valid for the profession of teaching. For the professional development of teachers the study of attitudes held by them very crucial. A positive and favorable attitudes not only make individuals to perform his work in a better manner but also more satisfying and rewarding to them. Unfavorable attitudes, on the other hand, make individual tired, boring and unacceptable individuals. People have different-different attitudes towards their job and work. The success of the individual in a particular profession depends on their attitude towards their profession.

### **Review of Literature:**

Mathur, Sharda (1988) investigate the attitude of teacher's towards creative learning and teaching. Major objectives of the study were I. To study the category wise attitude of teacher's of pre higher secondary, higher secondary and post-higher secondary stage towards creative learning and creative teaching. II. to compare the attitude of teaching up to the age of 30 years and over 30 years towards in nature, in which the sample comprised 600 teachers. The tool used in the study was the opinion on creative Learning and teaching of Torrance and Philips-Hindi version by Mathur. Percentage, significance of percentage difference, mean, SD and 't' test were computed. Major findings of the study were I. Age, Sex, teaching experience and academic discipline did not tend to affect the attitude of different levels of teachers towards creative learning and creative teaching.

Ray, S. (1990) Examined the attitude of teachers towards pupils and their job satisfaction. Major objectives of the study were to find out the relation between attitude of teachers towards students, Their job satisfaction and mental Health. The sample of 100 teachers (male and Female) of five schools of cuttack city (Orissa) was chosen thought random sampling. The job satisfaction scale, mental health scale and the teacher Attitude Towards children scale were used for collection of data. The data was treated with mean, SD, Co-relation, chi-square, and 't' test. Major finding of the study were I. The mental health of teachers were a significant and positive correlation with their Teaching experience, mental health, job satisfaction and teachers attitude towards children were significant and positively correlated with their age.

Tapodhan, H.N (1991) did a study of professional attitudes secondary school teachers of Gujarat state. Major objectives of the study were I. to study the Professional attitudes of teachers in relation to various variable like sex, area, status, various faculties of education, age and experience. In this normative survey, 1,644 male Teachers and 1422 female teachers were selected. A likert-types attitude scale was constructed and standardised by the investigator. Major finding of the study were I.

Area and caste, area and qualification, caste and qualification as well as sex, area, and caste, sex, area and qualification had no significant interaction effect on professional attitudes.

Ray, Sipra (1992) A comparative study of teachers towards pupils and their job satisfaction. Major objective of the study were I. to compare male and female teacher's with regards to their attitude towards pupils their mental health and professional satisfaction. In the present study the mental health scale, the job satisfaction scale and the teacher attitude towards children scale were developed and used. Mean SD, Correlation, Chi-square, 't' test and regression analysis. Major findings of the study were I. Teachers teaching experience, mental health, job satisfaction and their attitude towards pupils were positively and significantly correlated with their age.

Kumar, S. and Patnaik, P.S. (2004) Tried to see organizational commitment, Attitude towards work and job satisfaction of Post Graduate Teachers. Major objective of the study were I. To find out the difference between male and female, below 40 and above 40 years and more than 12 and less than 12 years of teaching experience in organizational Commitment, Job satisfaction and Attitude towards work and II. To explain the relationship of organizational commitment with job satisfaction and attitude towards work. The study was based on a sample of 138 Post Graduate Teachers job Diagnostic questionnaire (Hackman and Oldham, 1975) attitude towards work scale (J.R.Gardan) have been employed to collect data. The collected data was treated with Mean, S.D. and 't' test and correlations. Major findings of the study were I. there are no significant difference related to sex, age group and teaching experience of teachers. II. Job satisfaction and attitude towards work are highly correlated and it shows that those who have positive attitude towards work are more satisfied in their job.

Srinivasan, V. (1992) examined the personality traits of primary school teachers and their attitude towards teaching. Major objectives of the study were I. to study the measure of attitude and personality of primary school teachers of different categories based on sex, community, experience and the type of management of the institution. II. to find out the difference in attitude of primary school teachers towards teaching based on sex experience, community and type of management. The sample consisted 270 primary school teachers selected by stratified random sampling technique. Teachers attitude scale standardized by the investigator and the multivariable personality inventory of B.C. Muthayya, Mean, SD, 't' test product-moment, correlation and graphic methods were used in the treatment of the data. Major findings of the study were I. age, sex, teaching experience and community did not significantly affect the attitude of the teachers towards teaching. II. Government teachers differed significantly from aided school teachers with regard to their attitude towards teaching.

Ganapathy, S. (1992) Examine the self-concept of student teachers and their attitude towards teaching profession. Major objectives of the study were I. To measure the attitude of student teachers towards the teaching profession and assess their self-concept. The sample of the study constituted 723 student attitude inventory by Ahluwalia and self- concept scale by Mukta Rani Rastogi were used. The statistical techniques used included 't' test and Pearson's product-moment correlation. Major findings of the study were I. teachers had a favourable attitude towards the teaching profession. II. Both male and female student teachers had a positive self-concept and it was related to their attitude towards the teaching profession.

#### **Hypotheses:**

Ho<sub>1</sub> There is no significant difference between attitude towards teaching profession and age of intermediate teachers.

Ho<sub>2</sub> There is no significant difference between attitude towards teaching profession and marital status of intermediate teachers.

Ho<sub>3</sub> There is no significant difference between attitude towards teaching profession and educational qualification of intermediate teachers.

Ho<sub>4</sub> There is no significant difference between attitude towards teaching profession and teaching experience of intermediate teachers.

**Method:**

**Sample:**

For the purpose of the present study, a sample of 300 teachers was taken from 14 intermediate colleges of Sultanpur district of Uttar Pradesh. The ages of teachers were 21 to 30 years, 31 to 40 years, 41 to 50 years and 51 to 60 years. The marital status of teachers were married and unmarried. Educational qualifications of teachers were graduate, post graduate and Doctorate. Teaching experience of teachers were 0 to 6 years, 6 to 10 years, 11 to 15 years, 16 to 20 years and 21 to 25 years.

**Tool Used:**

Attitude scale towards teaching profession (ASTTP) by Dr. (Mrs.) Umami Kulsum has been used in this study. The scale contains 55 items and five areas for measuring the attitude viz. Academic aspect of teaching profession, Administrative aspects of teaching profession, Social and Psychological aspects of teaching profession, Co-curricular aspects of teaching profession and Economic aspects of teaching profession.

**Results & Discussion:**

A study of table 1 reveals the means and SDs of the attitude scores of different age groups of teacher. All the teachers were divided into four groups according to their age, as 21-30 years, 31-40 years, 41-50 years, and 51 to 60 years. The mean scores of the 21 to 30 years age groups of teachers were (150.22), 31 to 40 years age groups of teachers were (149.60), 41-50 years, age groups of teachers were (150.98) and 51-60 years age groups of teachers were (147.54) respectively. 41-50 years age group of teachers seems to have more favorable attitudes towards teaching.

Table 1: Means and SDs of the Attitude Scores of Different Age Groups of Teachers:

Age Groups (Year)	N	Mean	SD
21 - 30 Years	62	150.22	17.81
31-40 Years	112	149.60	15.65
41-50 Years	84	150.98	15.16
51-60 Years	42	147.54	17.60

As may be seen from table 2 reveals the results of ANOVA of the attitude scores of different age groups of teachers. The obtained 'F' ratio .43 was not significant at both the level of confidence. This indicates that difference in the age of teachers had no significant effect on their attitude towards teaching. The reasons behind this may be that all age groups of teachers are very much delivered to their job. They get same facilities and environment in their college. So the difference in the age of teachers had no significant effect on their attitude towards teaching.

Table 2: Results of ANOVA of the Attitude Scores of Different Age Groups of Teachers

Source	Sum of Squares (SS)	Df	Mean Squares (MS)	'F' ratio
Between groups	342.17	3	114.05	.43
Within groups	78376.82	296	264.78	
<b>Total</b>	<b>78718.99</b>	<b>299</b>		

Table 3 shows the means and SDs of attitude scores of teachers classified according to their marital status and results of 't' test. There were 241 married teachers and 59 unmarried teachers in the present study. The mean attitude scores (150.65) of married teachers and (140.50) of unmarried teachers. The mean attitude scores of married teachers somewhat higher than the mean attitude scores of unmarried teachers. 't' test was applied in last column to see whether the difference between the two groups of teachers was significant. The 't' value 1.76 was not significant at both the level of confidence. It may be concluded therefore that married and unmarried teachers did not differ in the level of their attitude towards teaching.

The reasons behind this may be that married and unmarried intermediate teachers have same attitude towards teaching profession. Marital status did not influenced their attitude towards teaching. Married and unmarried teachers get same teaching environment, same facilities and other benefits so married and unmarried intermediate teachers would not differ significantly with regard to their attitude towards teaching.

Table 3: Means and SDs of Attitude Scores of Teachers Classified According to their Marital Status and Results of 't' Test

Groups	N	Mean	SD	't' (Value)
Married Teachers	241	150.65	16.29	1.76
Unmarried Teachers	59	146.50	15.65	

A study of table 4 reveals the means and SDs of attitude scores of the teachers classified according to their educational qualification. Teachers who had graduate and post graduate degree and those who had doctorate degree, would they differ in their attitude towards teaching. From the 300 teachers, 49 teachers had graduate degree, 225 teachers had post graduate degree and 26 teachers had doctorate degree. The mean attitude scores of graduate teachers were (151.26), post graduate were (149.74) and mean attitude scores of doctorate teachers were (147.96) respectively.

Table 4: Means and SDs of Attitude Scores of the Teachers Classified According to their Educational Qualification

Groups	N	Mean	SD
Graduate teachers	49	151.26	17.90
Post Graduate Teachers	225	149.74	15.89
Doctorate Teachers	26	147.96	16.14

Table 5 reveals the results of ANOVA of the attitude scores of the teachers classified according to their educational qualification. Attitude scores of Ss was carried out by one way ANOVA to find out whether the difference between the attitudes of the three groups was significant. It may be seen from table 5 that the obtained 'F' ratio (.37) was not significant at both the level of confidence. It shows that there is no significant difference in the attitude of the three groups of teachers towards teaching. The causes behind this may be that all the teachers have same atmosphere of teaching, same opportunities to express their knowledge and ideas, they do not think that they are highly qualified than others. They welcome to their educational qualification and from time to time they get ideas from each other to increase their knowledge.

Table 5: Results of ANOVA of the Attitude Scores of the Teachers Classified According to their Educational Qualification

Source	Sum of Squares (SS)	Df	Mean Squares (MS)	'F' ratio
Between Groups	193.43	2	96.71	.37

Within Groups	78525.56	297	264.39	
Total	78718.99	299		

An examination of table 6 indicates the means and SDs of attitude scores of teachers classified according to their experience of teaching. The total data of 300 teachers was divided into five groups on the basis of their teaching years to find out the effect of experience on their attitude. The total sample of 300 teachers were divided into five groups 0-5 years, 6-10 year, 11-15 years, 16-20 years and 21-25 years of teaching experience. The attitude scores of the teachers categorized thus, were analysed to know the effect of experience on attitude towards teaching.

The mean attitude scores of the five subgroups of teachers were (150.98), (151.98), (146.67), (147.60) and (152.41) respectively.

Table 6: Means and SDs of Attitude Scores of Teachers Classified According to their Experience of Teaching

Teaching Experience of Teachers	N	Mean	SD
0-5 Years	58	15.98	16.12
6-10 Year	61	151.98	16.55
11-15 Years	78	146.67	13.42
16 - 20 Years	45	147.60	16.37
21- 25 Years	58	152.41	18.74

Table 7 shows the results of ANOVA of the attitude scores of the teachers classified according to their experience. The 'F' ratio of 1.67 was not significant at both the level of confidence. This shows that experience of the teachers did not have any effect on their attitude towards teaching.

The reasons behind this may be that less experienced teachers and most experienced teachers belongs to same teaching environment, same deliberation to their job. They get same opportunities to express their knowledge and other things so the experience of the teachers did not have any effect on their attitude towards teaching.

Table 7: Results of ANOVA of the Attitude Scores of the Teachers Classified According to their Experience

Source	Sum of Squares (SS)	Df	Mean Squares (MS)	'F' ratio
Between Groups	1745.17	4	436.29	1.67
Within Groups	76973.82	295	260.92	
Total	78718.99	299		

**Conclusion:**

From the analysis, following conclusion can be arrived:

- There are no significant difference between attitude towards teaching profession and age of intermediate teachers. It is found that all age groups of teachers are very much delivered to their job. They get same facilities and environment in their college. so the difference in the age of teachers had no significant effect on their attitude towards teaching.
- There are no significant difference between attitude towards teaching profession and marital status of intermediate teachers. The 't' value was not significant at both the level of confidence (0.05 and 0.01). It is found that married and unmarried intermediate teachers have same attitude towards teaching profession. Marital status did not influenced their attitude towards teaching. Married and Unmarried teachers get same teaching environment, same facilities



and other benefits so married and unmarried intermediate teachers would not differ significantly with regard to their attitude towards teaching profession.

- No significant difference found between attitude towards teaching profession and educational qualification of intermediate teachers. Qualification of teachers did not influenced their attitude towards teaching profession. The causes behind this may be that all the teachers have same atmosphere of teaching, same opportunities to express their knowledge and ideas, they do not think that they are highly qualified than others. They welcome to their educational qualification and from time to time they get ideas from each other to increase their knowledge.
- There is no significant difference between attitude towards teaching profession and teaching experience of intermediate teachers. The 'f' ratio 1.67 was not significant at both the level of confidence (0.05 and 0.01). It is found that difference in teaching experience did not have any significant effect on attitude towards teaching.

**References:**

1. Anastasi, A. (1957), Principles of psychological testing. McMillan Company, U.S.A.
2. Ganapathy, S. (1992), Self concept of student teachers and their attitude towards teaching profession. M. Phil. education, Madurai Kamaraj University, Fifth Survey of Educational Research Page No 1446.
3. Kumar S. & Patnaik P.S. (2004), A study of organizational commitment attitude towards work and job satisfaction of post graduate teachers. Journal of Educational Research and Extension. Vol 41. (2) 1-15
4. Mathur, S. (1988), The attitude of teachers towards Creative learning and teaching. Ph. D. Education, Agra University.
5. Ray S. (1990), A study of the attitude of teachers towards pupils and their job satisfaction. M. Phil. Education, Utkal University.
6. Srinivasan, V. (1992), Personality traits of primary school teachers and their attitude towards teaching. M.Phil Education, Annamalai University, Indian Educational Abstract.
7. Tapodhan, H.N. (1991), A study of professional attitudes of secondary school teachers of Gujarat state. Ph.D. Education, Gujarat University.
8. Tapodhan, H.N. (1991), A study of professional attitudes of secondary school teachers of Gujarat state. Ph.D. Education, Gujarat University.