

Attitude towards Teaching Profession of Secondary School Teachers in Aizawl City

Vanlaldiki*
Mary L. Renthlei**
Francis L. R. Puia Tlau***
Lalhlimpuii****

Abstract

A country's greatness is determined to a large extent by the quality of its teachers. A good principal, a great facility, strong infrastructure, and a good curriculum are all meaningless if teachers in the institution do not have positive attitude towards teaching profession. Teaching is a very respectable career; but not all teachers enjoy it. The purpose of this study is to compare attitude towards teaching profession with reference to gender and school management. A sample of 104 secondary school teachers, 48 male and 56 female, 56 from private and 48 from government secondary school teachers were selected using random sampling method. "Attitude towards Teaching Profession Scale" developed by Renthlei (2016) was used to collect data. The findings revealed that there is no significant difference in the attitude towards teaching profession among male and female secondary school teachers. The study also revealed that there is significant difference in the attitude towards teaching profession in relation to school management.

Keywords: Attitude, Teachers, Teaching Profession, Secondary Schools.

Introduction

One defines an attitude as a predisposition to behave in a particular way towards a given object. Attitudes are of prime importance not only for a person's character

**Vanlaldiki, IV Semester MA student, Government Aizawl College, Aizawl, Mizoram
vanlaldiki29@gmail.com

**Dr. Mary L Renthlei, Associate Professor, Government Aizawl College, Aizawl, Mizoram
marylrenthlei@gmail.com

***Dr. Francis L R Puia Tlau, Guest Faculty, Government Aizawl College, Aizawl, Mizoram
francistlau1991@gmail.com

**** Dr. Lalhlimpuii, Asst. Professor, Lunglei Government College, Lunglei. Email id :
chie23oct@gmail.com

formation but for his mental health and achievement as well. Like other aspects of personality, attitudes are acquired, not innate.

According to Travers, “An attitude is a readiness to respond in such a way that behavior is given a certain direction.” (OpenLibrary.org.,1973, p.337)

Having a positive attitude in the workplace will not necessarily make someone better at their job, but it will improve the way people view one as a person, so they may be more inclined to help one succeed and cheer them on. A positive attitude is important for many reasons, but one of the main reasons for having a positive attitude in the workplace is because it can rub off on everyone else.

The study of attitudes has been at the forefront of social psychology for many years. Attitude field is vast and diverse accumulating over 80-plus years. Attitudes are involved in practically every other area of a discipline, including social perception, interpersonal attraction, prejudice and discrimination, conformity, compliance, and so on.

Teaching Profession:

Teaching is the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities such as note taking, discussion, assignment writing, simulations and practice.

Dictionary meaning of profession is “a paid occupation, especially one that involves prolonged training and a formal qualification”.

The act of teaching requires substantial amount of professional and practical knowledge. Teachers make professional decisions each day for which they require thinking processes of the higher-order and this professional thinking and planning goes on throughout the day, in and out of the classroom. Once the teacher realizes the importance of this noble profession and understands the fact that teaching requires systematic acquisition of knowledge on a continual basis and a professional conduct, which distinguishes it from other professions, he will come to grips with the realities of the profession, and become more responsible.

Secondary Education:

Secondary education serves as a bridge between primary and higher education and prepares young persons between the age group of 14-18 for entry into higher education or work situations. These school teachers have specialization in one or more than one subjects like English, art, maths, science, music, etc.

Rationale of the Study

Teachers at every level of education are equally important and they play vital role in the development of children. However, teachers at the secondary level of education look after students who are between the age group of 14 to 18 years. These children are adolescents who are facing a period of storm and stress. Due to changes in their body and mind, and the desire to meet the expectations from society, they often feel stress and tension which may lead to undesirable consequences if left unnoticed. Such are the characteristics of students under their care. This creates higher responsibility in teachers of this level of education. They have to understand the psychology of the students, their problems and issues as well as how to handle such situations. It is a well-known fact that many teachers enter into the profession without the dedication and conviction, in short, without the right attitude. It is felt very important that their attitudes towards their profession are studied and necessary steps are taken to improve them.

Objectives of the Study:

1. To study the attitude of secondary school teachers in Aizawl City towards teaching profession.
2. To study the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.
3. To compare the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.
4. To study the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management.
5. To compare the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management.

Hypothesis of the Study:

1. There is no significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.
2. There is no significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management.

Methodology

Method of Study: The current study, which focuses on secondary school teachers' attitudes towards the teaching profession, falls under the genre of "Descriptive Research".

Population and Sample: The population of the present study comprises of all secondary school teachers in Aizawl city. Secondary schools in Aizawl comprise of classes 9 and 10. For the present study, 104 secondary school teachers within Aizawl city were selected by employing random sampling technique. Out of the 104 secondary school teachers selected, there are 48 male and 56 female. Again, out of the 104 secondary school teachers, 48 are from government secondary schools while 56 are from private secondary schools.

Tool Used: For the present study "Attitude towards Teaching Profession Scale" developed by Mary, L. Renthlei and H. Malsawmi (2016) was used.

The scale consists of 22 items out of which 10 are positive and 12 are negative statements. For scoring the attitude scale, the pattern suggested by Likert was followed. The co-efficient of reliability of the scale is .69. Criterion related validity was also established with co-efficient of correlation .84.

The score range, stanine grade and interpretation of the score are given in the following table:

Table 1
Score Range, Stanine Grade and Interpretation of Score

Sl. No	Score Range	Stanine Grade	Interpretation
1	Above 80	9	Very high attitude
2	77 – 80	8	High Attitude
	74 – 76	7	
3	70 – 73	6	Neutral attitude
	66 – 69	5	
	62 – 65	4	
4	59 – 61	3	Low attitude
	55 – 58	2	
5	Below 55	1	Very low attitude

Analysis of Data: Data were analyzed both quantitatively and qualitatively. Statistical techniques like percentage, mean, and standard deviation were used for analysis of data. Further, t test was employed for the purpose of comparison in terms of gender and school management.

Results and Findings:

Objective wise analysis of data and findings are presented as follows:

1. Attitude towards teaching profession of Secondary School Teachers in Aizawl City:

Table No. 2 shows analysis of attitude towards teaching profession of secondary school teachers in Aizawl City followed by interpretation.

Table No. 2
Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession

Group	No. of Teachers (N = 104)	Interpretation
Very High Attitude	3 (2.89)	Favourable (15.39)
High Attitude	13 (12.5)	
Moderate Attitude	56 (53.84)	Neutral (53.84)
Low Attitude	18 (17.30)	Unfavourable (30.76)
Very Low Attitude	14 (13.46)	

As indicated in Table No. 2, out of the 104 secondary school teachers in Aizawl City, 2.89% have very high attitude towards teaching profession, 12.5% have high attitude, 53.84% have moderate attitude, 17.30% have low attitude towards teaching profession and 13.46% have very low attitude towards teaching profession. To facilitate interpretation, the percentages of the two high groups are added together and the percentages of the two low groups are added together. Thus, it can be said that majority i.e., 53.84% of secondary school teachers in Aizawl City have neutral attitude towards teaching profession, 30.76% of them have unfavourable attitude and 15.39% of them have favourable attitude towards teaching profession.

Therefore, it can be concluded that majority of secondary school teachers in Aizawl City have neutral attitude towards teaching profession.

2. Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to their Gender

Table No. 3 shows analysis of attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender followed by interpretation.

Table No. 3

Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to their Gender

Group	Male Teachers (N = 48)	Interpretation (%)	Female Teachers (N = 56)	Interpretation (%)
Very High Attitude	1 (2.08)	Favourable (16.66)	2 (3.57)	Favourable (16.07)
High Attitude	7 (14.58)		7 (12.5)	
Moderate Attitude	25 (52.08)	Neutral (52.08)	31 (52.54)	Neutral (52.54)
Low Attitude	11 (22.91)	Unfavourable (31.24)	10 (17.85)	Unfavourable (28.56)
Very Low Attitude	4 (8.33)		6 (10.71)	

(Figures in the parenthesis indicate percentage)

As indicated in the above table, among male secondary school teachers in Aizawl City majority i.e., 52.08% have neutral attitude towards teaching profession while 31.24% have unfavourable attitude and 16.66% of them have favourable attitude towards teaching profession. The above table also shows that among female secondary school teachers in Aizawl City, majority i.e., 52.54% have neutral attitude towards teaching profession while 28.56% have unfavourable attitude and 16.07% of them have favourable attitude towards teaching profession.

Therefore, it can be interpreted that majority of male and female secondary school teachers in Aizawl City have neutral attitude towards teaching profession.

3. Comparison of Attitude of Male and Female Secondary School Teachers in Aizawl City towards Teaching Profession

Table No. 4 shows the comparative analysis of attitude of male and female secondary school teachers in Aizawl City towards teaching profession followed by interpretation.

Table No. 4

Comparison of Attitude of Male and Female Secondary School Teachers in Aizawl City towards Teaching Profession

Group Compared	N	Mean	SD	't' value	Sig. Level
Male	48	64.89	8.13	0.02	NS
Female	56	64.94	9.1		

(NS-Not Significant)

Table No. 4 reveals that the t value relating to the comparison of attitude of male and female secondary school teachers in Aizawl City towards teaching profession is not significant. Therefore, the hypothesis – “*There is no significant difference in the attitude of Secondary School Teachers in Aizawl City towards teaching profession with reference to their gender*” cannot be rejected. It implies that there is no significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their gender.

4. Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to School Management

Table No. 5 shows analysis of attitude of secondary school teachers in Aizawl City towards teaching profession with reference to school management followed by interpretation.

Table No. 5

Attitude of Secondary School Teachers in Aizawl City towards Teaching Profession with reference to School Management

Group	Govt. Teachers (N = 48)	Interpretation	Private Teachers (N = 56)	Interpretation
Very High Attitude	2 (4.16)	Favourable (31.24)	1 (1.78)	Favourable (1.78)
High Attitude	13 (27.08)		0 (0)	
Moderate Attitude	20 (41.66)	Neutral (41.66)	36 (64.28)	Neutral (64.28)
Low Attitude	8 (16.66)	Unfavourable (27.07)	9 (16.07)	Unfavourable (33.92)
Very Low Attitude	5 (10.41)		10 (17.85)	

(Figures in the parenthesis indicate percentage)

From the above table, it can be seen that among governmentsecondary school teachers in Aizawl City majority i.e.,41.66% have neutral attitude towards teaching profession while 31.24% have favourable attitude and 27.07% of them have unfavourable attitude towards teaching profession. It can also be seen from the table that among privatesecondary school teachers in Aizawl City, majority i.e., 64.28% have neutral attitude towards teaching profession while 33.92% have unfavourable attitude and 1.78% of them have favourable towards teaching profession.

Therefore, it can be interpreted that majority of government and private secondary school teachers in Aizawl City have neutral attitude towards teaching profession.

5. Comparison of Attitude of Government and Private Secondary School Teachers in Aizawl City towards Teaching Profession

Table No. 6 shows the comparative analysis of attitude of government and private secondary school teachers in Aizawl City towards teaching profession followed by interpretation.

Table No. 6

Comparison of Attitude of Government and Private Secondary School Teachers in Aizawl City towards Teaching Profession

Group Compared	N	Mean	SD	't' value	Sig. Level
Government	48	67.47	8.69	2.91	0.01
Private	56	62.73	7.82		

Table No. 6 reveals that the t value relating to the comparison of attitude of government and private secondary school teachers in Aizawl City towards teaching profession is significant at .01 level. Therefore, the hypothesis – “*There is no significant difference in the attitude of Secondary School Teachers in Aizawl City towards teaching profession with reference to their school management*” is rejected. It implies that there is significant difference in the attitude of secondary school teachers in Aizawl City towards teaching profession with reference to their school management and government secondary school teachers have more favorable attitude towards teaching profession as the mean score of government secondary school teachers is higher than that of private secondary school teachers.

Conclusion:

The present study tries to find out the attitude of secondary school teachers towards teaching profession. The findings reveal that most teachers have unfavourable attitude towards their profession. It is also found that there is significant difference in the

attitude of government and private secondary school teachers while there is no significant difference in the attitude towards teaching profession among male and female secondary school teachers. In this regard, it can be said that there are teachers who enter into the profession by chance with little or no dedication while there are those who think of no other professions besides teaching. This is a big factor for teachers having differences in their attitudes towards their profession. The impact of teachers' positive attitude on students' overall achievements cannot be denied. Therefore, it is important that measures be taken for improving the well-being of teachers both in private and government schools so that positive attitude can be built in them towards their profession as this is an important step towards improving the overall performance of students inside and outside the classroom.

References:

- Anamika. (2009). *Primary and secondary education*. Centrum Press.
- Chawla, G.K. & Nayak, R.K. (2014). *Teachers, teaching and educational psychology*. Arpan Publications.
- Hay, R. (2015). *Professionalization of teachers and institutions*. Shipra Publications.
- infed.org. (2016, April 21). *What is teaching? A definition and discussion* – infed.org:<https://infed.org/mobi/what-is-teaching/>
- Mangal, S.K. (2022). *Essentials of educational psychology*, PHI Learning Private Limited.
- Mohanty, J. (2003). *Teacher education*. Deep & Deep Publications Pvt. Ltd.
- Nehru, R.S.S. (2012). *Teaching techniques*. APH Publishing Corporation.
- OpenLibrary.org. (1973). *Second handbook of research on teaching by Robert Morris William Travers | Open Library*. Open Library. https://openlibrary.org/books/OL5287641M/Second_handbook_of_research_on_teaching
- Renthlei, M.L., & Malsawmi, H. (2016). *Attitude towards teaching profession scale*. (Unpublished Scale)
- Sharma, P.& Sharma, S. (2011). *Psychological foundations of education*. Agrawal Publications.
- Uniyal, G.K. & Sengupta, P. (2014). *Secondary education system*. Arpan Publications.