



## Attitude of Teachers towards Teaching Profession

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### Abstract

The current paper aimed at testing two hypotheses that teachers' educational qualifications and attitude towards teaching profession are independent and that age has nothing to do with attitudes towards teaching 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. The results indicated those teachers' educational unfavourable attitudes towards teaching profession, as the p-value was 0.678 and 0.971 respectively. However, more qualified teachers (59%) seemed to be having more positive attitudes than the of the less qualified teachers (41%). Similarly, younger teachers appear to possess more positive attitudes (59%) than that of the older teachers (41%). The generalizability of the findings would merit further investigation. Certain suggestions were made.

**Key words:** Attitude, age, educational qualification, favourable, negative, positive, teacher, unfavourable, teaching profession.

### Introduction

As defined by Allport (1935), "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related". Furthermore, attitudes mean the individuals' prevailing tendency to respond favourably or unfavourably to an object, person or group of people, institutions or events" (Morris & Maistro, 2005). No one is born with any attitudes. Attitudes like interests are learned through life experiences which make an individual's behave in characteristics towards persons, profession, objects, issues, situations, etc., to which they are related. Attitudes are very personal and complex in character. Attitudes are uniquely organized in each person and the organization itself is the product of his own reactions to his own experiences. Attitudes considerably influences one's behaviour, accordingly, the individuals, attitudes may be positive (favourable) or negative (unfavourable). As observed by K reinter and Kinicki (2007), there are three components of attitudes – affective component (feeling or emotion), cognitive component (beliefs or ideas), and psychomotor component (behaviour towards someone or something). These three components in most situations appear concomitantly to shape teacher's classroom posture, through direct and indirect interaction between society, school and teachers (Leite, 1994). We have just mentioned above that attitudes can either be positive or negative and that they are learned from our environment through life experiences. If a teacher's attitudes are negative, then, he will not be able to succeed in his profession. The teacher intellectual attitudes, emotional reactions, various habits and personality that includes all these affects the students in terms of academic success, personality, interest, etc., (Bloom, 1976; Jeans, 1995; Brooks & Sikes, 1997). Teachers are the key persons who provide quality education and it is their efforts that the success of education depends. But the success of education system depends on a teacher's professional qualifications which form the basis of the system (Celikoz & Cetin, 2004). Teacher's professional competence as well as personal characteristics and attitude regarding the profession plays an importance role in their success. However, in some studies, no significant correlation was found between academic achievement and attitudes towards teaching profession (GCPI, 1981; Bhandarkar, 1980; Saraswat, 1976). However, Mishra (1977) found positive correlation between the teachers in the postgraduate institutions and the teachers belonging to intermediate –level institutions, in which the teachers in the postgraduate institutions had significantly more favourable attitude towards teaching profession. About the influence of age and attitudes, in some studies, the attitude was positive, while others it was negative. Age was found to have definite positive relationship with attitude towards teaching profession (Jaleel & Pillay, 1979). In another study (Gupta, 1979), as age increased, the attitudes became negative. There was also significant positive relationship between the age of the teachers and their attitude towards the teaching profession (Bhandarkar, 1980). In this way, consistent or inconsistent results were found in the correlation between attitudes and academic achievement on one hand and between attitudes and age on the other. In the current paper an attempt was made to

work out the influences of academic achievement and age on the development of favourable or unfavourable attitudes of teachers towards their teaching profession.

## Objectives

The objectives of the present paper are to test the following two null hypotheses:

1. Teachers' educational qualifications and attitudes towards teaching profession are independent.
2. Age has nothing to do with attitudes towards teaching profession.

## Method and Sample

The case study approach under normative survey method was adopted in this investigation. Altogether 150 teachers, 75 males and 75 females from 15 government and 15 private secondary schools located at Imphal West District, Manipur (India), were selected through the simple random sampling. The mean age of the teachers was 39.48 with SD 10.21.

## Material

Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006) was used. It is a 90 items Likert type scale consisting of six sub-scales, of which, 56 items are positive and 34 negative. Again, 43 items are meant to assess the attitude in favourable direction and 47 unfavourable. The reliability of the inventory was 0.88.

## Statistical Treatment

The data collected has been analyzed, using chi-square test, and percentage.

## Results and Discussion

Table 1

Ho: Teachers' educational qualifications and attitudes towards teaching profession and independent.  
Educational Qualification and Attitudes towards Teaching Profession

Parameters	Favourable and Unfavourable Attitudes towards Teaching Profession		
	Favourable	Unfavourable	Total
More Qualified Teacher	74	13	87
Less Qualified Teacher	52	11	63
Total	126	24	150

$\chi^2 = 0.172$ ; d.f = 1; P- value = 0.678; Remark = Insignificant

Table 2 Ho: age has nothing to do with attitudes towards teaching profession.  
Younger and Older teachers and Attitudes towards Teaching Profession

Parameters	Favourable and Unfavourable Attitudes towards Teaching Profession		
	Favourable	Unfavourable	Total
Younger Teacher	74	14	Young
Older Teacher	52	10	Old
Total	126	24	Total

$\chi^2 = 0.01$ ; d.f = 1; P- value = 0.971; Remark = Insignificant

Conclusion although the chi-square test (p value -0.678) did not indicate the significance difference in attitude between more qualified and less qualified teachers, more qualified teachers (59%) seemed to be having more favourable attitudes towards teaching profession than that of less qualified teachers (41%). Similarly, age of the teachers was also not a contributing factor of positive or negative attitude; however younger teacher (59%) appears to have more positive attitude towards teaching profession than that of the older teachers (41%). The findings of this study can be taken into account by the appointing authorities at the time of recruitment of the teachers. For those in-service teachers, such an attitude test can be conducted and the necessary feedback may be provided. The generalizability of the results of the current study would merit further investigation, since the sample size was a small one; however, we can have an insight into the problem of the attitude from the present investigation.

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