

## Factors affecting Attitude towards teaching and its Correlates: Review of Research

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**Abstract:** This article explores the agreements and contradictions existed in the findings of research concerned with Attitude towards teaching with respect to some demographic, academic and psychological characteristics of individuals. The purposes of this article are (i) to review and analyze the literature of teaching attitude from teacher education perspective and (ii) to provide suggestions for the implication of future research. Author reviewed the contents of research articles and theses exploring issues related to attitude towards teaching. After review it was observed that majority of studies on Attitude towards teaching concentrated around some characteristics of individuals viz. Gender, Age, Locality, Qualification, Teacher training, subject stream type of institution, experience, etc. This reviewed probed into the influence of these characteristics on Attitude towards teaching. Majority of studies signified their influence on the attitude. On the other hand some of studies show contradictory results. Attitude towards teaching is also not an isolates concept but it has also some correlates to be meaningful and relevant in teaching profession. Respective reviews identified various correlates of Attitude towards Teaching. It concludes that Longitudinal and comparative studies on Attitude towards teaching were found lagged behind.

**Keywords:** Attitude towards teaching, Factor of Attitude towards teaching, Correlates of Attitude towards teaching

### I. INTRODUCTION

Teaching has always been considered to have paramount place in education in general and in human resource development in particular. Its quality determines the quality of future of any nation. Educating the youth who in turn able to lead next generation of people with different important capacity. It can be attested to the fact that the right teacher who truly cares about his profession can definitely have a productive effect on his disciples. However, being human a teacher has certain demographic, academic and psychological characteristics. These characteristics have its own effect on the attitude of an individual in particular and on his/her personality in general. It is the attitude of an individual which is manifested in term of favorable or unfavorable behavior to stimuli. An individual's favorable behavior lead to the good motivation, efficiency and satisfaction in his/her affords. Teacher attitude towards his world of work is important for pupil growth (Adval, 1979). Measurement of attitude to be in part measure of certain behavior components of personality as well as achievement or learning. Teaching attitude play significant role in effective teaching (Horrocks & Schoonover, 1968). Cook (2002) signifies the importance of the teacher's attitude as a variable in classroom applications because of the relationship between attitude and action. It is an important variable in classroom application of new ideas and novel approaches to instruction (Reinke & Moseley 2002). Attitude is a broad concept studied by social psychologist.

Attitude is a tendency to react favourably or unfavourably towards a designated class of stimuli such as a national or racial group a custom or an institution (Anastasi, 1968). Triandis (1971) defined attitudes to be one's thoughts or ideas regarding one's feelings that influence behaviors related to a particular issue. According to Gall, Borg and Gall (1996) attitude is an individual's viewpoint or disposition towards a

particular object (a person, a thing, or an idea). In other words they perceived attitude of an individual as his/her way of seeing and reacting to a social phenomenon. Also, assert that it varies from person to person. Thurstone (1931) defined attitude as the affect for or against a psychological object. Allport (1954) interpreted attitude as mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. According to C.V. Good (1973) attitude is the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions. There are many different factors including the individual's beliefs, knowledge, emotions and their participation in social activities, which influence an individual's ways of viewing the world and reacting to it (Eagly & Chaiken, 1993). Attitudes have three major components viz. Cognitive, Affective and Behavioral (Eagly & Chaiken, 1993). The cognitive component consists of one's knowledge and views about a particular issue, the affective component reflects one's feelings about something; and the behavioural component is one's tendency to act towards something in a particular way (Boer, Pijl, & Minnaert, 2011). Attitude is formed by direct experience as well as implicit learning and may reflect personality (Zimbardo & Lieppe, 1991). Allport (1935) has suggested four common conditions for the formation of attitudes (i) The accretion and integration of responses learned in the course of growing up (ii) The individual differentiation or segregation of experiences, (iii) The influence of some dramatic experience or trauma and (iv) The adoption of readymade attitudes. Attitudes are dynamic in nature. They change with time and experience. Attitude is influenced by environmental factors by which the person is surrounded it may be acquired. Its formation is not

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the affair of one day but it result from some conditions the person confront with. There is substantial number of studies which has exposed the dependent nature of attitude.

## II. REVIEW OF RESEARCH

Research is always intended to add some news knowledge into existing knowledge. It is the review of result of past researches gives idea of existing knowledge. To select literature sources for inclusion in this review author selected Survey Report of Educational Research, Educational Abstract, printed and electronic doctoral thesis. Main efforts were made to review the contents of article and thesis exploring issues related to attitude towards teaching. Those work were selected which are more coherent with the variables, exhibited sound research methodology and provide general comprehension of teaching attitude. This process eliminated substantial number of literature that addresses teacher education but not teaching attitude. After review it was found that majority of studies on Attitude towards teaching focused around some characteristics of individuals viz. Gender, Age, Locality, Qualification, Teacher Training and its some correlates etc. Review revealed that one's Attitude towards teaching is influence by some of his/her demographic and academic variables. Majority of studied reported the positive or negative effect of these variables on Attitude towards teaching. However, there was some study which shows no respective effects. The entire review in this regard may be elaborated as follow.

### **2.1. Teacher training programme and Attitude towards teaching:**

Teacher training programme has a vision to improve the attitude towards teaching of trainee. Several studies have examined the impact Teacher training programme on Attitude towards teaching. Though, Hussain (2004) found teacher training institutions were not successful in developing the professional attitude of prospective secondary school teachers. Some researches (Verma, 1968; Srivastav, 1989 & Yadav, 1992) show its positive impact on the attitude. This impact varied with characteristics of teachers and domain of professional attitude. Verma (1968) found positive impact on the attitude towards children and school while Srivastav (1989) observed with respect to all, and female trainees. Yadav (1992) focused on teaching profession. In contrary, some of studies (Aggarwal, 1980; Srivastav, 1989 & Hussain, 2004) revealed insignificant effect of training programme on teaching attitude. Aggarwal (1980) compared fresh and trained group, Hussain (2004) reported that training institutions were not successful in developing professional attitude. Whereas, Srivastav(1989) found insignificant change in teaching attitude of experienced trainees. He found training programme was proved more effective to female trainees. Singh (1996) reported that regular and continuous training improves the attitude of teachers towards teaching profession.

### **2.2. Gender and Attitude towards teaching**

Teachers community comprises of male and female both. It has always matter of discussion that who have more favorable attitude towards teaching. Researches (Singh,

1974; Wera, 1982; Patil, 1984; Som, 1984; Srivastav, 1989; Naik & Pandey, 1997; Singh, 1997; Gupta, 2000; Hussain, 2004; Güneşli & Aslan, 2009; Ghos & Bairagya, 2010; Köğçe, Aydın & Yildiz 2010; Marray & Samuel, 2011 & Rocked, 2011) found significant difference in Attitude of male and female teachers towards teaching. These studies revealed female teacher had more favorable and positive attitude towards teaching in comparison to their male counterparts. Similarly, Üstüner, Demirtas and Cömert (2009) revealed that the variable for which significant differences were observed include gender. Such difference were slight (Hussain, 2004) while remaining studies shown lucid difference. However, some of studies (Tripathi, 1978; Aggarwal, 1980; Chaube, 1985; Noran, 1990 & Ghanti and Jagadesh, 2009) negate any effect of gender on it.

### **2.3. Age of Teacher Trainee and their attitude towards teaching:**

The Studies (Singh, 1974; Aggarwal, 1980, Pandey & Maikhuri, 1999) found age of teachers was not differentiating factor in their attitude towards teaching profession. Young ineffective teachers shown negative attitude towards teaching than ineffective old teachers (Pandey & Maikhuri, 1999). On the other hand, Sukhwal, 1977; Sukran, 2011; Choudhry, Gujjar & Iqbal, 2011; Divya, 2014 and Ravi, Ramakrishnan and Jabarullakhan, 2014) found age of teacher positively influences the favorable professional attitudes. They observed significance difference in teaching attitude of 10th standard teachers of 35 years and above 35 years of age Longitudinal studies of Sukran (2011) reveal that there was a significant difference in pre-service teachers' attitudes towards the profession between their freshman and senior years. Divya (2014) found that the teachers whose age is above 30 years were having more positive attitude towards teaching profession than the age group of below 30 years. Moreover, Sinha (1969) found Younger teachers had more modernized attitude than the older teachers.

### **2.4. Qualification of Teacher trainees/Teachers and Attitude towards teaching**

Teachers are engaged at various level of teaching Primary, Secondary, Senior Secondary, with qualification of Undergraduate and Post Graduate level. There was very small number of studies focusing on comparison among teacher with different qualification. Attitude towards teaching profession was found not significantly related to the qualification of the teachers (Bandarkar, 1980; Devi, 2005; Mistry, 2010 & Noran, 1990). These studies varied with sample's nature. Bhandarkar (1980) studied with sample of teachers of polytechnic college, while Devi (2005) and Mistry (2010) did with of student teachers. Noran (1990) found attitude of SPM(10th passed) students was undifferentiated from that of the STPM( 10+2 passed) students. Conversely, Narayanappa and Akhtar (2007) reported positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the pair of Graduate and Postgraduate student teacher. Chakraborty and Mondal (2014) reported significant difference occurs in case of academic qualification.

### **2.5. Type of associated institution and Attitude towards teaching:**

An educated individual (Teacher/Student teacher/Student) is associated with mainly two type of Institutions, viz. Government or Private. Some studies (Tripathi, 1978 & Ghanti & Jagadesh, 2009) saw insignificant difference in their attitude towards teaching profession of teachers working in government and private institutions. These studies were conducted in different context. Ghanti and Jagadesh (2009) studied on School teacher while Tripathi (1978) on college teachers. Conversely, some of studies suggested significant difference in teaching attitude due to type of institutes. In some cases Government School teachers are poor in attitude towards teaching than private school teachers (Singh, 1996) while Srivastava and Khankriyal (2010) found government teacher's attitude towards teaching as career affected their adjustment. Choudhry, Gujjar and Iqbal (2011) revealed that there was significant difference among the attitude of different type of institution.

### **2.6. Locality and Attitude towards teaching:**

Teachers inhabits in both locality rural and urban. Some of researcher conducted study to compare the attitude with locality context. Teachers with urban origin were observed having more teaching attitude than that of their rural counterparts (Samantaroy, 1971). It was supported by Wera(1982) that professional attitude of urban teachers was more favorable than that of rural teachers. Tripathi(1978) found no significant difference in professional attitudes of teachers belonging college of rural and urban.

### **2.7. Educational stream and attitude towards teaching:**

Educational stream Arts, commerce, Science and their subjects were taken as a variable to see its contribution in teaching attitude in several studies. In some studies (Raina, 1981; Üstüner, Demirtas & Cömert, 2009; Benjamine et al., 2011; Akbaba, 2013 & Khan, Nadeem and Basu, 2013) it was revealed that stream of study differentiated the teaching attitude. Raina (1981) found significant differences among pre-service science, arts and commerce teachers in their teaching attitude. Benjamin et al. (2011) observed science B.Ed. trainees had more favorable attitude towards teachings than that of arts stream. It was supported by Khan, Nadeem and Basu (2013) with sample of female teacher at higher secondary level. Significant differences were observed among students of different type of the department/program they study (Üstüner, Demirtas & Cömert, 2009). Akbaba, (2013) found pre-service teacher of social studies had positive teaching attitude. Conversely, some of studies (Banerjee & Behera, 2014; Chakraborty & Mondal, 2014; Incik & Kiliç, 2014; Maheshwari, 2014) revealed no significant difference among stream of study. Banerjee and Behera (2014) added that no significant difference was observed in attitudes towards teaching profession between social science and general science teacher. It was supported by Chakraborty and Mondal (2014) with sample of arts and science streams.

### **2.8 Teaching experience and attitude towards teaching:**

Some of the studies examine the effect of teaching experience on attitude towards teaching. Patil (1984) observed experience of teaching played a great role in the development of favourable attitude towards the teaching profession. It was supported by other studies(Pandey & Maikhuri,1999 & Al Harthy, Jamaluddin & Abedalaziz, 2013) that highly experienced effective teachers' attitude was more positive towards teaching profession than low experienced ineffective teachers. On contrary, Ravi,Ramakrishnan,& Jabarullakhan (2014) revealed no significant effect of experience on attitude towards teaching. Such effect was observed varying with different age group of individuals.

### **2.9. Correlates of Attitude towards teaching**

Many traits of an individual may be related to his other traits. Researcher revealed that attitude towards teaching is also not an isolates concept but it has also some correlates. Adjustment, Job satisfaction, Locus of control, Creative thinking, Efficiency, teaching competency, Teaching behavior, Academic achievement, Performance in admission entrance exam and Home environment, emerged as correlates of Attitude towards teaching. Samantaroy (1971) found significant correlation between the two variables, teacher attitude and teacher adjustment. He observed that there existed some degree of positive relationship between the teacher attitude and teaching efficiency. Also his analysis showed a positive relationship between the teacher adjustment and teaching efficiency. Singh (1974) found significant positive relationship between scores on theoretical and social values and scores on attitudes. Contrary to this there was negative relationship between scores on economic and political values and scores on attitudes. He reported a positive and significant relationship between scores on attitudes and scores of satisfaction. Saran (1975) found certain personality variables as needs of achievement; abasement, endurance and autonomy had hardly any influence on the formation of attitude towards the teaching profession. Tripathi (1978) found significant relationship between thrust and attitude towards child-centered practices. Gupta (1978) found that success in teaching was significantly related to professional attitude. Singh (1981) observed that teachers with favourable attitude towards teaching are better adjusted than teachers with unfavourable attitude towards teaching. Nayak (1982) found that teaching attitude has a significant positive relationship with the job satisfaction of female teachers. Kulsum (1985) added that attitude towards teaching profession and teaching effectiveness were found to be as common predictors of both job satisfaction and job involvement of Teacher. Khatoon (1988) found that there existed no correlation between teacher classroom behaviour and attitude towards teaching. Maurya (1990) found no significant relation between Teaching Attitude and Academic achievements Attitude was not related to teachers' verbal behaviour in class. Uma and Venkatramaiah (1996) found Teachers' attitude towards teaching correlated positively and significantly with involvement dimension and total teacher efficiency attitude. Gupta (2000) studied the values adjustment and attitude towards teaching of creative and non-creative Secondary school Teachers. He observed significant relationship between creative thinking and attitude towards teaching for creative group. Devi (2005) and Mistry (2010) found a positive and significant relationship between the

attitude towards teaching and performance in the B.Ed. entrance examination. Singh (2007) found that job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively related to their attitude towards teaching though it was not significant. Narayanappa and Akhtar (2007) found significant positive correlation found between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the pair of student teacher's subgroups. Graduate and Postgraduate, Upper caste and OBC, Aided and Unaided. Gnanaguru and Kumar (2007) saw significant relationship between the B.Ed. students' attitude towards teaching profession and their home environment Kuram and Uygulama (2008) found attitude towards teaching was negatively related to overall external locus of control and it was not related to internal locus of control at a significant level. Srivastava and Khankriyal (2010) found that attitude of non-government men and women teachers towards teaching had no relation with their adjustment. Marry and Samuel (2011) found that a significant relationship exist between overall attitude towards teaching and academic achievements of the student-teachers.

### III. CONCLUDING REMARKS

Teaching profession is not only a noble profession but it has high responsibility and sensitiveness. Favorable attitude towards any activity enhance the efficiency, effectiveness and so on. Subsequently quality of teacher is enriched which is very important factor of educating new generation. In this review it was explored the answer of the question how attitude towards teaching is influenced by the some demographic and academic variables of an individual. Also it led to identify the variables correlated with some of his/her psychosocial characteristics. Here we had these were the guiding questions for the review. It led to filter the existing literature which to be included and which to be excluded based upon the guiding questions for the review. It shapes the conclusions from the review. Review of majority of studies led to conclusion that gender, age, qualification, Teacher training programme, subject stream, experience, and locality were the factors of attitude towards teaching which influence it positively. However, there were some evidences of contradictions in this regard. Teaching attitude has been a variable of investigation for a long while. Similarly, the literature review indicates some correlates of attitude towards teaching, viz. Job satisfaction, Adjustment, effectiveness, efficiency, home environment, locus of control, academic achievement, creative thinking. It is remarkable here that almost all studies were conducted with cross sectional research design. Only one study (Sukran, 2011) was found longitudinal one. More longitudinal studies are required to be conducted in this regard. It will helpful for continuous training at different stages of learning. Since Teacher Education are provided through different courses e.g. Diploma in Teacher training, B.Ed full time/ Part time/ Correspondence /Integrated/ B.Ed. (Elementary). Study across these courses to compare the attitude towards teaching may be given special emphasis in future research. It will

enable the stakeholders of teacher education to trace out which one are most effective and contributing causes to it. It has various correlates too, hence longitudinal and cross sectional study taking them may be given a priority to ascertain their relationship with attitude towards teaching. Such design will give a comprehensive and continuous shape of research in teacher education. Furthermore, comparative study to ascertain the quality of personnel undergone to teacher training is also desirable to ensure the validity and quality of different modes of training. Attitude towards teaching of entrants of teacher education may be studied is looked imperative. Such study will help the teacher educators to design the curriculum to improve their attitude up to desirable level.

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