

Attitude of Jaintia Hills Secondary School Teachers towards Teaching Profession

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Abstract:

Teaching is a noble profession. In order to be a successful teacher one must have a favourable attitude towards the profession. Attitude towards teaching profession is an emotionalized tendency, organized through teaching experiences to react positively towards teaching. This study intends to determine the attitude of Jaintia Hills secondary school teachers towards teaching profession. The study is descriptive in nature. The sample consists of 200 secondary school teachers whereby technique of stratified random sampling technique was employed. The statistical techniques of mean, standard deviation, percentage and t-test were used for analysis. The findings revealed that teachers have a positive attitude towards teaching profession and this attitude differ with respect to gender and locale.

Keywords: Attitude, Secondary School Teachers, Teaching Profession, Gender, Locale

I. INTRODUCTION

Attitude is a predisposition, a tendency that guides and steers behaviors' in certain predictable ways. (Perloff, 2016). International Encyclopedia of Education (1985) defined attitude as an emotional reaction towards a person or thing. It is a personal response to an object developed through experience which can be characterized as favourable or unfavourable. This basic motivation is responsible for moulding the nature of attitude in each individual. In teaching how teachers performs their duty as teachers depends to a great extent on their attitude. Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching. According to J.C. Goyal, teachers not only have to be competent in their subject, methods of teaching and in understanding their students but should also have a favourable attitude towards teaching. Teachers' attitude towards teaching may be positive or negative but are of great significance for efficient and profitable functioning of any institution. Teachers who have positive attitude towards teaching enjoy their profession and prefer teaching inspite of many economic or social abuses. On the other hand, teachers who have a negative attitude towards teaching will not enjoy teaching. A teacher's attitude not only affects his behaviour in the classroom but also influences the behaviour of his student. How a teacher performs his duty as a teacher is dependent to a great extent on his attitude, values and beliefs. A positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student's needs and problems Bhargava and Pathy(2014).

II. REVIEW OF RELATED LITERATURE

Several studies on teachers' attitude towards teaching profession conducted both in India and abroad have been reviewed and the same are reflected in the following paragraph.

Tural and Kabadayi (2014) studied Pedagogical Formation Program Teacher Candidates, Attitudes towards the Teaching Profession and found out that the teacher candidates in the Pedagogical Formation Certification Program had a positive attitude towards teaching profession. Positive attitude towards teaching profession among the teachers was also observed in the studies of **Akbaba (2013)**, **Sharma (2013)** and **Trivedi(2012)**. On the other hand **Maliki (2013)** and **Hussain et. al (2011)** found out that teachers' have negative attitude towards teaching profession and in such a case, regular and continuous training improves the attitude of teacher towards teaching profession (**Singh and Bhalcer, 1996**). This was supported by **Parua and Bhardwaj (2012)** who suggested by findings that training has significant effect in shaping the attitudes of preschool teachers. In an effort to find out whether gender has any influence on teachers attitude, **Akbaba (2013)**, stated that the role of gender is significant towards the attitude to teaching profession. This is in line with the findings of **Maliki (2013)**, **Hussain et al (2011)**, **Singh and Bhalcer(1996)**, **Belagali (2011)** and **Ustuner, Demirtas and Comert(2009)**. Further report of these studies revealed that female techers show more favourable attitude towards teaching profession than male teachers unlike **Bujor & Schipor(2015)** who reported that male students had significantly higher scores than female teachers. Attitude of the teachers have also been influenced by the location as found out by **Bujor & Schipor(2015)**, **Mattoo & Bichoo (2014)**, **Belagali (2011)** and **Hussain et. al. (2011)**. The urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers (**Belagali, 2011; Mattoo & Bichoo, 2014 and Bujor & Schipor, 2015**). This contradicts the finding of **Hussain et. al.(2011)** who uncovered the fact that the majority of teachers working in the rural areas was more committed and satisfied as compared to the teachers

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working in urban areas. However, no significant difference exist between the two groups as found out by **Awan(2015), Khan & Chandra(2016), Kavitha & Venkateswaran (2015).**

III. NEED AND JUSTIFICATION OF THE STUDY

Jaintia Hills was recently bifurcated on 31 July 2012 into two districts namely, the East Jaintia Hills District and the West Jaintia Hills District. It lies in the Eastern parts of the State of Meghalaya and as the name implies, Jaintia Hills consist of hilly areas. This part of the state suffered a derth in studies related to the teachers. The teachers being considered as the key of any educational reconstruction deserves attention. As such, in order to understand the present scenario of teachers in Jaintia Hills, need was felt to study their attitude towards teaching profession and bring out into light new facts upon which the research is conducted.

IV. OPERATIONAL DEFINITION OF KEY TERMS

Attitude towards teaching profession- The term ‘attitude’ refers to reports of what people think or feel or of the ways in which they intend to act .Teachers’ attitude towards teaching therefore refers to a teacher’s predisposition about teaching profession which determines his/her behaviour towards teaching. In this study attitude will be measured based on the five areas of teaching profession namely, Academic, Administrative, Social and psychological, Co-Curricular and Economic Aspect.

Secondary school Teachers- Secondary school teachers refer to teachers teaching in classes IX and X.

Gender- It refers to the teachers being male or female.

Locale-It refers to location of the school rural or urban

V. OBJECTIVES OF THE STUDY

1. To find out the level of attitude towards teaching profession in the areas of academic, administrative, social and psychological, co-curricular and economic aspects as well as the total attitude among secondary school teachers of Jaintia Hills.
2. To find out the difference in attitude towards teaching profession in the areas of academic, administrative, social and psychological, co-curricular and economic aspects as well as the total attitude between:
 - i. Male and Female Teachers.
 - ii. Rural and Urban Teachers.

VI. HYPOTHESES

H₀ 1: There is no significant difference in Attitude towards Teaching Profession in the areas (Academic, Administrative, Socio-Psychological, Co-Curricular and Economic) as well as in total attitude towards teaching profession between male and female teachers.

H₀ 2: There is no significant difference in Attitude towards Teaching Profession in the areas (Academic, Administrative,

Socio-Psychological, Co-Curricular and Economic) as well as in total attitude towards teaching profession between rural and urban teachers.

VII. METHODOLOGY

Descriptive survey method was used for the present study. The population of the study comprised of all the teachers teaching at the secondary level of education in Jaintia Hills, Meghalaya. The sample consists of 200 secondary school teachers whereby technique of stratified random sampling technique was employed.

Table No.1: Sample of the study

	Rural	Urban	Total
Male	82	18	100
Female	51	49	100
Total	133	67	200

Tool Used

The Attitude Scale Towards Teaching Profession (ASTTP) constructed and standardized by Umme Kulsum (2008) was used for the purpose of data collection.

VIII. ANALYSIS AND INTERPRETATION

Statistical techniques of mean, percentage and ‘t’ test were used for data analysis of the collected data. The following tables and subsequent interpretation presents a detailed description of the analysis.

Level of attitude towards teaching profession

Table No. 2 : Levels of teacher’s attitude towards teaching profession

Areas	Extremely Positive (+2.01 and above)	Highly Positive (+1.26 to +2.00)	Above Average (+0.51 to +1.25)	Average (-0.50 to -0.50)	Below Average (-0.51 to -1.25)	Highly Negative (-1.26 to -2.00)	Extremely Negative (-2.01 and below)
Academic	18 (09%)	63 (31.5%)	95 (47.5%)	23 (11.5%)	01 (0.5%)	-	-
Administrative	36 (18%)	49 (24.5%)	104 (52%)	10 (05%)	-	01 (0.5%)	-
Social & Psychological	04 (02%)	47 (23.5%)	108 (54%)	39 (19.5%)	02 (01%)	-	-
Co-Curricular	01 (0.5%)	27 (13.5%)	135 (67.5%)	37 (18.5%)	-	-	-
Economic	04 (02%)	37 (18.5%)	129 (64.5%)	27 (13.5%)	03 (01.5%)	-	-
Total Attitude towards Teaching Profession	01 (0.5%)	56 (28%)	123 (61.5%)	20 (10%)	-	-	-

Table No. 2 shows the level of Attitude of the Secondary School Teachers towards teaching profession with respect to different areas of teaching profession. Interpretation of the data is as follows:

- (i). Academic Aspect- A majority of 47.5% (95) teachers were found to have above average level of attitude towards academic aspect of teaching profession.
- (ii). Administrative Aspect- In the administrative aspect of teaching profession, a majority of 52% (104) teachers were found to have above average level of attitude.
- (iii). Social and Psychological Aspect- In the social and psychological aspect, 54% (108) teachers falls in the above average category.
- (iv). Co-Curricular Aspect- A majority of 67.5% (135) teachers were found to have above average level of attitude towards co-curricular aspect of teaching profession.
- (v). Economic Aspect- In the economic aspect, 64.5% (129) teachers were found to have above average level of attitude towards teaching profession.
- (vi). Attitude towards teaching- Finally, a majority of 61.5% (123) Jaintia Hills Secondary school teachers were found to have above average level of attitude towards teaching profession.

From the above findings it can be inferred that the secondary school teachers of Jaintia Hills have positive attitude towards teaching profession. This is in tune with the findings made by **Tural and Kabadayi (2014)**, **Akbaba (2013)**, **Sharma (2013)** and **Trivedi (2012)**. It however contradicts the findings of **Maliki (2012)** and **Hussain et. Al (2011)** who found out that teachers' have negative attitude towards teaching profession.

Difference in attitude towards teaching profession between male and female teachers

Table No. 3: Difference in attitude towards teaching profession between male and female teachers

Areas	Male (n=100)		Female (n=100)		Sig.	t (df=198)
	M	SD	M	SD		
Academic	29.59	3.06	30.58	3.34	.030	2.19*
Administrative	18.47	2.04	18.35	2.10	.682	0.41
Social & Psychological	81.40	7.11	83.42	6.17	.033	2.14*
Co-Curricular	15.69	1.68	15.89	1.28	.345	0.95
Economic	16.72	1.92	17.56	1.73	.001	3.25**
Total Attitude towards Teaching	161.87	12.18	165.80	11.08	.018	2.39*

Note. *p<.05, ** p<.01

- (i). Academic Aspect- The analysis revealed that there was a significant difference between the two groups, $t(198) = 2.19, p = .030$. The scores indicated that female teachers ($M = 30.58, SD = 3.34$) has higher attitude towards academic aspect of teaching profession when compared to male teachers ($M = 29.59, SD = 3.06$). This suggested that female teachers have more favorable predispositions for their commitment to academic work and professional growth when compared to their male counterpart. This finding is similar to the findings of **Rao(2012)**, **Babu and Raju(2013)**, **Rakesh and Kiran (2016)**.
- (ii). Administrative Aspect- The result indicated that there was no significant difference in their attitude towards administrative aspect of teaching profession between male ($M = 18.47, SD = 2.04$) and female ($M = 18.35, SD = 2.10$) secondary school teachers; $t(198) = 0.41, p = .682$. This is in line with the findings of **Divya (2014)**, **Babu and Raju(2013)**. It however contradicts the findings of **Rakesh & Kiran (2016)** and **Rao (2012)** who found out that there was a significant difference between the two groups and the difference is in favour of the female teachers.
- (iii). Social and Psychological Aspect- The results of the independent sample t-test was found to be significant, $t(198) = 2.14, p = .033$, suggesting that there was a significant difference in attitude towards teaching between male ($M = 81.40, SD = 7.11$) and female ($M = 83.42, SD = 6.17$) secondary school teachers. The difference of 2.02 in the mean scores was found to be in favour of the female teachers indicating that the female secondary school teachers were more incline to the predispositions of teachers as regards to the social status of teaching profession, the morale boosting, and its influence on moulding the future generations. This corresponds with the findings of **Rao(2012)**, **Rakesh & Kiran(2016)**.
- (iv). Co-Curricular Aspect- It was observed that there was no significant difference in the scores between the two groups, $t(198) = 0.95, p = .345$. This result suggests that male teachers ($M = 15.69, SD = 1.68$) does not differ significantly in their attitude towards co-curricular aspect of teaching profession when compared to their female ($M = 15.89, SD = 1.28$) counterparts. This indicated that gender does not influence on the attitude of the teachers towards co-curricular activities and their importance as part and parcel of teaching profession. This is not in line with the findings of **Rao(2012)**, **Rakesh & Kiran (2016)**.
- (v). Economic Aspect- The test was found to be statistically significant, $t(198) = 3.25, p = .001$. Further, mean difference of 0.84 as found to be in favour of the female ($M = 17.56, SD = 1.73$) teachers when compared with that of the male ($M = 16.72, SD = 1.92$) secondary school teachers. This indicated that the predisposition of female teachers towards economic aspect of teaching profession is more than that of male teachers. This supports the findings of **Babu and Raju (2013)** and contradict the findings of **Rakesh & Kiran (2016)** and **Rao(2012)**.

(vi). Total Attitude towards Teaching Profession- The results of the test revealed that there was significant difference in attitude towards teaching between the two groups, $t(303) = 1.82, p = .069$. The result also indicated that female teachers ($M = 165.80, SD = 11.08$) have higher attitude towards teaching profession when compared with male teachers ($M = 161.87, SD = 12.18$). This finding is in congruence with the findings of **Rakesh & Kiran (2016)**, **Awan(2015)**, **Babu and Raju(2013)**, **Fadlemlula (2013)**, **Rao(2012)**, **Belagali (2011)**, **Hussain et al. (2011)**, **Singh and Bhalcer(1996)**. On the other hand **Bujor & Schipor(2015)** found out that male had significantly higher scores than female. However no significant difference was found by **Chakraborty and Mondal(2014)**, **Divya(2014)**, **Kamran et.al(2015)** between the two groups.

Difference in attitude towards teaching profession between rural and urban teachers

Table No. 4: Difference in attitude towards teaching profession between rural and urban teachers

Areas	Rural (n = 133)		Urban (n = 67)		Sig.	t (df=198)
	M	SD	M	SD		
Academic	29.67	3.15	30.91	3.25	.011	2.57*
Administrative	18.51	2.12	18.21	1.94	.316	1.00
Social & Psychological	81.61	7.02	84.00	5.89	.011	2.56*
Co-Curricular	15.73	1.55	15.91	1.37	.400	0.84
Economic	16.93	1.90	17.55	1.74	.023	2.30*
Total Attitude towards Teaching	162.45	12.27	166.58	10.28	.013	2.51*

Note. * $p < .05$, ** $p < .01$

- (i). Academic Aspect- The analysis revealed that there was a significant difference between the two groups, $t(198) = 2.57, p = .011$. The scores indicated that urban teachers ($M = 30.91, SD = 3.25$) has higher attitude towards academic aspect of teaching profession when compared to rural teachers ($M = 29.67, SD = 3.15$). This suggested that urban teachers have more favorable predispositions for their commitment to academic work and professional growth when compared to their rural counterpart. This finding contradicts the finding of **Rakesh and Kiran (2016)**, **Mattoo and Bichoo (2014)** who found out that there exist no significant difference between the two groups.
- (ii). Administrative Aspect-The result indicated that there was no significant difference in their attitude towards administrative aspect of teaching profession between rural ($M = 18.51, SD = 2.12$) and urban ($M = 18.21, SD = 1.94$) secondary school teachers; $t(198) = 1.00, p = .316$.

This finding contradicts the finding of **Mattoo and Bichoo(2014)** who found out that there was a significant difference between the two groups and the difference is in favour of the urban teachers.

- (iii). Social and Psychological Aspect-The results of the independent sample t-test was found to be significant, $t(198) = 2.56, p = .011$, suggesting that there was a significant difference in attitude towards social and psychological aspect of teaching profession between rural ($M = 81.61, SD = 7.02$) and urban ($M = 84.00, SD = 5.89$) secondary school teachers. The difference of 2.39 in the mean scores was found to be in favour of the urban teachers indicating that the urban secondary school teachers were more incline to the predispositions of teachers as regards to the social status of teaching profession, the morale boosting, and its influence on moulding the future generations. This corresponds with the findings of **Mattoo and Bichoo (2014)**
- (iv). Co-Curricular Aspect- It was observed that there was no significant difference in the scores between the two groups, $t(198) = 0.84, p = .400$. This result suggests that rural teachers ($M = 15.73, SD = 1.55$) does not differ significantly in their attitude towards co-curricular aspect of teaching profession when compared to their urban ($M = 15.91, SD = 1.37$) counterparts. This indicated that locale does not influence on the attitude of the teachers towards co-curricular activities and their importance as part and parcel of teaching profession. This is not in line with the finding of **Rakesh & Kiran (2016)**, **Mattoo and Bichoo (2014)**
- (v). Economic Aspect- The test was found to be statistically significant, $t(198) = 2.30, p = .023$. Further, mean difference of 0.62 as found to be in favour of the urban ($M = 17.55, SD = 1.74$) teachers when compared with that of the rural ($M = 16.93, SD = 1.90$) secondary school teachers. This indicated that the predisposition of urban teachers towards economic aspect of teaching profession is more than that of rural teachers. This supports the findings of **Mattoo and Bichoo (2014)**.

- (vi). Total Attitude towards Teaching Profession- The results of the test revealed that there was significant difference in attitude towards teaching between the two groups, $t(303) = 2.51, p = .013$. The result also indicated that urban teachers ($M = 166.58, SD = 10.28$) have higher attitude towards teaching profession when compared with rural teachers ($M = 162.45, SD = 12.27$). This finding is in congruence with the findings of **Bujor & Schipor(2015)**, **Mattoo & Bichoo (2014)** and **Belagali (2011)**. On the other hand **Hussain et al (2011)** score of rural teachers was found to be higher than that of urban teachers in attitude towards teaching. However no significant difference was found by **Chakraborty and Mondal(2014)**, **Awan(2015)**, **Khan & Chandra(2016)** and **Kavitha & Venkateswaran(2015)** between the two groups.

IX. CONCLUSION

The findings of the study revealed that the secondary school teachers of Jaintia Hills has positive attitude towards teaching profession which is very significant since positive attitude

can influence a teacher to teach effectively. Attitude being a dynamic entity gets influenced by many variables. The present study also reveals the effect of gender and locale on the attitude of the teachers as well as in the areas of academic, social & psychological and economic. Significant difference was found in favour of the female and urban teachers respectively. Positive attitude of teachers towards their profession was found to be crucial not only for effective teaching but for the professional growth of teachers also. As such the teachers must be encouraged to attend seminars, workshops and refresher courses so as to improve their attitude towards teaching profession

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