

Attitudes Of The Secondary School Teachers Of C.D. Block Kaliachak-I Towards Teachings Profession In Relation To Some Demographic Variables

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Abstract: Teachers' attitudes towards teaching profession is conceived as one of the strongest factors to bring about desired changes in pupil's behaviours and thereby to mould and shape him for future life. The purpose of the study is to ascertain the attitudes of the secondary school teachers of the study area towards teaching profession in relation to some demographic variables. It is an ex-post-facto study for the fact that the attitudes would be studied of the teacher they are. For the purpose of the study and to select the teachers 5(five) institutes have been selected at random among the total secondary institution of the study area. Mishra's attitude scale for teaching profession was used for data collection. The paper has tried to find out the attitudes of the secondary school teachers of the said area towards teaching, towards pupil, towards enrichment of knowledge, towards personality development needed for a teacher economic and social status of a teacher and towards school administration. The paper has also interpreted the attitudes of the teachers in relation to sex and educational qualification variable.

Keywords: Attitude, Secondary School Teacher, Teaching Profession, Demographic variable.

I. INTRODUCTION

Trees are significant in this world but the trees which are not trimmed by the Gardener do not look elegant or moony. Trees need to be trimmed and shaped regularly. Similarly, the whole process of education is shaped and moulded by the human personality called the teacher. An attitude of the teacher is regarded as one of the most powerful agent to bring about desired changes in the social and cultural life of a nation and community as well. It is by far a challenging profession and only those teachers can shoulder the heavy responsibilities of nation building, who are adequately prepared and have the sound professional attitude. Kothari Commission (1964-66) has emphasized the role of school and the teacher in shaping the future of the nation. That is why; secondary school is on the other hand an important sub-sector of the entire education system as it covers the most crucial stage of the life –cycle. The latest position and status of the teacher mainly result due to the lack of moral influence professional freedom, academic scholarships and economic security which in turn affects their professional adjustment .In spite of overcrowding classes,

militant students and low salary grades a sincere and real teacher can really teach. In order to teach or instruct a teacher has to equip in him with the latest advances development in the methodology of teaching and the latest changes occurring in the aspiration, attitudes and requirements of the pupil.

A. REVIEW OF LITERATURE

Thomas and Znaniecki (1928) define attitude as a process of individual consciousness which determines real or possible activity of the individual counterpart of the social value, activity in whatever form is the bond between them.

Teaching success is a phenomenon of interpersonal relationship between teacher and the taught. Hence, it may be inferred that attitude is related to teaching success in some degree. The results showed that teaching behaviour and teacher's attitude towards pupils and towards administrators are significantly related. Many studies have been conducted in respect of attitude towards teaching profession. Some of the important studies are cited below. Flores (2001) asked14 newly graduated primary school teachers what affects their

attitudes towards teaching. She reported that work plays a crucial role in shaping teachers attitude towards teaching especially behaviours of principals and the nature of communications within the school.

Ausuman Duatepe (2003) investigated about the attitudes towards teaching profession of pre- service and in-service teachers. He also set his objective to reveal the relationship between the attitudes towards teaching profession and the gender of the pre- service and in-service primary school teachers. He found that the sample of the pre-service and in-service teachers in this study yielded positive attitudes towards teaching profession. Another outcome of the study is that the female subjects have higher attitudes than the male subjects

Dodeen and his colleagues (2003) studied the attitude of teachers. They found that attitudes of teachers had also been by determined by gender. They found that female teachers have more positive attitude towards teaching profession than the male teachers.

Saraswati (1976) conducted a study o the attitudes of teachers trained by various universities of Aligarh district towards their professional teaching and compare to difficulties in teachers with reference to difficulties in sex, academic achievement. He found out that positive attitudes towards teachers did not posses positive attitudes towards their professional teaching. There was no significant difference between male ad female teachers and there was no significant difference between the attitudes of teachers trained by various universities towards their professional teaching. Teaching experiences was not related to attitudes towards teachers training.

Bhandarkar (1980) conducted a study to measure polytechnique teachers' attitude towards the teaching profession in relation to teachers' age, qualification, training and family problem. He found that the teachers of rural area had unfavourable attitude in the semi urban area and the teachers or neutral, the urban teachers are also neutral. It is also found that the attitude towards teaching profession was not significantly related to the qualification of the teachers. He also found that the trained teachers mean attitude score was significantly higher than the mean attitude of the untrained teachers.

Ravindra (1989) found no significant difference in the leadership attitude of male and female and junior and senior teachers of secondary school. Reddy (1991) conducted a study to test whether sex, age, faculty and category of teachers have any influence on their teaching aptitude. The major findings were:

- ✓ The female respondents perform relatively better in the teaching aptitude test.
- ✓ Age and faculty did not influence the performance on the TAT.
- ✓ Experience teachers and teacher awarders exhibited statistically significant superior performance over student teachers.

Ramachandran (1991) investigated to find out relationship between sex, level of education nature of course and attitudes of the teacher trainees towards teaching. Female teacher trainees had a more favourable attitude towards teaching than male teachers, PG teacher trainees had a favourable attitudes towards teaching than the under graduate teacher trainees.

Ray (1992) made attempts to study the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience and mental health. His objective was also to compare male and female teachers with regard to health and professional satisfaction. He found that the teachers teaching experience, mental health, job satisfaction and their attitude towards pupils were positively and significantly correlated with their age.

Das (1992) made an attempt to investigate and compare the effect of the training in developing attitude among rural and urban teachers. He found that the teachers were better qualified in their counterpart in rural areas.

Ganapathy (1992) found the male and female teachers had a favourable attitude towards teaching profession. Merchant (1992) studied the attitude of the teacher based on teaching behaviour journal of Instructional psychology. He found out that the role of experience attitude towards their profession.

B. RATIONALE OF THE STUDY

Basing upon the reviews a studied above, the investigator proposes to conduct a study on the attitude of secondary school teachers towards teaching profession in relation to some demographic variables like sex, educational qualifications because of the fact that teachers attitude towards teaching profession plays a role in his or her ability to transfer teaching skill from simulated environment to natural settings. Secondly, a teacher has to perform multiple activities like teaching, evaluating communicating and counselling the students, organizing co-curricular activities etc. which determine the effectiveness of teaching profession and where teacher's attitude plays a significant role.

A synoptic review of research studies conducted earlier indicates that success in teaching profession is essential for the national development. Teachers possessing positive attitude definitely dedicate quality education as compare to those who lacked it.

The teachers' attitude, his or her approach to life, to students and to teaching has a great deal to do with how his students will be. A positive class room climate starts with the teachers' attitude towards his profession and ends with the student's attitude. Attitudes are not inborn tendencies. They are product of experiences a person encounters in life. All can be inculcated by providing conducive climate and simulating experiences to the person. Attitude of teachers are developed during their passage of becoming teacher, in their schools, colleges, university and especially in teacher training institutes.

Therefore, from the above assumptions, the following research question arise –

- ✓ Are the attitudes of teachers have any significant role towards teaching profession?
- ✓ Do the intervening variables of sex and educational qualification have any significant role to play in differentiating secondary school teachers' attitude towards teaching professions?

Hence the present study entitles as '**Attitude Of The Secondary School Teachers of C.D. Block Kaliachak-I Towards Teaching Profession In Relation To Some Demographic Variables**' has been undertaken by the

investigator to find significant differences if any in different intervening variables.

C. STUDY AREA

Kaliachak is located in the southern part of Malda district in West Bengal. Kaliachak consists with three blocks. These are known as Kaliachak-I, Kaliachak-II, Kaliachak-III. Kaliachak Block-I extends between latitudes $24^{\circ}48'11''$ N to 24.803° N and longitudes $88^{\circ}01'44''$ E to 88.029° E. It is spreading over on area of 106.60 Km^2 support with large number of population 392507. According to the census of India 2011, the literacy rate of Kaliachak-I is 64.44% and the male and female literacy rate 67.11% and 61.67% respectively. The total no. of secondary school is 25 and the primary school is 109 in the study area.

D. METHODOLOGY:

THE DESIGN

The purpose of the study is to ascertain the attitudes of Secondary school teachers towards teaching profession in relation to some demographic variables. Therefore it is an ex-post facto study for the fact that attitude would be studied as they are. Application of the casual comparative method was thought to be appropriate forte fact that the attitude towards teaching profession of the secondary school teachers is views in terms of collection of opinion with respect to different Demographic variables.

SAMPLE SELECTION

For the purpose of the study the sample has been drawn from the secondary school teachers of 5 (five) different schools of the block (Kaliachak- I of Malda District. 100 (hundred) secondary school teachers of the above mentioned 5 (five) schools are considered as sample. These 5 (five) schools have been selected at random from among the total secondary schools of Kaliachak- I. The samples are drawn following the simple random sampling procedure. The teachers are drawn from 2 (two) different categories with the relation to sex and educational qualification, variation.

THE INSTRUMENTS

Mishra's (1991) Attitude scale for "Teaching Profession" was used for data collection. The compiled data has been analyzed with the help of the statistical technique mean, standard deviation and 't' test.

E. OBJECTIVES OF THE STUDY

- The following are the major objectives of the study.
- ✓ To measure the attitude of secondary school teachers towards teaching profession in the following directions.
 - Attitude towards teaching
 - Attitude towards pupil
 - Attitude towards enrichment of knowledge

- Attitude towards personality development needed for a teacher
- Attitude towards economic and social status of a teacher
- Attitude towards school administration.
- ✓ To interpret the attitude of the secondary school teachers in relation to sex and educational qualification variables.

F. HYPOTHESES OF STUDY

Considering all the variables and keeping in view the above cited objectives all the hypotheses have been formulated in null form because of its advantages in verification and for ease of interpretation of result statistically.

Ho₁: There is no significant difference between the secondary school teachers in respect of their attitude towards teaching with reference to sex and educational qualification variables-

Ho₂: There is no significant difference between the secondary school teachers in respect of their attitude towards pupil with reference to sex and educational qualification variables.

Ho₃: There is no significant difference between the secondary school teachers in respect of their attitude towards enrichment of knowledge with reference to sex and educational qualification variables.

Ho₄: There is no significant difference between the secondary school teachers in respect of their attitude towards personality development with reference to sex and educational qualification variables.

Ho₅: There is no significant difference between the secondary school teachers in respect of their attitude towards economic and social status of a teacher with reference to sex and educational qualification variables.

Ho₆: There is no significant difference between the secondary school teachers in respect of their attitude towards school administration with reference to sex and educational qualification variables.

Ho₇: There is no significant difference between the secondary school teachers in respect of their attitude towards teaching with reference to sex and educational qualification variables

G. THE SAMPLE OF THE STUDY

Name of the School	Total	Sex		Educational Qualification	
		M	F	Grad.	Post Grad
1. Kaliachak High school (HS)	20	9	11	6	14
2. Jalalpur High School (HS)	22	12	10	4	18
3. Fatekhani B.M.S High Madrasah (HS)	18	10	8	5	13
4. Nai Mouza High School (HS)	17	11	7	7	10
5. Nai Mouza Subhania High Madrasah (HS)	23	9	14	8	15
Total	100	55	45	35	65

Table 1

II. RESULTS

As per the hypotheses stated above in chapter II, it is quite necessary to study the sub-sample. The scores on teachers attitude towards teaching profession have therefore, been analyzed in terms of descriptive analysis along with sub-sample analysis. A detailed discussion of those has been presented to facilitate in interpretation of the result.

A. DISTRIBUTION OF SCORES ACCORDING TO THE COMPONENTS

Descriptive measures like mean and SD was calculated for analysis of results. Below is presented a tabular form the descriptive measures on attitude of the total sample and the samples according to sex and educational qualifications variation component wise and total attitude score wise.

Frequency				Frequency			
Ci	M	F	Total	Ci	Grd.	P. G	Total
410-419	1	1	2	406-414	0	2	02
400-409	2	1	3	395-404	1	4	5
390-399	4	1	5	385-394	6	9	15
380-389	5	4	7	375-384	7	13	20
370-379	7	2	10	365-374	6	8	14
360-369	6	5	12	355-364	8	5	13
350-359	10	6	16	345-354	3	8	11
340-349	9	8	17	335-344	2	2	4
330-339	5	6	11	325-334	1	1	2
320-329	2	6	8	315-324	1	6	7
310-319	2	4	6	305-314	2	4	6
300-309	1	1	2	295-304	1	2	3
290-299	1	0	1	285-294	1	1	2
	55	45	100		35	65	100

Table 2: Frequency Distribution of scores on Attitude towards Teaching Profession of secondary school teachers of Kaliackak-1 of Malda District

From the frequency distribution descriptive measures like mean, standard Deviation were calculated for interpretation of result through verification of null hypothesis

Frequency				Frequency			
Ci	M	F	Total	Ci	Grd.	P.G	Total
58-62	4	1	5	44-46	0	3	3
53-57	8	1	9	41-43	1	8	9
48-52	24	3	27	38-40	6	14	20
43-47	7	19	26	35-37	5	12	17
38-42	3	11	14	32-34	8	7	15
33-37	5	6	11	29-31	14	9	23
28-32	3	3	6	26-28	1	7	8
23-27	1	1	2	23-25	0	5	5
	55	45	100		35	65	100

Table 3: Frequency Distribution of scores on Attitude towards teaching

From the frequency distribution of scores on attitude towards teaching, descriptive measures like mean, standard Deviation were calculated for interpretation of result through verification of null hypothesis.

Frequency				Frequency			
Ci	M	F	Total	Ci	Grd.	P.G	Total
55-57	2	4	6	55-57	1	2	3
52-54	6	4	10	52-54	4	8	12
49-51	6	14	20	49-51	6	10	16
46-48	7	7	14	46-48	8	13	21
43-45	9	8	17	43-45	7	11	18
40-42	10	5	15	40-42	5	8	13
37-39	8	3	11	37-39	2	8	10
34-36	7	0	7	34-36	2	5	7
Total	55	45	100	Total	35	65	100

Table 4: Frequency Distribution of scores on Attitude towards Pupils

From the frequency distribution of scores on attitude towards pupils, descriptive measures like mean, SD were calculated for interpretation of result through verification of null hypothesis.

Frequency				Frequency			
Ci	M	F	Total	Ci	Grd.	P.G	Total
70-74	3	3	6	70-74	2	4	6
65-69	7	4	11	65-69	3	5	8
60-64	5	4	9	60-64	5	7	12
55-59	10	11	21	55-59	4	8	12
50-54	15	8	23	50-54	5	13	18
45-49	7	10	17	45-49	5	9	14
40-44	6	3	9	40-44	7	11	18
35-39	2	2	4	35-39	4	8	12
	55	45	100	Total	35	65	100

Table 5: Frequency Distribution of scores on Attitude towards Enrichment of knowledge

From the Frequency distribution of scores on attitude towards enrichment of knowledge, descriptive measures like mean, SD were calculated for interpretation of result through verification of null hypothesis

Frequency				Frequency			
Ci	M	F	Total	Ci	Grd.	P.G	Total
83-87	3	0	3	83-87	2	4	6
78-82	4	2	6	78-82	3	5	8
73-77	6	3	9	73-77	2	6	8
68-72	8	9	17	68-72	6	11	17
63-67	10	7	17	63-67	7	14	21
58-62	8	8	16	58-62	3	9	12
53-57	7	7	14	53-57	5	7	12
48-52	4	4	8	48-52	4	4	8
43-47	3	4	7	43-47	2	3	5
38-42	2	1	3	38-42	1	2	3
Total	55	45	100	Total	35	65	100

Table 6: Frequency Distribution of scores on Attitude towards Personality Development

From the Frequency distribution of scores on attitude towards personality development, descriptive measures like Mean, SD was calculated for interpretation of result through verification of null hypothesis.

Frequency				Frequency			
Ci	M	F	Total	Ci	Grd.	P. G	Total
126-132	2	1	3	123-129	2	3	5
119-125	6	3	9	116-112	4	5	9
112-118	8	3	11	109-115	4	7	11
105-111	9	9	18	102-108	4	13	17
98-104	10	5	15	95-101	6	14	20
91-97	6	8	14	88-94	4	7	11
84-90	5	6	11	81-87	3	7	10
77-83	3	5	8	74-80	3	3	6
70-76	2	4	6	67-73	5	4	9
63-69	4	1	5	60-66	0	2	2
Total	55	45	100	Total	35	65	100

Table 7: Frequency Distribution of scores on Attitude towards Economic and Social Status of a teacher

From the Frequency distribution of scores on Attitude towards economic and social status of a teacher, descriptive measures like Mean, SD were calculated for interpretation of result through verification of null hypothesis

Frequency				Frequency			
Ci	M	F	Total	Ci	Grd.	P. G	Total
72-76	6	1	7	70-74	3	5	8
67-71	7	7	14	65-69	7	14	21
62-66	14	16	30	60-64	9	15	24
57-61	13	12	25	55-59	8	13	21
52-56	7	7	14	50-54	3	12	15
47-51	8	8	10	45-49	5	6	11
Total	55	45	100	Total	35	65	100

Table 8: Frequency Distribution of Scores on Attitude towards School Administration

From the Frequency distribution of scores on attitude towards school administration, descriptive measures like Mean and SD were calculated for interpretation of result through verification of null hypothesis.

III. ANALYSIS OF RESULTS AND INTERPRETATION

In this section attempts have been made to calculate the measures of central tendencies and variation of the total sample and the sub samples relating to sex and educational qualification variation. Mean and SD of both variations like sex and educational qualification have also been computed component wise. As discussed earlier, there are six components of the attitude scale. They are attitude towards teaching, attitude towards pupils, attitude towards personality development, attitude towards socio-economic status of a teacher and attitude towards school administration. Moreover the sample has been split under two variations like sex and educational qualification. Therefore, in each case mean and SD have been computed and presented in table

Dimension	Mean				Standard Deviation			
	M	F	Grd	PG	M	F	Grd.	P G
Attitude Towards Teaching	44.87	39.39	25.16	33.25	8.1	6.5	3.75	5.85
Attitude towards pupils	41.9	45.97	44.3	43.7	6.24	4.89	5.1	5.64
Attitude towards enrichment of knowledge	52.04	51.84	49.5	49.65	8.9	8.85	10.5	10.45
Attitude towards personality Development	61.41	58.7	60.93	62.27	11.35	10.15	11.5	10.95
Attitude towards economic and social status of a teacher	97.25	93.15	93.1	94.29	16.66	15.19	17.11	15.28
Attitude towards school Administration	59.6	59.94	57.22	57.12	7.50	5.63	7.14	7.19
Total	357.07	348.99	330.21	340.28	58.75	51.21	55.1	55.36

Table 9: Mean and standard deviation on teaching attitude Scale

From the above table it is evident that the mean score of male teachers is 357.07 Mean score of female teacher is 348.99, Mean score of graduate teachers is 320.21 and mean score of post-graduate teachers is 340.28.

From the above table it is also evident that the standard deviation scores of Male teachers is 58.75, SD of Female teachers is 51.21, SD of graduate teachers is 55.1 and SD of post-graduate teachers is 55.36.

On perusal of the table, it was observed that the mean score of male & Female and Graduate and post graduate differ when the total scores on attitude scale was considered.

There exists a slight difference between the Mean score of male & Female and Graduate & non- graduate teachers. In case of attitude towards enrichment of knowledge personality development, attitude towards economic and social status and attitude towards school administration.

In the dimensions attitude towards teaching and attitude towards pupils there is no such variation in the mean score but there was variation in the SD scores of the sub Samples in all the dimensions. Therefore, the intra variable difference in case Male, Female and Graduate, Post-Graduate teachers were found out through the test of significance of difference between the mean scores of the sub-samples.

A. SEX AND EDUCATIONAL QUALIFICATION VARIATIONS IN ATTITUDE TOWARDS TEACHING

In order to find out the significant difference in relation to sex variation and educational qualification variation in attitude towards teaching, the test of significance of difference

between means (t - test) was calculated and the result is presented in table 10

Variation	Sub-sample	N	M	SE _D	Df	T	Remark
Sex	Male	55	44.87	8.1	98	3.77	Significant at 0.01 & 0.05
	Female	45	39.39	6.5			
Educational Qualification	Graduate	35	25.16	3.75	98	2.18	Significant at 0.05
	Post Grad	65	33.25	5.85			

Table 10: Sex and educational qualification variation in attitude towards teaching

t is revealed from the above table that the 't' ratio is significant. Therefore the null hypothesis that there does not exist significant difference between Secondary school teachers in respect of their attitude towards teaching with reference to sex variation could be rejected. Therefore, sex difference in attitude towards teaching could be established. In case of sub-samples of graduate and post-graduate secondary school teachers, also difference in attitude towards teaching could be established. This indicates that there exists significant difference in the attitude towards teaching of the secondary school teachers due to sex and educational qualification variations.

B. SEX AND EDUCATIONAL QUALIFICATION VARIATIONS IN ATTITUDE TOWARDS PUPILS

To find out the significant difference in relation to sex and educational qualification variations in attitude towards pupil, the test of significance of difference was calculated and the result is presented in table 11.

Variation	Sub sample	N	M	S.D	SE _D	Df	T	Remark
Sex	Male	55	41.9	6.24	1.11	98	3.67	Significant
	Female	45	45.97	4.89				
Educational Qualification	Graduate	35	44.3	5.1	1.10	98	0.55	Not Significant
	Post Graduate	65	43.7	5.64				

Table 11: Sex and educational qualification variation in attitude towards pupils

On perusal of the above table, it was revealed that the 't' ratio in case of sex variation was 3.67 and in case of Educational Qualification variation was 0.55. The t test ratio to become significant at 98 degrees of freedom requires a table value of 1.98 at 0.05 level of significant. But in the case of sex variation the calculated value of 't' is greater than the table value of 't'. Therefore, the null hypothesis that there does not exist significant difference in secondary school teacher's attitude towards pupil in relation to sex variation could be rejected. In the case of Educational Qualification variation, the

calculated value of 't' is much less than the table value of 't'. Therefore, the null hypothesis that there does not exist significant difference in secondary school teachers' attitude towards pupils in relation to Educational Qualification variation could not be rejected. This means that in respect of attitude towards pupil is concerned, the male and female teachers belonging to graduate and post graduate Educational Qualification have displayed no differential scores.

C. SUB SAMPLE ANALYSIS ON ATTITUDE TOWARDS ENRICHMENT OF KNOWLEDGE

In order to find out significant difference in the sub-sample with regard to attitude towards enrichment of knowledge, the t test was calculated. The result is presented below in table 12.

Variation	Sub sample	N	M	S.D	SE _D	Df	T	Remark
Sex	Male	55	52.04	8.9	1.78	98	0.34	Not Significant
	Female	45	51.84	8.85				
Educational Qualification	Graduate	35	49.5	10.5	2.19	98	0.07	Not Significant
	Post Graduate	65	49.65	10.45				

Table 12: Sex and educational qualification variation in attitude towards enrichment of knowledge

In this case the t- value could not be significant. Therefore, the investigator desires to conclude that there does not exist any significant difference in the attitude towards enrichment of knowledge of the secondary school teachers due to sex and Educational Qualification Variation.

D. SUB-SAMPLE ANALYSIS ON ATTITUDE TOWARDS PERSONALITY DEVELOPMENT

The test of significance of difference on attitude towards personality development with respect to sex and Educational Qualification variation has been computed and the result is presented in table-13

Variation	Sub sample	N	M	S.D	SE _D	Df	T	Remark
Sex	Male	55	61.41	11.35	2.15	98	1.26	Not Significant
	Female	45	58.7	10.15				
Educational Qualification	Graduate	35	60.93	11.5	2.37	98	0.57	Not Significant
	Post Graduate	65	62.27	10.95				

Table 13: Sex and Educational Qualification variation in all towards personality development

In case of attitude towards Personality Development the t-ratio due to sex variation was found to be 1.26. In case of educational qualification variation 't' was found to be 0.57. Both the t- tests are much less than the table value of t on 98 degree of freedom. Therefore, the t – test was not significant. Hence, the hypothesis that there does not exist significant difference in attitude towards personality development of secondary school teachers in relation to sex and educational qualification variation could not be rejected. It was observed that the male and female teachers and graduate and post graduate teachers have not significantly difference degree of attitude towards personality development

E. SUB SAMPLE ANALYSIS ON ATTITUDE TOWARDS ECONOMIC AND SOCIAL STATUS OF TEACHER

The t- test was conducted to find out significant difference in the sub-sample with regard to economic and social status if a teacher. The result is presented below in table no.14.

Variation	Sub sample	N	M	S.D	SE _D	Df	T	Remark
Sex	Male	55	97.25	16.66	3.19	98	1.28	Not Significant
	Female	45	93.15	15.19				
Educational Qualification	Graduate	35	93.11	17.11	3.46	98	0.34	Not Significant
	Post Graduate	65	94.29	15.28				

Table 14: Sex and Educational Qualification in attitude towards economic and social status of a teachers

On perusal of the above table it was observed that t – test was not significant on either case. Therefore, the null hypothesis that there does not exist significant difference on attitude towards economic and social status of a teacher could not be rejected.

F. SUB SAMPLE ANALYSIS ON ATTITUDE TOWARDS SCHOOL ADMINISTRATION

The test of significance if difference on attitude towards school administration with respect to sex and educational qualification variation was calculated and the result is given below in table -

Variation	Sub sample	N	M	S.D	SE _D	Df	T	Remark
Sex	Male	55	59.6	7.5	1.31	98	0.25	Not Significant
	Female	45	59.94	5.63				
Educational Qualification	Graduate	35	57.2	7.41				

Educational Qualification	Graduate	35	360.92	26.7	5.86	98	0.05	Not Significant
	Post Graduate	65	360.89	30.2				

Table 15: Sex and Educational Qualification in attitude towards school administration

From the table it is revealed that t – test was not significant on either case. Therefore, the null hypothesis that there does not exist significant difference on attitude towards school administration could not be rejected.

G. DIFFERENTIAL ANALYSIS ON THE TOTAL ATTITUDE OF THE SECONDARY SCHOOL TEACHERS' ON TOTAL ATTITUDE SCORES

In case of the total attitude for male and female teachers as well as graduate and post graduate teachers the investigation desired to find out the difference, if any, in between them. For this the total attitude scores were taken into consideration. The result is presented in table –

Variation	Sub sample	N	M	S.D	SE _D	Df	T	Remark
Sex	Male	55	358.68	25.55	5.10	98	1.82	Not Significant
	Female	45	349.38	25.3				
Educational Qualification	Graduate	35	360.92	26.7	5.86	98	0.05	Not Significant
	Post Graduate	65	360.89	30.2				

Table 16: Test of significance of difference between the mean scores of Male/Female and graduate and post graduate teachers on the total attitude scores

On perusal of the table it was observed that in both cases total attitude towards teaching profession difference was not observed. It was observed those male and female teachers and graduate and post graduate teachers had a favourable high attitude towards teaching profession.

The result is not in conformity with the earlier studies conducted by Mohapatra (1988), Panda (1992), Mishra's (1991). This has been due to the fact that the secondary school teachers of Kaliachak –I of Malda district have responded to the items in front of what is desirable and not what is, displayed by them. It is a rating scale; there have been such results

IV. RECOMMENDATION

Attitudes are basic and pervasive part of the human life, without attitude, the human being cannot know how to react to events will fail to make decision and would not be able to talk about events. Human attitude is not static rather it is changeable depending upon the situation. The following

Recommendations are made considering the findings of the study.

- ✓ To develop the positive attitude towards teaching Profession
- ✓ To Strengthen quality input
- ✓ To lay emphasis on Professionalism of teachers and teacher educators
- ✓ Systematically designed institutionalized in service programmes for teachers should be planned and conducted.
- ✓ Social prestige, esteem and respectability in teachers should be ensured.
- ✓ To improve Service conditions and performance incentive for Teacher
- ✓ Strengthening the pedagogic skill of the teacher should be intensified.
- ✓ To continue professional development

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