

Attitude Of Secondary School Teachers In Different Dimension Of Teaching Profession

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Abstract: *The purpose of this study is to investigate the attitude of secondary school teachers in different dimensions of teaching profession. The sample of the study consists of 126 secondary school teachers of Paschim Medinipur district of West Bengal in India. Attitude Scale towards Teaching Profession developed by Dr. [Mrs.] Umme Kulsum, Begalore, India was used as the tool of the research. The tool consists of 55 items with 5 dimensions viz. Academic, Administrative, Social & Psychological, Co-curricular and Economic aspects of teaching profession. In this study, statistical techniques such as mean, standard deviations, t-test, and correlation and regression analysis were used. Findings show the nature of significance difference & correlation between different dimensions of teaching profession.*

Keywords: *Attitude, Secondary School Teacher, Dimension, Teaching Profession.*

I. INTRODUCTION

Attitude is an important factor for the person to succeed in any task or work. It is positive or negative that depends on an individual's concept about objects, persons or ideas. According to Allport (1954), attitude is "A 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." This definition was emphasized on integration of various experiences which mean they are learned.

Attitude of a person towards any profession is important for determining the level of commitment towards the profession. The impact of performance depends on the attitude of one towards his profession. It is true for teaching profession also. For the professional development of teachers, the studies of attitude help them very crucial. Positive and favourable attitudes not only make individuals perform their work in a better manner but also make it satisfying and rewarding to them. Unfavourable attitudes on the other hand make an individual tired, bored and unacceptable. Therefore, the researcher wants to study if there is any significant

difference & correlation between the different dimensions of attitude towards teaching profession?

II. REVIEW OF LITERATURE

NCERT (1971) reported on the study about the attitude of teachers under different management & on the basis of their sex. Goyal (1981) & Singh (1987) found that sex did not differ significantly in their attitude. Mohanty (1990) reported that 74% of male and 86% of female pupil teachers were interested in the field of education and 90% of male & 62% of female have decided to teach as a profession. Dodeen et al (2003) and Duatepe, A., & Cikla, O.A., (2004) found that female teachers have more positive attitudes towards the teaching profession than the male teachers. Tapodhan (1991) found that sex is the main effect on teaching profession. Bhargava, A., & Pathy, M. K., (2014) studied on the factors like gender (male/female), Category (Tribal/Non-tribal) and stream of education (science/social science) on the attitude of student teachers of Jharkhand. No study was reported on the dimensions viz. Academic, Administrative, Social & Psychological, Co-curricular and Economic aspects of teaching profession.

In view of the above studies researcher wants to study is there any significant difference & correlation between the different dimensions of attitude towards teaching profession?

OBJECTIVES OF THE STUDY

To assess and compare the attitude of secondary school teachers towards different dimension viz. Academic, Administrative, Social & Psychological, Co-curricular and Economic aspect of teaching profession.

HYPOTHESES

- ✓ There is no significant difference and correlation between Academic and Administrative dimension of teaching profession.
- ✓ There is no significant difference and correlation between Administrative and Social & Psychological dimension of teaching profession.
- ✓ There is no significant difference and correlation between Social & Psychological and Co-curricular dimension of teaching profession.
- ✓ There is no significant difference and correlation between Co-curricular and Economic dimension of teaching profession.
- ✓ There is no significant difference and correlation between Academic and Social & Psychological dimension of teaching profession.
- ✓ There is no significant difference and correlation between Academic and Co-curricular dimension of teaching profession.
- ✓ There is no significant difference and correlation between Academic and Economic dimension of teaching profession.
- ✓ There is no significant difference and correlation between Administrative and Co-curricular dimension of teaching profession.
- ✓ There is no significant difference and correlation between Administrative and Economic dimension of teaching profession.
- ✓ There is no significant difference and correlation between Social & Psychological and Economic dimension of teaching profession.

III. METHODOLOGY

Survey method was used in the present study.

SAMPLE AND SAMPLING PROCEDURE

The sample of the study comprised of 126 secondary school teachers of Paschim Medinipur district of West Bengal in India using random sampling techniques.

TOOLS

Attitude Scale towards Teaching Profession developed and standardized by Dr. [Mrs.] Umme Kulsum, Begalore, India was used as the tool of the research. The tool is a Likert

type scale consists of 55 items with 5 dimension viz. Academic, Administrative, Social & Psychological, Co-curricular and Economic aspect of teaching profession.

STATISTICAL TECHNIQUES APPLIED

Descriptive and inferential statistics were used to analysis and interpretation of the data.

ITEM POOL

After item analysis the 55 items are selected in different dimension presented in the table-1

Sl.No.	Dimension	Serial No. Of Item	Total No. Of Item
I	Academic	1,11,18,25,26,31,32,40,45,52	10
II	Administrative	2,8,12,19,24,27	6
III	Social & Psychological	4,5,7,9,14,15,16,21,22,23,29,33,35,36,37,38,41,42,43,46,47,48,49,50,51,53,54,55,	28
IV	Co-curricular	3,13,20,28,34	5
V	Economic	6,10,17,30,39,44	6

Table 1: Items (both favourable & unfavourable) and their distribution over different dimensions in the final scale after analysis

RELIABILITY OF THE SCALE

The reliability of the tool was established on a sample of teachers both from primary and secondary school of Bangalore respectively total of 180 teachers were drawn from 22 primary and secondary schools of different management. This resorted to with an effort to achieve cross validity of the scale. Two types of reliability were established as shown the table -2

Sl. No.	Reliability	Reliability Index
1.	Test-retest	0.812
2.	Split-Half	0.937

Table 2: Reliability of the scale

IV. ANALYSIS AND INTERPRETATION

Descriptive and inferential statistics were used to analysis and interpretation of the data. The results are summarized in the table as follows:-

HYPOTHESES 1: There is no significant difference and correlation between Academic and Administrative dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Academic	126	20.01	2.34	0.314	3.68	0.00034	Significant
2.	Administrative		12.09	2.45				
					df=124	p<0.01		

Table 3: t-values of Academic and Administrative dimension of teaching profession

From the table-3 the null hypothesis is rejected. It says that, a significant difference and correlation is found out between Academic and Administrative dimension of teaching profession.

HYPOTHESES 2: There is no significant difference and correlation between Administrative and Social & Psychological dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Administrative	126	12.09	2.45	0.312	-3.66	0.00037	Significant
2.	Social & Psychological		22.80	2.34				
			df=124		p<0.01			

Table 4: t-values of Administrative and Social & Psychological dimension of teaching profession

From the table-4 the null hypothesis is rejected. It says that, a significant difference and correlation is found out between Administrative and Social & Psychological dimension of teaching profession.

HYPOTHESES 3: There is no significant difference and correlation between Social & Psychological and Co-curricular dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Social & Psychological	126	22.80	2.34	0.197	2.24	0.026	Significant
2.	Co-curricular		3.59	1.19				
			df=124		p<0.05			

Table 5: t-values of Social & Psychological and Co-curricular dimension of teaching profession

From the table-5 the null hypothesis is rejected. It says that, a significant difference and correlation is found out between Social & Psychological and Co-curricular dimension of teaching profession.

HYPOTHESES 4: There is no significant difference and correlation between Co-curricular and Economic dimension of teaching profession

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Co-curricular	126	3.59	1.19	0.0016	0.02	0.98	Not Significant
2.	Economic		4.04	1.99				
			df=124		p>0.05			

Table 6: t-values of Co-curricular and Economic dimension of teaching profession

From the table-6 the null hypothesis is accepted. It indicates that there exists no significant difference and correlation is between Co-curricular and Economic dimension of teaching profession.

HYPOTHESES 5: There is no significant difference and correlation between Academic and Social & Psychological dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Academic	126	20.01	2.34	-0.283	-3.29	0.00135	Significant
2.	Social & Psychological		22.80	2.34				
			df=124		p<0.01			

Table 7: t-values of Academic and Social & Psychological dimension of teaching profession

From the table-7 the null hypothesis is rejected. It says that, a significant difference and correlation is found out between Academic and Social & Psychological dimension of teaching profession.

HYPOTHESES 6: There is no significant difference and correlation between Academic and Co-curricular dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Academic	126	20.01	2.34	0.364	4.35	<0.0001	Significant
2.	Co-curricular		3.59	1.19				
			df=124		p<0.01			

Table 8: t-values of Academic and Co-curricular dimension of teaching profession

From the table-8 the null hypothesis is rejected. It says that, a significant difference and correlation is found out between Academic and Social & Co-curricular dimension of teaching profession.

HYPOTHESES 7: There is no significant difference and correlation between Academic and Economic dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Academic	126	20.01	2.34	0.0152	0.17	0.8652	Not Significant
2.	Economic		4.04	1.99				
			df=124		p>0.05			

Table 9: t-values of Academic and Economic dimension of teaching profession

From the table-9 the null hypothesis is accepted. It indicates that there exists no significant difference and correlation is between Academic and Economic dimension of teaching profession.

HYPOTHESES 8: There is no significant difference and correlation between Administrative and Co-curricular dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Administrative	126	12.09	2.45	0.252	2.9	0.004	Significant
2.	Co-curricular		3.59	1.19				
			df=124		p<0.01			

Table 10: t-values of Administrative and Co-curricular dimension of teaching profession

From the table-10 the null hypothesis is rejected. It says that, a significant difference and correlation is found out between Administrative and Co-curricular dimension of teaching profession.

HYPOTHESES 9: There is no significant difference and correlation between Administrative and Economic dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Administrative	126	12.09	2.45	0.075	0.85	0.3969	Not Significant
2.	Economic		4.04	1.99				
			df=124		p>0.05			

Table 11: t-values of Administrative and Economic dimension of teaching profession

From the table-11 the null hypothesis is accepted. It indicates that there exists no significant difference and correlation is between Administrative and Economic dimension of teaching profession.

HYPOTHESES 10: There is no significant difference and correlation between Social & Psychological and Economic dimension of teaching profession.

Sl. No.	Dimension	N	Mean	SD	r	t-value	p-value	Remark
1.	Social & Psychological	126	22.80	2.34	0.142	1.6	0.11214	Not Significant
2.	Economic		4.04	1.99				
			df=124		p>0.05			

Table 12: t-values of Social & Psychological and Economic dimension of teaching profession

From the table-12 the null hypothesis is accepted. It indicates that there exists no significant difference and

correlation is between Social & Psychological and Economic dimension of teaching profession.

V. FINDING OF THE STUDY

The major finding of the study are summarised as:

- ✓ Hypotheses 1, 2,3,5,6 and 8 are Significant.
- ✓ Hypotheses 4, 7, 9 and 10 are not Significant.

After critical analysis & testing of hypotheses we got a significant difference and correlation between the different dimensions of teaching profession except the economic dimension of teaching profession. Economic dimension of teaching profession has no significant difference and correlation with academic, administrative, Social & psychological and co-curricular dimension of teaching profession.

VI. CONCLUSION

In conclusion academic, administrative, Social & psychological and co-curricular dimension of teaching profession has major contribution to enhance the attitude of a secondary school teachers towards teaching profession.

Positive attitude towards teaching profession can bring the desire quality in the field of education.

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