

# **Attitude towards Teaching Profession: A Study Among D.El.Ed. Course Learners of KKHSOU, Gigboi College Study Centre**

*Poban Gogoi*

*Pradip Dutta*

## **1. Introduction:**

Teaching is a very responsible and complex activity. Attitude of the teachers towards teaching determines the effectiveness of the whole teaching-learning process. That is why; a positive attitude among the teachers towards teaching profession is of great importance for the uplift of the students as well as society as a whole. It is felt more important at primary school level as the teachers therein are the foundation of human resources at grass root level.

Attitude towards teaching means how one feels about his/her teaching profession i.e. whether he/she likes or dislikes the profession. The simplest definition of attitude is that, it is a feeling of favorableness or unfavourableness towards something. According to Singh (2004), "An attitude is best defined as an enduring system of the cognitive component, the feeling component and the action tendency component, all of which centre round an object, person, event, etc. According to Britt (1958), it is a mental set of response. Fishbein (1967) defines it as a mental disposition of the human individual to act for or against a definite object. Allport (1935) defines it as 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. Thurstone & Chave (1929) has defined attitude as the degree of positive or negative affect associated with some psychological object. By a psychological object means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect. Teaching profession, for example, may be a psychological object.

An individual who has a positive effect or feeling with some psychological object is said to like that object or to have a favourable attitude towards the object. An individual who has negative effect with

the same psychological object would be said to have disliked that object or to have an unfavorable attitude towards that. Therefore, an attitude is a preparation or readiness for response. It is not behavior, but the pre-condition of behavior.

Teaching is a noble profession. That is why, teachers must be committed towards their profession. Maximum problems relating to teaching learning can be handled successfully if teachers possess healthy professional attitude. In India, teachers are the third largest workforce; a large number of people enter into this profession. Professional attitude among them is very essential for maintaining standards in education system. The increasing demand for professional service with quality has made teaching profession responsible and more accountable to the needs and conditions of service. The teacher who has a healthy professional attitude will not act in a manner that will bring bad name to their profession. They are proud of belonging to teaching profession. They will always behave in a dignified manner. They will regulate and conduct themselves. Remuneration is not considered as important as to overshadow the sense of satisfaction, which a good professional gets when he/she has done the work, as it ought to have been done. These are some of the dimensions, which reflect professional attitude in teachers.

## **2. A Brief Sketch of D. El. Ed. Course of KKHSOU, Digboi College Study Centre:**

In Assam, the Right to Education Act (RTE, 2009) came into force on April 1, 2010. It was reported that a major section of teachers in Assam at lower primary and upper primary sections were untrained. Moreover, the recently appointed TET qualified teachers also do not have formal teacher training qualification except those having B.Ed. degree. As per the direction of MHRD, all such untrained teachers are to be trained within 2015. Providing training to such a large number of teachers in a face-to-face mode and within such a short period was a challenging task. That is why, the Govt. of Assam decided to provide training to those untrained teachers through Distance Mode of Education. The Govt. of Assam entrusted Krishna Kanta Handiqui State Open University (KKHSOU) the responsibility of framing the curriculum and necessary arrangement in this regard. Accordingly, Diploma in Elementary Education (D. El. Ed.) programme has been designed and developed by the University in the light of National Council for Teacher Education (NCTE) guidelines with the academic support of experts from DEC and IGNOU, besides local

experts. The NCTE after a lot of study and discussion has approved the programme. The duration of the programme is two years and those who are selected/nominated/deputed by the Government of Assam (i.e. SSA Mission) are entitled to undergo this training.

KKHSOU Study Centre, Digboi College, Digboi started the two years D.El.Ed. course for the Govt. deputed TET qualified untrained (newly appointed) teachers of Lower Primary (LP) and Upper Primary (UP) level from the session 2012. This year (2015-16), it is conducting the 3<sup>rd</sup> batch of this course. One thing is to be mentioned herewith that from this 3<sup>rd</sup> batch, Govt. started to depute both TET qualified untrained (newly appointed) teachers and teachers from newly provincialised Primary level schools. This study involves both D. El. Ed. Course learners from TET qualified untrained (newly appointed) teachers and teachers from newly provincialised Primary level schools (both LP & UP).

### **3. Review of Related Literature:**

Over the years, a steady flow of research on attitude towards teaching profession has emerged. Many studies sought to analyse the teacher's attitude towards their profession by taking different factors as dependent and independent variable. Some of the selected studies are-

Rawat and Sreevastava (1984) found significant difference between male and female teacher trainees' attitude towards teaching profession.

Yadav, R. (1992) revealed that training had a significant influence on B.Ed. trainee's self-concept, social maturity and attitude towards teaching profession.

Devi (2005) found that success in teaching field depends upon two prime factors - attitude towards profession and job satisfaction.

Suja (2007) found that teaching experience of the teacher contributes significantly in forming attitude.

Trivedi (2012) found that primary, secondary, higher secondary and the college level teachers have favourable attitude towards their teaching profession.

Babu & Raju (2013) arrived at some interesting findings such as- male and female student teachers differed significantly in attitude towards the teaching profession. Male and female student teachers differed significantly in the areas of professional problems, teachers' pay scales, vacations and other privileges, teachers' interest towards

pupils, teachers' attitude towards management and professional status of teachers in their attitude towards the teaching profession. Student teachers belong to different subjects differed significantly in their attitude towards teaching.

Bhargava & Pathy (2014) found difference in attitude towards teaching profession in tribal (Male & Female) student teachers of science stream and social science stream. Difference of attitude towards profession was also found significant in female student teachers (tribal & nontribal) of science group. On the other hand, no difference of attitude towards teaching profession was observed in nontribal (male & female) student teachers of science and social science stream; male (tribal & nontribal) student teachers of science stream; female (tribal & nontribal) student teachers of social science stream; male (tribal & nontribal) student teachers of social science stream.

Foregoing discussion makes it clear that many research works have already been conducted on attitude of teachers towards their teaching profession at different levels. Some of such studies aimed at studying the attitude of teachers towards their teaching profession separately as well as with regard to the relationship with other variables. However, not a single comprehensive study has been done till date, in Tinsukia District of Assam; especially among the primary level school teachers.

#### **4. Rationale of the Study:**

Teacher's attitude towards teaching profession forms the major variable for many studies. Every professional should have a positive attitude towards his or her own profession. Teachers who have negative feelings about the teaching profession are more distressed about their teaching situations than the teachers who are enthusiastic and have a positive feeling. Thus, for the professional growth of the teachers and improvement of the whole education system, the attitude of teachers is very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent, on his/her attitudes, values and beliefs. A positive/favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. On the other hand, negative attitude makes the teaching work harder and unpleasant. Besides, teacher's attitude also influences the behavior of students. Effective and productive learning, on the part of students can be achieved only by teachers with desirable attitudes. Thus, teacher's attitude towards teaching profession becomes the main content for the present

study on primary school teachers pursuing D. El. Ed. course. Because, assessment of the extent of attitude towards teaching profession of D. El. Ed. course learners of KKHSOU, Digboi College Study Centre is thought to be of having practical implications.

Keeping this in mind, a study namely “Attitude towards Teaching Profession: A Study among D. El. Ed. Course Learners of KKHSOU, Digboi College Study Centre” is conducted by the investigators.

#### **4.1 Objectives:**

The main objectives of the present study are---

1. To find out the overall attitude of D. El. Ed. course learners of KKHSOU, Digboi College Study Centre towards teaching profession.
2. To compare the attitude between male and female D. El. Ed. course learners of KKHSOU, Digboi College Study Centre towards teaching profession.
3. To compare the attitude between TET qualified untrained (newly appointed) learners and learners from newly provincialized schools enrolled in KKHSOU, Digboi College Study Centre towards teaching profession.

#### **4.2 Hypotheses:**

The following hypotheses were used for the present study:

1. There is no significant difference between male and female D. El. Ed. course learners of KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession.
2. There is no significant difference between TET qualified (newly appointed) learners and learners from newly provincialized schools enrolled in KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession.

#### **4.3 Methodology:**

**Method:** The method followed in this study is ‘normative survey method’. “Normative survey method is that method of investigation which attempts to describe and interpret what exist at present in the form of conditions, practices, trends, effects, attitude, beliefs, etc.” (Siddhu, K.S., 1990, P-107). The investigators used it because the study is concerned with the existing attitude towards teaching profession among D. El. Ed. course learners.

**Population:** Population for the present study is all the first year and second year learners of D. El. Ed. course of 2015-16 session of KKHSOU, Digboi College Study Centre. There are 168 of learners in D. El. Ed. course wherein 81 are from first year and the remaining 87 are from second year. Out of total 168 learners, 77 are male and 91 are female. On the other hand, out of the same 168 learners; 137 are TET qualified untrained (newly appointed) and the remaining 31 are teachers from newly provincialised schools.

**Table 1 (A): Population distribution on the basis of gender**

<b>Total learners = 168</b>	
<b>Male 77 Nos.</b>	<b>Female 91</b>

**Table 1 (B): Population distribution on the basis of nature of appointment**

<b>Total learners = 168</b>	
TET qualified untrained (newly appointed) <b>137</b>	Teachers from newly provincialised schools <b>31 N</b>

**Sample:** Sample for this study consist of 84 D.El.Ed. Course learners of KKHSOU, Digboi College Study Centre. The sample was selected by using non-proportionate stratified random sampling technique. Out of the total 31 teachers (19 male+12 female) from newly provincialised schools, all of them were selected for the sample whereas 53 nos. of TET qualified untrained (newly appointed) teachers (25 male + 28 female) were selected from a total of 137. (77 male + 91 female).

**Table 2: Sample distribution**

<b>Total learners = 84</b>			
TET qualified untrained (newly appointed) <b>53</b>		Teachers from newly provincialised schools <b>31</b>	
Male <b>25</b>	Female <b>28</b>	Male <b>19</b>	Female <b>12</b>

**Tool:** In the present study, the “**Attitude Scale towards Teaching Profession**” is used for measuring attitude towards teaching profession

of D. El. Ed. course learners of KKHSOU, Digboi College Study Centre. This scale was constructed and standardized by the investigators themselves. This Likert type five point Scale consists of 20 items. All the items are positive. The scale is attached in Annexure-A.

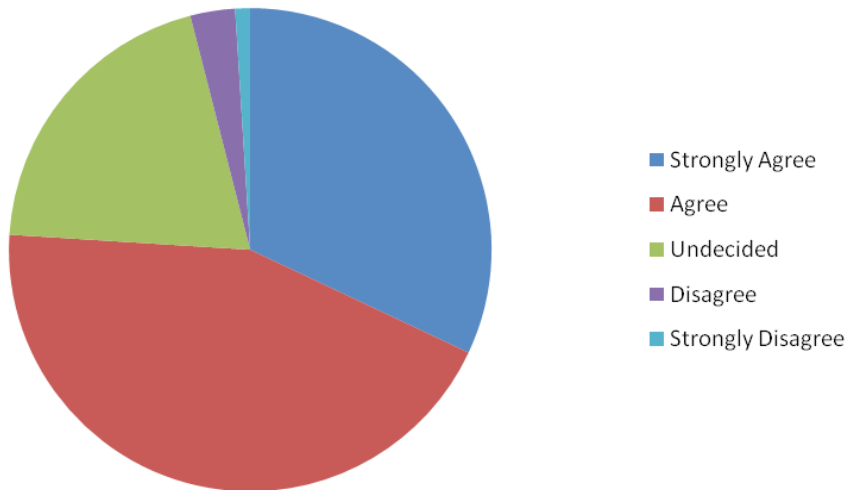
### 5. Analysis and Interpretation:

Analysis and interpretation of the collected data has been done to fulfill the already stated objectives of the present study. The **“Attitude Scale towards Teaching Profession”** consists of 20 items in a five-point scale. That is why; the maximum and minimum score of a respondent can be 100 & 20 respectively.

**Table 3: Overall Attitude of D. El. Ed. Course Learners**

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
32%	44%	20%	03%	01%

Above table reveals the fact that majority of the D. El. Ed. Course learners have shown favourable attitude towards teaching profession. Only a smaller section of them have shown unfavourable attitudes towards the same. So, conclusion is that D. El. Ed. Course learners of KKHSOU, Digboi College Study Centre have a desirable degree favourable attitude towards teaching profession..



*Picture: Pie-diagram showing overall attitude of D. El. Ed. course learners*

**Table 4: Significance of difference between Male and Female D. El. Ed. Course Learners**

Groups	N	Mean	SD	Critical Ratio 1.94	Acceptance of the null hypothesis.
Male	44	67.25	8.10		
Female	40	71	9.40		

To test the hypothesis No.1 i.e. “There is no significant difference between male and female D. El. Ed. course learners of KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession” the Mean and Standard Deviation for Male and Female were computed separately. The Critical Ratio (CR) is found to be 1.94 which is smaller than 1.96 (at 0.05 level). Here we can accept the null hypothesis. That is why, we can safely conclude that there is a no significant difference between male and female D. El. Ed. course learners of KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession.

**Table 5: Significance of difference between TET qualified (newly appointed) learners and learners from newly provincialised schools**

Groups	N	Mean	SD	Critical Ratio 0.63	Acceptance of the null hypothesis
TET qualified untrained (newly appointed) learners	53	70.45	10.48		
Learners from newly provincialised schools	31	69.10	8.96		

To test the null hypothesis no: 2 i.e. “There is no significant difference between TET qualified (newly appointed) learners and Learners enrolled in KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession” Critical Ratio (CR) is computed on the Mean and SD. The CR is 0.63 which is smaller than 1.96 (at 0.05 level). Here we can accept the null hypothesis. That is why it can be concluded that there is no significant difference between TET qualified (newly appointed) learners, and learners enrolled in KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession.



## **6. Findings:**

After analyzing the data at hand, the investigators arrived at the following conclusions—

1. Overall attitude of D. El. Ed. course learners of KKHSOU, Digboi College Study Centre towards teaching profession is desirable. \_
2. There is no significant difference between male and female D. El. Ed. course learners of KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession.
3. There is no significant difference between TET qualified (newly appointed) learners and learners from newly provincialised schools enrolled in KKHSOU, Digboi College Study Centre with regard to their attitude towards teaching profession.

## **7. Limitations of the Study:**

Limitations of the present study are as under-

1. The study is limited to the first year and second D. El. Ed. course learners of KKHSOU, Digboi College Study Centre of 2015-16 session.
2. Investigators used a self-constructed and standardized Attitude scale only.

## **8. Conclusion:**

The study on attitude towards teaching profession among the D. El. Ed. course learner of KKHSOU, Digboi College Study Centre, Digboi is micro level study wherein the investigators tried to have an insight on the level of attitude towards teaching profession. Here, the attempt is made to analyze the attitude of the respondents in relation to gender and nature of learners. This micro-level study reveals many significant conclusions. The investigators hope that this study will be helpful for the Educational Administrators, Policy makers and the concerned Authorities while taking decisions relating to the issues of teacher education and quality education at elementary level. While conducting the study, the investigators realized that many studies could be done in this area of serious concern. Further in-depth studies can be undertaken on attitude towards teaching profession at macro level taking some other considerations like locality (rural-urban), levels of education (secondary, higher) etc.

---

## References:

- Aggarwal, J. C. (1981). *Theory and Principles of Education*. New Delhi: Vikas Publishers House Pvt. Ltd.
- Allport, G. W. (1935). *Attitudes*. In Murchison, C. (Ed.). *A Handbook of Social Psychology*. Worcester, Mass: Clark University Press, 34-36.
- Babu, B. P. & Raju, T.J.M.S. (2013). Attitude of Student Teachers towards their Profession. *International Journal of Social Science & Interdisciplinary Research*, 2 (1).
- Best, J. W. & Kahn, J. V. (1996). *Research in Education*. New Delhi: Prentice Hall of India.
- Bhargava, A. & M. Pathy. (2014). Attitude of Student Teachers towards Teaching Profession. *Turkish Online Journal of Distance Education-TOJDE*, 15(3).
- Britt, S. H. (1958). *Social Psychology of Modern Life*. New York: Rinehart and Co. Inc.
- Dash, B. N. (1995). *Foundation of Educational Thought and Practice*. New Delhi: Kalyani Publishers.
- Devi, U. V. K. (2005). *A study of role conflict, job satisfaction and select presage variables discriminating between successful and less successful Review 118 secondary school women teachers of Kerala*. Unpublished Ph.D. Thesis, University of Calicut.
- Fishbein, M. (1967). *Readings in Attitude: Theory and Measurement*. New York: John Wiley & Sons.
- Garret, H.E. (1971). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Limited.
- Koul, L. (2008). *Methodology of Educational Research*. Noida: Vikas Publishing House Pvt. Ltd.
- Rawat & Sreevastava, R. K. (1984). Attitude of Male and Female Teacher Trainees towards Teaching-a Comparative Study. *Asian journal of Psychology and Education*, 13, 54-58.
- Shaukat H. et. Al. (2011). Attitude of Secondary School Teachers towards Teaching Profession. *International Journal of Academic Research*, 3 (1).
- Singh, A.K. (2004). *Test, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan.
- Thurstone, L. L. & Chave, E. J. (1929). *The Measurement of Attitude*. Chiacago: University of Chicago Press.
- Trivedi, R. P. (2012). A Study of Attitude of Teachers towards Teaching Profession Teaching at Different Level. *International Multidisciplinary E-Journal*.
- Yadav, R. (1992). *Impact of Teacher Training on Certain Personality Characteristics of B.Ed. trainees*. Unpublished Ph.D. Thesis, Agra University.