

## **ATTITUDE TOWARDS TEACHING PROFESSION OF THE SECONDARY SCHOOL TEACHERS IN THE DISTRICT OF BURDWAN, WEST BENGAL**

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### **Abstract**

This paper aimed to provide an understanding and to study the attitude towards teaching profession of the Secondary School Teachers. In this connection 100 male and 100 female teachers of Burdwan district were selected as sample to estimate their attitude. Data were analyzed by adopting appropriate methods. It was observed from the findings that (i) All the teachers expressed their favorable attitude towards teaching profession (ii) Major percentage of teachers having average degree of favorable attitude towards teaching profession (iii) Attitude towards teaching was independent of sex variation of the teachers.

### **Introduction:**

Teaching is one of the oldest and most respectful profession in the world. When society organized itself in a systematic way the need arose to mould the children on proper lines and thus developed the need for persons who could perform this role. Here came the idea of education and teaching. Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. Since the inception of education system several reforms have been made to improve the quality of teaching out put very recently. NCTE suggested the 'Frame Work' on teacher Education for future teacher in India; these are:

- (1) to develop the understanding, interests, attitudes and skills which would enable him to foster the all-round growth and development of the children under his care.
- (2) to develop an understanding of educational theory which will inform professional judgment and actions;
- (3) to develop the technical skill necessary for the achievement of professional competence.

However professional crisis is a serious issue till date in the teaching profession. The profession has not been able to organize itself into a dynamic forward-looking professional organization. The education policy of 1968 talked about revamping teacher education. NPE-1986, has mentioned overhauling teacher education. The NCERT, UGC, NUEPA, NCTE, and other national level

organization, have the capacity to influence national education programmes but these apex institutions; universities and teacher education institutes are not employing the leverage they have, in a sustained way by attacking the deepest problem that underlie our educational system. Teacher educational institutions do not prepare the graduates mentally, emotionally or professionally to grapple with the social ills which we often lament. If the teacher education institutions will identify what urgently needs to be done the youngsters will find a way to do it and in so doing they would discover new values and new relevance in their academic and professional attitude.

Attitudes are formed as a result of some kind of learning experiences. Attitude as a concept is concerned with an individual way of thinking acting and behaving. It has very serious implications for the learner, the teacher and the immediate social group with which the individual learner relates and the entire school system. In a nutshell teachers' attitudes directly affect student's attitudes. Teacher attitudes are in turn, influenced by their culture and belief of education system. A genuine kindness of the teacher, a willingness to share the responsibility involved in a classroom, sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all student, enthusiasm for stimulating the students' creativity, fostering value judgment etc. all are the most important determinants about the attitudes of the teachers towards teaching profession.

#### **Objectives of the study**

1. To estimate the level of attitude of Male and Female teachers towards teaching profession.
2. To estimate the degree of attitude towards teaching profession of the teachers.
3. To compare the attitude of the teachers on the basis of their Experiences.
4. To estimate the attitude of teachers of different age groups.
5. To estimate the levels of attitude among the male and female teachers.

#### **Methods and procedure**

With a view to collect data concerning different objectives of the study, a standardized Attitude scale was used.

#### **Sampling**

Purposing Random sampling technique was used for selection of sample. Twenty two Secondary schools were selected randomly in the district of Burdwan, West Bengal in mostly belongs to rural areas. From the list of teachers (male and female) prepared for every school, 100 male and 100 female teachers were selected at random.

**Analysis of data and findings**

Relevant data were collected from the 200 teachers selected as the sample. Measures of Central tendency, percentage calculations, Chi-square test and ‘t’ test were used for analysis of data.

**\* Level of attitude towards teaching profession**

**Table No. 1**

*Showing the mean attitude scores of male and female groups of teachers*

Category	N	Mean
Male	100	66.53
Female	100	67.54

*Cutting point score is 60, between two levels of attitude i.e. favorable or unfavorable*

Table 1 indicates that the mean attitude scores of the teachers both male and female are higher than the cutting point score (60). Hence it may be said from the results that school teachers of both male and female having favorable attitude towards teaching profession.

**\* Degree of attitude towards teaching profession**

**Table No. 2**

*Distribution of Male and Female groups on the basis of degree of attitude i.e. high, average and low degree of attitude*

Attitude/ Category	High degree		Average degree		Low degree		Total
	N	%	N	%	N	%	
Male	14	14%	86	86%	0	0	100
Female	17	17%	83	83%	0	0	100

Above table indicates the percentage of male and female teachers belongs to degree of attitudes. It has been found that no teachers of both male and female group belong to low degree in the level of attitude. Results indicate that 14% of male teachers show high degree of attitude but in case of female teachers it is 17%. It may be inferred that maximum teachers of both male and female groups show average degree of attitude. It may be due to the lack of proper motivation towards teaching profession.

**\* Attitude of teachers on the basis of Experience**

**Table No. 3**

*Showing the mean scores of attitude on the basis of teaching experience*

Category/ Experience	Male	Female
	Mean experience	Mean experience
Upto----12 years	65.91	67.40
13-----24 years	66.83	68.33
25 and above	70.44	69.33

The results under table No. 3, indicate that the mean scores of the three groups of teachers are almost equal but it is remarkable that mean experience has gradually been increased with the experience of both the groups of teachers. It may be inferred from the trends that the attitude towards teaching profession is associated favorably with the experience.

**\* Attitude of teachers of different age categories**

**Table No. 4**

*Age group wise mean scores of attitude of male and female teachers*

Category/ Age group	Male	Female
	Mean attitude	Mean attitude
21-----30	65.67	68.46
31-----40	67.20	65.76
41-----50	65.60	70.00
51-----60	68.67	69.80

Above table indicates that the mean attitude scores under different age categories of male and female groups exceeded the cutting point score between two levels of attitude. The mean attitude scores of both male and female teachers are more or less equal. It is clear from the results that all the age groups of male and female teachers shown the favorable attitude towards teaching profession.

**\* Levels of attitude among the male and female teachers**

**Table No. 5**

*Distribution of male and female groups on the basis of attitude scores  
( $\chi^2$  design)*

Category	Above cutting point	Below cutting point	Total(N)	$\chi^2$
Male	73	27	100	1.36
Female	80	20	100	
Total	153	47	200	

for 1 df,  $\chi^2$  at .01 level=6.635 & at .05 level =3.841

The value of  $\chi^2$  is not significant at .05 level. The result indicates that two groups of teachers do not differ significantly on the basis of their attitude towards teaching profession

**\*‘t’ test was adopted for final decision**

**Table No. 6**

*Showing the Mean, SD, and ‘t’ between the male and female groups of the teachers*

Category	N	M	SD	SE <sub>D</sub>	‘t’
Male	100	66.53	8.15	1.15	0.88
Female	100	67.54	8.21		

The value of ‘t’ is not significant at .05 level, meaning there by two groups of teachers do not differ significantly on the basis of attitude towards teaching profession.

**Concluding remarks:**

It is fact that favorable attitude is very important as a determinant to perform any assignment effectively and accurately. In the field of education, attitude towards teaching profession is an important construct to understand the educational theory and to foster the all-round growth and development of the child. It is found from the survey that all the secondary school teachers having favorable attitude towards teaching profession. In the case of age and experience of the teachers, attitudes were

associated with the increase or maturity of age and experience. Attitude towards teaching profession of male and female do not differ significantly. Findings also revealed that most of the teachers have expressed average level of attitude towards teaching profession. This picture is not hopeful in future to us. So we should take the effective measures to develop professional skills and attitude in the teachers.

The findings of the study highlight a trend about the attitudes of the teachers towards teaching profession. Findings lead to conclude that most of the teachers of Secondary schools are not fully satisfied about the teaching profession, although they expressed favorable attitude towards it. Thus intensive study is required to find out the gaps in the system of our Secondary Education. So that necessary measures may be adopted to improve the degree of attitudes of the teachers towards teaching profession.

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