

ATTITUDE TOWARDS TEACHING PROFESSION OF TEACHERS IN EAST SIKKIM, INDIA

Nar Maya Subba
Assistant Professor
Department of Education
Nar Bahadur Bhandari Degree College, Tadong, Sikkim.

Abstract: With a view, the present study tried to find out the attitude towards teaching profession of teachers in East-Sikkim and also to know the differences in attitude towards teaching profession between male and female teachers and both Government schools' teachers and Private schools' teachers. For the present study Descriptive method was used. The population of the study belongs to four school's teachers of East-Sikkim. The sample of 100 is chosen from four schools. Simple random sampling technique was used to select the sample from the population. The tool used for the study was the Teacher Attitude Scale developed by J.C. Goyal. For the analysis of the data simple percentage and t-test has been used. The results of the study revealed that majority of teachers (68%) have neutral level of attitude towards teaching profession. The findings also observed that there is no significant difference between male and female teachers attitude towards teaching profession.

Keywords: Attitude, Teaching Profession, Teachers, East-Sikkim.

Introduction

Attitude is a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. An attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitude includes our ideas with emotional content, our important beliefs, prejudices, biases, appreciations, predispositions, and our state of readiness to act and react. These attitudes are in individual's experiences both planned and random. Shaping healthy attitudes in students is one of the most important functions of the educational process in the school. The term "Attitude" has been defined in a number of ways by the psychologists. Attitude is a mental characteristic. 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 (Mondal, 2014). A teacher can be viewed as the professionally trained person, who imparts the necessary skills, guide, and facilitate learning hence learning cannot take place without a train professional that is the teacher. Teaching is the profession which comprises activities towards starting, directing, facilitating, and realizing the learning process in individuals in line with a certain objective. The person executing these activities is the teacher. The teacher is the indispensable component of the education

system. The teacher is the most critical component. Further explain that, the profession of teaching is dealt with and defined from different aspects (Aliyu Musa, 2015). Attitudes of individuals towards their profession have an effect on their performance. This also applies for the teaching profession, because the attitudes and perceptions of a profession affects the perceptions of professional competence and achievement, teachers' attitudes towards their profession have a great importance in fulfilling the requirements of the profession (Gun, 2012). The teaching profession is considered one of the noblest and straight forward. It is regarded as the most important component of educational system. It is a major tool to improve the efficiency and quality of education all over the world. "The teaching profession demands a clear set of goals, love for profession and obviously a more favorable attitude towards the professions. The nation needs well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions" (Hussain, 2004). There is no denying fact that in every society, quality of life depends on the quality of education, which in turn depends upon the quality of its teachers. The efficiency of any education system depends largely on the efficiency of its teachers. Teacher who laid the foundation for the personality development of our children in schools are potentially powerful analysts for transformation in the society. So, future of India depends upon the quality of education and that can be interpreted from the attitude of teachers towards professionalism. So, there must be certain factors which will be responsible for their different attitude towards their profession. So, the investigator selected this problem for the present study.

Review of Related Literature

Rao (2012) conducted a study on Attitudes of Secondary School Teachers towards Teaching Profession. The findings of study revealed that there is a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. Further, the study indicates that there is no significant difference Mean Teacher Attitude towards teaching profession in the Administrative, Co-curricular, Socio-Psychological and Economical area of Hindu and Muslim pupil teachers.

Kalhotra (2014) carried out a study of Teacher Effectiveness in Relation to Attitude towards Teaching Profession. Findings of the study indicated that there are no significant difference effective and ineffective teachers in their attitude towards teaching profession. Further, it is also evident that the effective and ineffective teachers do not differ in their attitude towards teaching profession, although they differ in their experience, age and sex.

Kumar (2015) investigated a study on Attitude of Teacher towards Teaching Profession in relation to Adjustment among Senior Secondary School Teachers, Ludhiana. The findings of the study revealed that a significant positive relation between attitude towards teaching profession. The results also show that teachers attitude towards teaching profession did not differ significantly with respect to gender and demographic location.

Malsawmi & Ranthlei et al (2015) examined a study on Attitude towards Teaching Profession: Study among Secondary School Teachers in Mizoram. The findings show that majority (62.03%) of secondary school teachers have neutral attitude towards teaching profession.

Pandey et al (2016) explore a study on Attitude of Teacher towards Teaching Profession in Assam. The findings indicated those teachers educational unfavorable attitudes towards teaching profession, as the p-value was 0.678 and 0.971 respectively. However, more qualified teachers (59%) seemed to be having more positive attitudes than the of the less qualified teachers (41%). Similarly, younger teachers appear to possess more positive attitudes (59%) than that of the older teachers (41%).

Nakro & Imtisingba et al (2018) did a comparative study of the Attitude of Government and Private Teacher Educators towards Teaching Profession in Nagaland. The findings revealed that significant difference in socio-psychological dimension but no significant differences were found on other dimensions of attitude between the attitude of Government and Private teacher educators towards teaching profession.

Hypotheses

H₀₁-There is no significant difference between male and female teachers attitude towards teaching profession.

H₀₂. There is no significant difference on attitude of teachers towards teaching profession between Government school and Private School.

Objectives of the Study

- (1) To find out the level of teacher's attitude towards teaching profession in East Sikkim.
- (2) To know the difference between male and female teacher's attitude towards teaching profession.
- (3) To study the attitude of teacher's towards teaching professions between the Government school and Private school.

Research Design

- (i) Method: In the present study descriptive method was used.
- (ii) Population: The Population of study includes two Government school teachers and two Private school teachers, which comes to 150.
- (iii) Sample: The sample of study comprises 100 teachers, 25 each from four schools has been drawn for the sample. Simple random sampling technique was used to select the sample from the population.

Tools Used

The tool used for the study was the Teacher Attitude Scale developed by J.C. Goyal. It is a scale consisting of 22 items and designed in Thurstone technique i.e., Most Favourable, Favourable, Neutral, Unfavourable and Most Unfavourable.

Results**Objective 1****Table No.1***Showing the classification of teachers attitude towards teaching profession*

Sl. No	Limit of the Scores	f	%	Description	Interpretation	Statistics
1	18-16	7	7	Most Favourable	Most Favourable (7%)	N=100 Mean=11.51
2	15-13	15	15	Favourable		
3	12-10	68	68	Neutral	Neutral (68%)	
4	9-7	10	10	Unfavourable	Unfavourable	SD=1.93
5	6-4	0	0	Most Favourable	(10%)	
6	Total	100	100			

***As per manual**

The above table 1 shows that:

- (1) Majority (68%) of teachers have neutral attitude towards teaching profession.
- (2) While (15%) of teachers who are in the favourable attitude towards teaching profession
- (3) About (10%) of teachers fall in the category of unfavourable attitude towards teaching profession
- (4) There are only (7%) of teachers were found to have most favourable attitude towards teaching profession.

The above findings indicate that majority of teachers have neutral attitude towards teaching profession and few numbers of teachers are having most favourable and unfavourable attitude towards teaching profession.

Objective 2**Table No. 2 (a)***Mean and Standard deviation of male and female teachers' attitude towards teaching profession*

Sl. No	Gender	F	Mean	SD
1	Male	41	11.68	2.51
2	Female	59	11.39	1.39

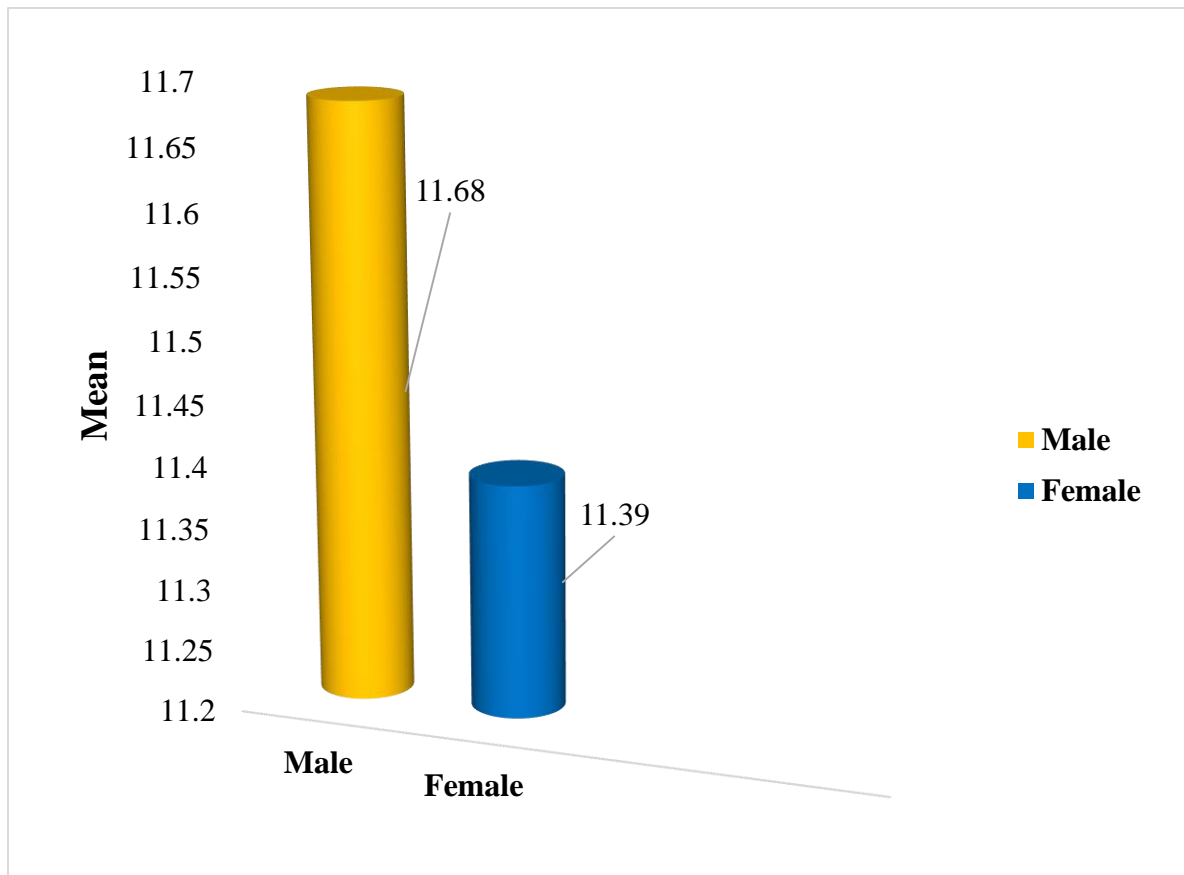


Figure 1: Graphical representation of mean scores of male and female teachers' attitude towards teaching profession

From table 2(a) and figure 1, it can be said that the mean scores of attitude towards teaching profession of male teachers is 11.68 and the mean scores of attitude towards teaching profession of female teachers is 11.39. This indicates that the mean scores of 0.29 is in favour of male teachers which shows that male teachers have slightly higher attitude towards teaching profession than the female teachers.

In order to find out the significant difference, the data has been analyzed and interpreted using inferential statistics namely, 't-test'. The value of 't' was set to 1.98 for the level of significance at 0.05 level with $df = 98$ and at 2.63 for level of significance at 0.01 level with $df = 98$. It is presented in table 2(b).

Table 2 (b)

Mean, Standard deviation & t-value of mean scores of male and female teachers' attitude towards teaching profession

Sl. No	Gender	n	Mean	SD	Df	Computed t-value	Table t-value	Significance Level
1	Male	41	11.68	2.51				Not significant at 0.05 level
2	Female	59	11.39	1.39	98	0.23	1.98	

From above table 2(b), it is observed that t-value is 0.23, which is not significant at 0.05 level with $df = 98$. Hence, there is no significant difference between male and female teachers attitude towards teaching profession. Thus, the research hypothesis, "There is no significant difference on teachers attitude towards

teaching profession” is accepted at 0.05 level. This indicates that the male and female teachers do not have a significant effect on Attitude towards Teaching Profession.

Objective 3

Table No. 3 (a)

Mean and Standard deviation on attitude towards teaching profession of teachers' between the Government school and Private school

Sl. No	Institutions	F	Mean	SD
1	Private School	50	11.12	1.81
2	Government School	50	11.9	1.97

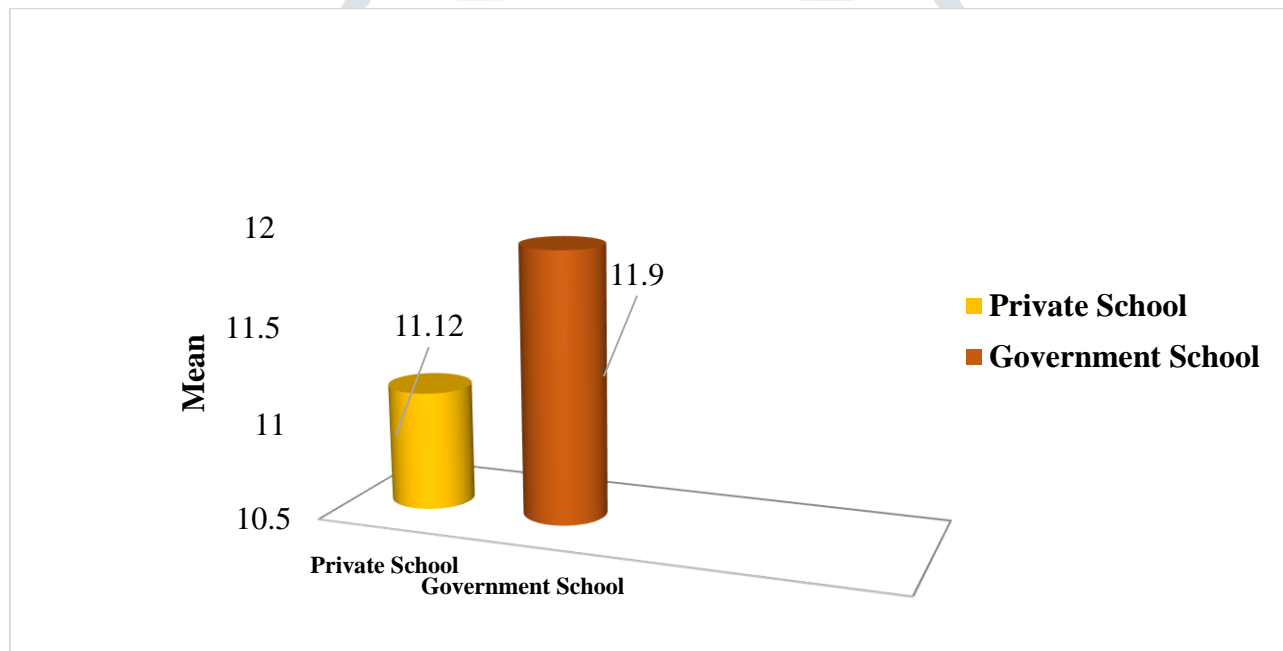


Figure 2: Graphical representation of mean scores of Attitude towards teaching profession of teachers between the Government school and Private school.

From table 3(a) and figure 2, it can be said that the mean scores on attitude towards teaching profession of Private school teachers is 11.12 and mean scores of attitude towards teaching profession of Government school teachers is 11.9. This indicates that the mean scores of 0.78 is in favour of Government school teachers which shows that Government school teachers have slightly higher attitude towards teaching profession than the Private school teachers.

In order to find out the significant difference, the data has been analyzed and interpreted using inferential statistics namely, ‘t-test’. The value of ‘t’ was set to 1.98 for the level of significance at 0.05 level with $df = 98$ and at 2.63 for the level of significance at 0.01 level with $df = 98$. It is presented in Table 3(b).

Table No. 3 (b)

Mean, Standard deviation & t-value of mean scores of attitudes towards teaching profession of teachers between Government school & Private school

Sl. No	Institutions	n	Mean	SD	Df	Computed t-value	Table t-value	Significance Level
1	Private school	50	11.12	1.81				
2	Government school	50	11.9	1.97	98	0.02	1.98	Not significant at 0.05 level

From above table 3(b), it is observed that t-value is 0.02, which is not significant at 0.05 level with df = 98. Hence, there is no significant difference on attitude towards teaching profession of teachers between Government school and Private school. Thus, the research hypothesis, “There is no significant difference on attitude towards teaching profession of teachers between Government school and Private School” is accepted at 0.05 level. This indicates that the Government school teachers & Private school teachers does not have a significant effect on Attitude towards teaching profession.

Summary

From the above analysis and interpretation the present study find out that majority of teachers have neutral attitude towards teaching profession in East Sikkim. The study also observed that male teachers have slightly higher attitude towards teaching profession than the female teachers. The study showed that there is no significant difference between male and female teachers attitude towards teaching profession. Further, the results indicate that Government school teachers have slightly higher attitude towards teaching profession than the Private school teachers. The study found out that there is no significant difference on attitude towards teaching profession of teachers between Government school and Private school. From the study it can concluded that teachers in East Sikkim in terms of gender and types of schools does not have a significant effect on attitude towards teaching profession.

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