

ATTITUDE OF ELEMENTARY SCHOOL TEACHERS IN AIZAWL DISTRICT TOWARDS TEACHING PROFESSION

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Abstract: The investigators undertook a study related to teaching profession. The main aim of the study was to find out the attitude of elementary school teachers towards teaching profession with reference to management of schools, gender and professional qualification. Samples of 143 teachers were selected randomly from Aizawl District. For this study 'Attitude Scale Towards Teaching Profession' (ASTTP-ku) developed and standardized by Dr. (Mrs) Umme Kulsum was employed. The study found that majority of the teachers have positive attitude towards teaching profession. Analyses were also done by testing the hypotheses which found that there was no significant differences regarding the attitude of elementary school teachers in Aizawl District with reference to management of schools, gender and professional qualification.

Keywords: Attitude, Elementary School Teachers, Teaching Profession.

INTRODUCTION

The development of a nation depends upon their students and the all over development of a student depends upon his teacher. Only a teacher develops the capacity among the children for adjusting in home, school and society. As the Education Commission 1964-66 has lightly pointed out "the destiny of the country is being shaped in her class rooms." Evidently the commission has in mind the role of the teacher in realizing the goal of national reconstruction. Teachers have important role to play in shaping the further generation. The role of the teachers in democratic system of education is very crucial. They have to act as friends, philosophers and guides of the students, and help them to march forward to establish a new social structure. The role of the teachers in moulding the personality of the students depends on the aims of education. It is the responsibility of the teachers to develop the physical, mental, social, emotional, intellectual and aesthetic aspects i.e. total personality of the students.

Education Commission 1952-53 also point out, "Every teacher and educationalist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers". Moreover, effective and productive learning on the part of students can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction. Until and unless teachers with positive frame of attitude are engaged in the teaching profession, no drastic results can be expected from them.

Teachers are one of the most important agents of the transmission and enrichment of culture in today's society. Having to deal with human material during the most impressionable period of life, the teacher is bound to make a massive impact on the personality, character, intellectual growth, attitude and value of the future citizen. In view of their critical role, it is important to the society to provide adequate equipment to enable them to meet the challenges of their task and Indian society is no expectation of it. In this context the teachers have more responsibilities in shaping and building the character, especially mental characters of students. Development of a nation has always relied on knowledge acquired through education and its practical Implications. Considering any effective education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of a quality education system. Teachers are the persons who could develop and mould the learners as good citizens. They should develop a higher attitude towards the teaching profession. Education is a nation building activity.

REVIEW OF RELATED LITERATURE

A number of studies have been taken up on the attitude of teachers/prospective teachers towards teaching profession. Trivedi (2012) found that primary, secondary, higher-secondary and college teacher have high attitude towards teaching profession. In his study on the *Attitude of secondary teachers towards their teaching profession*, Jagadesh (2009) found that the attitude of teachers towards teaching was highly favorable.

Regarding gender differences on attitude towards teaching profession Goyal(1981) and Singh(1987) found that male and female teachers did not differ significantly in their attitude towards teaching profession. Duatepe & Cikla(2004), Ghanti & Jagadesh(2009), Ghosh & Bairagya(2010), Benjamin et al.(2010), Lal & Shergill(2012), Pancholi & Bharwad(2015), Sarkar & Behera(2016) and Dhull & Jain(2017) found that female teachers had more favourable attitude than their male counterparts. Contrast

finding was found by Magar (1992) in which male student-teachers showed better attitude towards teaching profession than female student-teachers.

With reference to differences regarding management of institutions Saxena(1995) and Magar(1992) found that private college teachers have better attitude towards teaching profession than government college teachers. On the contrary Ghanti & Jagadesh(2009) found that teachers in government and private secondary schools did not differ significantly in their attitude towards teaching profession.

IMPORTANCE OF THE STUDY

The place and importance of teacher in the society and the nation can hardly be over emphasized. It does not take much to realize that the quality of the nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of education. The quality of education depends, more than any other single factor, upon the quality of the teachers. A school may have excellent material resources –equipment building, library, laboratory and other essential teaching learning facilities along with a curriculum appropriately devised to suit the community needs. But if the teachers are indifferent, the whole program is likely to be ineffective and wasted. Hence, the problem of identification of effective teachers is of prime significance for realizing desirable education goal. It is not only desirable but obligatory too, to find out the associating factor of teachers attitude, teacher's attitude towards teaching profession, interest in teaching, values are such significant factors which have their bearing upon teacher and his teaching.

Teachers' proficiency depends on the attitude he/she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like gender social strata, age, stream of education and previous experience of the job; what bearing the gender and stream of education has on the attitude towards teaching profession. Thus, it is important to investigate the attitude of elementary school teachers towards teaching profession.

OBJECTIVES OF THE STUDY

1. To find out the attitude of elementary school teachers in Aizawl district towards teaching profession.
2. To compare the attitude of government and private managed elementary school teachers towards teaching profession.
3. To compare the attitude of male and female teachers in Aizawl district towards teaching profession.
4. To compare the attitude of trained and untrained elementary school towards teaching profession.

HYPOTHESES OF THE STUDY

1. There exists no significant difference between government and private managed elementary school teachers in their attitude towards teaching profession.
2. There exists no significant difference between male and female elementary school teachers in Aizawl district in their attitude towards teaching profession.
3. There exists no significant difference between the attitude of trained and untrained elementary school teachers in Aizawl district towards teaching profession.

METHOD OF THE STUDY

The study falls within the category of descriptive research method with a composite characteristics of inter group comparison, as it involves survey and fact finding enquiry relating to attitudes of teachers in elementary schools towards teaching profession in Aizawl District.

POPULATION AND SAMPLE

The population of the study comprised of all the elementary school teachers in Aizawl District.

The investigators selected 10 government managed elementary schools and 10 private managed elementary schools. All the teachers of the sample schools were the sample teachers. Data of 143 teachers from elementary schools were collected. For the present study, the sample schools consist of 42 male and 101 female, 57 government school teachers and 86 private school teachers.

TOOL USED

For the purpose of collecting data, 'Attitude Scale Towards Teaching Profession' (ASTTP-ku) developed and standardized by Dr. (Mrs) Umme Kulsum was employed.

The reliability of the tool was established on a sample of teachers both from primary and secondary schools of Bangalore respectively. A total of 180 teachers were drawn from 22 primary and secondary schools of different managements. This was resorted to with an effort to achieve cross validation of the scale. The reliability index is 0.812 and significant at 0.1 level.

Regarding validity of the tool to be used, content validity, item validity, Cross validity, Intrinsic validity, Criterion – related validity and Internal consistency of the scale were constructed.

DATA COLLECTION

In order to collect the data regarding teacher attitude towards teaching profession the tools were personally administered to 143 teachers. A proper rapport was established with respondent's teachers before administering the tool by emphasizing the purpose and utility of the study and motivated them to give their honest and accurate expressions. It was seen that no item was left unanswered by the respondents. They were also instructed that there is no time limit for filling up the questioner.

DATA ANALYSIS

Based on the nature of the data and objectives of the study, the investigator employed statistical techniques like Simple percentage, Mean, Standard Deviation and 't' test.

ANALYSIS AND INTERPRETATION

Objective No. 1: The attitude of elementary school teachers in Aizawl district towards teaching profession.

Table 1
Attitude of elementary school teachers

Sl.No	Level of attitude	No. of teachers	Percentage
1	Extremely Positive	1	0.69
2	Highly positive	56	39.17
3	Above Average positive	74	51.75
4	Average/Moderate Positive	11	7.70
5	Below Average	1	0.69
6	Highly Negative	0	0
7	Extremely Negative	0	0

Table 1 reveals that the attitude of 0.69% elementary school teachers fell under the category of Extremely Positive level while 39% fell under Highly Positive level. 51.75% have above average positive attitude whereas only 7.70% have moderate positive attitude towards teaching profession. The other 0.69% have below average attitude. There were no teachers who have highly or extremely negative attitude towards teaching profession.

Objective No.2: Comparison of the attitude of government and private managed elementary school teachers towards teaching profession.

The attitude towards teaching profession was compared on the basis of management of school. Mean and standard deviation of the scores were calculated and the mean difference was also tested by applying 't' test. The results are presented in Table 2.

Table 2
Comparison of the Attitude of Government and Private Elementary School Teachers towards Teaching Profession

Variables	N	Mean	SD	SED	t-ratio	Sig. value
Government	57	164.22	13.98	2.45	1.49	NS
Private	86	167.88	15.05			

Table 2 reveals that the 't' value is not significant. It indicates that there was no significance difference between Government and Private teachers in their attitudes towards teaching profession.

Private school teachers were more positive than the Government teachers in their attitudes towards teaching profession as their mean score(167.88) is higher than that of Government school teachers(164.22).

Thus, the null hypothesis no. 1 that assumes no significant difference between the attitude of government school teachers and private school teachers towards teaching profession is retained.

Objective No.3: Comparison of the attitude of male and female teachers in Aizawl district towards teaching profession.

The attitude towards teaching profession was compared on the basis of gender. Mean and standard deviation of the scores were calculated and the mean difference was also tested by applying 't' test. The results are presented in Table 3.

Table 3
Comparison of the Attitude of Male and Female Teachers Towards Teaching Profession

Variables	N	Mean	SD	SED	t-ratio	Sig. value
Male	42	170.0238	15.066	2.73	1.82	NS
Female	101	165.0297	14.46			

Table 3 shows that the 't' value is not significant. It indicates that there was no significant difference between male and female teachers in their attitudes towards teaching profession.

Male teachers were more positive than Female teachers in their attitudes towards teaching profession as their mean score (170.0236) is higher than that of Female teachers (165.0297).

Thus, the null hypothesis no. 2 that assumes no significant difference between the attitude of male and female teachers towards teaching profession is retained.

Objective No.4: Comparison of the attitude of trained and untrained elementary school towards teaching profession.

The attitude towards teaching profession was compared between trained and untrained teachers. Mean and standard deviation of the scores were calculated and the mean difference was also tested by applying 't' test. The results are presented in Table 4.

Table 4
Comparative Analysis of Attitude of Trained and Untrained Teacher towards Teaching Profession

Variables	N	Mean	SD	SED	t-ratio	Sig. value
Trained	52	163.46	13.93	2.48	1.72	NS
Untrained	91	167.75	14.96			

Table 4 shows that the 't' value is not significant. It indicates that there was no significant difference between trained and untrained teachers in their attitudes towards teaching profession.

Untrained teachers were more positive than trained teachers in their attitudes towards teaching profession as their mean score (167.75) is higher than that of trained teachers (163.46).

Thus, the null hypothesis no. 3 that assumes no significant difference between the attitude of trained and untrained teachers towards teaching profession is retained.

MAJOR FINDINGS

1. Majority of the teachers have positive attitude towards teaching profession.
2. Government school teachers and Private school teachers did not differ significantly in their attitude towards teaching profession. However, Private school teachers were more positive than Government teachers in their attitudes towards teaching profession.
3. Male and Female teachers did not differ significantly in their attitude towards teaching profession. Male teachers were more positive than Female teachers in their attitudes towards teaching profession.
4. Trained and Untrained teachers did not differ significantly in their attitude towards teaching profession. However, untrained teachers were more positive than trained teachers in their attitudes towards teaching profession.

DISCUSSION AND CONCLUSION

The right and positive attitude of teachers towards teaching profession is crucial. Teachers with great intention of teaching may have further impacted the life of students. It is convincing that the present study found majority of elementary school teachers in Aizawl district were having positive attitude towards teaching profession. Like Goyal(1981) and Singh(1987) the present study found that male and female teachers did not differ significantly in their attitude towards teaching profession. Though there was no significant difference in the attitude of teaching profession between male and female teachers, male teachers' attitude was more favourable than female counterparts. Magar (1992) made a similar finding which shows male student-teachers showed better attitude towards teaching profession than female student-teachers.

It is also found that private teachers and untrained teachers were more positive towards teaching profession than their counterparts. We are not wrong to say that majority of untrained teachers are working in private schools. The finding indicates that going through training does not necessarily help to have positive attitude towards teaching profession.

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