

## A study of attitude towards teaching profession in relation to adjustment of higher secondary school teachers

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### Abstract

The present study has been conducted to find out the levels of attitudes towards teaching profession in relation to adjustment of higher secondary school teachers. The research was carried out at Anantnag district of Jammu and Kashmir on a sample of 200 higher secondary school teachers out of which 100 are male teachers (50 Govt. and 50 Private) and 100 females teachers (50 Govt. and 50 Private) respectively. For this work teacher attitude was measured by Teacher Attitude Inventory by Ahluwalia (2001) and teacher adjustment was measured by Teacher adjustment inventory by Mangal (1982) to collect the necessary data. A simple random sampling technique has been adopted for the present study. The research findings reveal that there is a positive significant relationship between attitude towards teaching profession and adjustment of higher secondary schools teachers. The results of the study also show that there is no major difference between attitude of higher secondary schools teachers towards teaching profession in relation to gender and demographic locations.

**Keywords:** higher secondary school, attitudes, teaching profession, adjustment

### Introduction

In the progression of education the role of teachers is noteworthy. The teacher is the input of any educational transformation. The development of a nation depends upon their students and the all over improvement of a student depends ahead his teacher. It's a teacher who develops the ability among the children for adjusting in school, home and society. The teacher should be an incorporated person, trained in the art and science of human relations and conscious of the wide variety of behavior patterns in the world to which he may have to adjust.

When it comes to attitude, positive attitude towards teaching can make education more productive and purposeful. Attitude means the individuals existing tendency to react favorably or unfavorably to an object (person or group of people or institutions) being positive can freshen the mind and keeps on encouraging. Positive attitude can generate an impact on every aspect of the life. The term "Attitude" has been defined in a number of ways by the psychologists. Thrust one L.L., "An attitude is the degree of positive effect linked with some psychological object". Jung, "Attitude is a willingness of the psyche to act or react in a positive way". When a teacher shows a positive attitude the teacher is optimistic. So such an optimistic teacher is been motivated by the students of the class and they try to develop that attitude within themselves. In the educational field positive attitude is one of the important aspects. Teaching is a positive approach of can make the education more productive and successful for students.

When it comes to adjustment, a well adjusted teacher feels satisfied with his surroundings. He always plans, thinks and act practically. The term 'adjustment' has been defined in many way by psychologists, biologists and mental

hygienists and other behavioral scientist. According to Crow and Crow (1956), "The adjustment of an individual is adequate, wholesome or healthful to the level that he has established harmonious relationship between himself and the condition, situations and persons who consist of his physical and social environment". James Drever "Adjustment means the modification to pay off for or meet special conditions".

Teaching is an art and science as well. It is a professional activity which involves teacher and student with an aim to the development of the student. The teacher plays a very important role in shaping the destiny of any nation. The success of an educational system mainly depends upon the quality of the teacher possess. It is teacher who shapes the manner and behaviour of the growing millions of childrens around the world. So it an essential need on the part of the teaching community to have favorable disposition towards their job. Hence the researcher has taken this topic.

### Objectives

1. To evaluate the attitude of higher secondary schools teachers towards teaching profession in relation to gender.
2. To evaluate the attitude of higher secondary schools teachers towards teaching profession in relation to stream.
3. To evaluate the attitude of higher secondary schools teachers towards teaching profession in relation to type of schools.
4. To study the relationship between attitude towards teaching profession and adjustment of higher secondary schools teachers.

**Hypotheses**

1. There is no major difference between attitudes towards teaching profession of higher secondary schools teachers in relation to gender.
2. There is no major difference between Attitude towards teaching profession of higher secondary schools teachers in relation to stream.
3. There is no major difference between Attitude towards teaching profession of higher secondary schools teachers in relation to type of schools.
4. There is no major relationship between attitude towards teaching profession and adjustment of higher secondary schools teachers.

**Population**

Population is Higher Secondary School Teachers sixteen higher secondary schools of Anantnag district.

**Sample**

The sample for the present study was taken from sixteen higher secondary schools of Anantnag district were chosen randomly for the present study. From these schools eight government and eight private higher secondary schools were

selected randomly. The total number sample is 200 out of which a sample of 100 teachers from government schools (50 male & 50 female) and 100 teachers from private schools (50 male & 50 female) were selected randomly.

**Method**

Survey method were conducted by the researchers to collect relevant data regarding the research topic

**Tool Used**

1. Teacher Attitude Inventory (TAI) developed by Dr. S.P. Ahluwalia
2. Mangal teacher adjustment Inventory (MTAI) designed by Dr. S.K. Mangal (short form).

**Statistical Techniques**

1. Mean, Standard Deviation, 't'-test were used to analysis the data.

**Analysis and interpretation**

**Comparison of male and female schools teachers attitude towards teaching profession**

**Table 1:** 't' value for male and female schools teachers towards teaching profession

Variable	Categories	N	Mean	Standard deviation	T-test Value	Level of significance	Remark
Gender	Male	100	243.91	21.31	1.31*	0.01	Not Significant
	Female	100	238.57	34.57			

Table 1 given above gives the summary of the statistical calculations for obtaining 't' value with regard to attitude towards teaching profession among male and female higher secondary schools teachers. It shows that 't' value calculated for the most important effects of male and female on attitude towards teaching profession of higher Secondary schools teachers come out to be 1.31. As a result the calculated 't' ratio is not found as significant. It means that male and female teachers of higher secondary schools do not vary significantly in attitude towards teaching

profession. Thus the null hypothesis which states that "There is no significant difference between attitude of higher secondary schools teachers towards teaching profession in relation to gender" is accepted. Mean scores of male and female higher secondary schools teachers are 243.91 and 238.60 with SD 21.31 and 34.57 respectively. It means that male teachers are more favorable.

**Comparison of Arts and Science Schools Teachers Attitude Towards Teaching Profession**

**Table 2:** 't' value for arts and science schools teachers towards teaching profession

Variable	Categories	N	Mean	Standard deviation	T-test Value	Level of significance	Remark
Stream	Arts	100	239.00	25.48	1.11	0.01	Not Significant
	Science	100	243.51	31.68			

Table 2 given above gives the report of the statistical calculations for obtaining 't' value with regard to attitude towards teaching profession among arts and science higher secondary schools teachers. It shows that 't' value calculated for the most important effects of arts and science on attitude towards teaching profession of higher secondary schools teachers came out to be 1.11. Therefore the calculated 't' ratio is not found significant. It means that arts and science teachers of higher secondary schools do not vary significantly on attitude towards teaching profession. Thus the null hypothesis which states that "There is no significant

difference between attitude of higher secondary schools teachers towards teaching profession in relation to stream" is accepted. Mean scores of arts and science higher secondary schools teachers are 239.00 and 243.51 with SD 25.48 and 31.68 respectively. It means that science teachers have more Stream favorable attitude towards teaching profession in comparison to arts teachers.

**Comparison of govt. and pvt. Schools Teachers attitude towards teaching profession**

**Table 3:** 't' value for govt. and pvt. Schools teachers' attitude towards teaching profession

Variable	Categories	N	Mean	Standard deviation	T-test Value	Level of significance	Remark
Schools	Govt.	100	239.20	31.35	1.51*	0.01	Not Significant
	Pvt.	100	248.31	25.71			

Table 3 given above gives the report of the statistical calculations for obtaining 't' value with regard to attitude

towards teaching profession among government and private higher secondary schools teachers. It shows that 't' value

calculated for the main effects of government and private school on attitude towards teaching profession of higher secondary schools teachers come out to be 1.51. Therefore the calculated ‘t’ ratio is not found significant. It means that government and private teachers of higher secondary schools do not change significantly on attitude towards teaching profession. Thus the null hypothesis which states that “There is no significant difference between Attitude of

higher secondary school teachers towards teaching profession in relation to type of schools” is accepted. Mean scores of government and private higher secondary schools teachers are 238.20 and 244.31 with SD 31.35 and 25.71 respectively. It means that private school teachers have more favorable attitude towards teaching profession in comparison to government schools teachers.

**Table 4:** The value of product moment correlation between attitude towards teaching profession and adjustment of senior secondary schools teachers

Variable	Categories	N	Mean	Standard deviation	T-test Value	Level of significance	Remark
Groups	Teacher Attitude	100	241.26	28.76	285**	0.01	Significant
	Teacher Adjustment	100	50.14	8.70			

Table 4 given above gives the report of the statistical calculations for obtaining relationship between attitude towards teaching profession and adjustment of higher secondary schools teachers in term of product instant correlation come out be significant at 0.01 level of significance. It interprets that increase or decrease in teachers adjustment correspond to change in attitude of teachers towards teaching profession. Therefore the null hypothesis state that “There is no significant relationship between attitude towards teaching profession and adjustment of higher secondary schools teachers” is rejected.

**Conclusions**

The findings of the present study, has been concluded as down.

1. There is no major difference between attitude of Higher secondary schools teachers towards teaching profession in relation to gender but mean score shows slightly difference between two.
2. There is no significant difference between attitude of higher secondary schools teachers towards teaching profession in relation to stream but mean score shows slightly difference between two.
3. There is no significant difference between attitude of higher secondary schools teachers towards teaching profession in relation to type of schools but mean score shows slightly difference between two.
4. There is a significant relationship between attitude towards teaching profession and adjustment of higher secondary schools teachers.

**Implications**

In view of the results of the present study the investigator laid down the following educational implication

- There must be some educational programmes such as seminars, workshops and refresher courses for in-service teachers to improve their attitude towards teaching profession.
- There should be practical workload (teaching as well as Non Teaching workload) for teachers, so that they may not feel burdened.
- There should not be much obstruction in the work of teachers by higher authorities so that they can prove their potentialities and learns to be independent.
- Social status and economic conditions of pvt. School teachers should be improved so that they have no other goal other than teaching.

- There should be personal and group guidance for the teachers to improve their ability of good mental health and adjustment.

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