

Attitude Towards Teaching Profession in Relation to Adjustment among Senior Secondary School Teachers

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Abstract: *The present study aims at studying the levels of attitudes towards teaching profession in relation to adjustment of senior secondary school teachers. For this purpose a sample is taken which is the representative of the population. The Senior secondary school teachers of Punjab constituted the universe of the present study. The investigator has used Teacher attitude inventory by Ahluwalia and Teacher adjustment inventory by Ojha to collect the necessary data. Non-probability method of sampling was followed for selection of Ferozpur district, out of 20 districts of the state. Then, using the probability method of sampling, 10 secondary schools of Ferozpur district and further, the school teachers from these schools was selected on a random basis. In all, a sample of 200 secondary school teachers was drawn from the different schools of Ferozpur district of Panjab. The results of the study showed a significant positive relation between attitude towards teaching and adjustment among senior secondary school teachers. The results also show that teachers attitude towards teaching profession did not differ significantly with respect to gender and demographic location.*

Keywords: Attitudes, Teaching Profession, Adjustment, Senior Secondary School, Teachers

1. Introduction

The teachers by virtue of his position and role 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 exception 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, do extremely well in their academic performance and enhance lifelong skills to face in future. The term "Attitude" has been defined in a number of ways by the psychologists. Attitude is a mental characteristic. The simplest definition is that, it is a feeling for or against something. 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 (1946) has defined attitude as the degree of positive or negative affect associated with some psychological object. Professional attitude means a person's feelings, behaviors and commitment to the profession. If the teacher is committed and has a positive attitude, then it is sure that his performance will be better and his effort will be fruitful. Richardson (2003) narrated that Education is a

nation building activity. The quality of education depends upon the ability and efficiency of teachers. If the teachers are well trained, motivated and committed to their profession learning will be enhanced. One's behavior, to a great extent depends upon one's attitude toward the things idea, person or object, in this environment. An attitude is a hypothetical construct to represent an individual's like or dislike for an item. Attitude a powerful resource of human motivation - is capable out the pattern of life as well as success and happiness. Attitude is a great driving force in achieving goals. The importance of attitude in the life of an individual is universally acknowledged. It determines the actions of a person and supplies the code by which behavior of an individual is judged. Samantaroy (1971) showed a positive relationship between the variables, teacher adjustment and teaching efficiency, there by showing that superior efficiency also causes good adjustment and vice-versa. Singh (1998) Conducted research topic creativity and adjustment as correlates of attitudes of public teachers towards the teaching profession. In his study found that factors of creativity and adjustment are significant predictors of attitude of student teachers towards the teaching profession. In addition the finding established that these factors as a term rather than individually are better predictors of attitudes of student teachers towards the teaching profession. Shakuntala (1999) found that there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in and attitude towards teaching. Difference in interest in teaching, attitude towards teaching, sex, and type of management, marital status, age and experience of secondary school teachers accounted for significant difference in their adjustment. Singh (2010) indicates that positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching. The present study is selected after the review of related literature. After reviewing the literature, it was found that the studies conducted by the different

investigators it can be concluded that there is a strong relationship between the attitude toward teaching profession with the various personality traits of an individual. If a person has a desirable attitude, then he/she will be well adjusted with his/her job and will motivate him/herself for the excellent programme in multi various activities of any organization. So there was an immediate need to conduct a study on the attitude towards teaching profession in relation to adjustment of senior secondary school teachers of the Ferozepur District of Panjab. This study was conducted with the following objectives.

2. Objectives

- 1) To find out the relationship between attitude toward teaching profession and adjustment of senior secondary school teachers of Ferozepur District.
- 2) To find out and compare attitude towards teaching profession of male and female senior secondary school teachers of Ferozepur District.
- 3) To find out and compare attitude toward teaching profession of urban and rural senior secondary school teachers of Ferozepur District.
- 4) To find out and compare the adjustment of male and female senior secondary school teachers of Ferozepur District.
- 5) To find out and compare the adjustment of urban and rural senior secondary school teachers of Ferozepur District.

3. Method

Sample

Sample for the present study is inclusive of 200 senior secondary school teachers of Ferozepur District. It consists of 100 male and 100 female teachers from urban and rural secondary school teachers of Ferozepur District. The sample was equally distributed between male and female teachers. The probability method of sampling was used to select 10 senior secondary schools of Ferozepur district and further, the school teachers from these schools were selected on a random basis.

Measures

In the present study, Teacher attitude inventory by Ahluwalia (2001) and Teacher adjustment inventory by Ojha (1990) were employed by the investigator to collect the data.

Procedure

The study was designed to investigate the attitude towards teaching profession in relation to adjustment among senior secondary teachers. Descriptive survey method of investigation was employed for the present study. Prior to the administration of teachers attitude inventory teacher adjustment inventory, the investigator sought the cooperation of the head of the senior secondary schools and teachers. First of all purpose of the test was clarified to the teachers and instruction given to them according to the manual and rapport established with them. The attitude scale was administered to the manual after getting the response

sheet, adjustment inventory scale was also administered in the same way. Scoring was done with the help of scoring key.

4. Results and Discussion

Coefficient of Co-Relation Among Variables

Table 1: Coefficient Correlation between Attitude Towards Teaching and Adjustment of Senior Secondary School Teachers of Ferozepur District

N	Variables	Correlation
100	Attitude Towards Teaching and Adjustment among male teachers	0.27**
100	Attitude Towards Teaching and Adjustment among female teachers	0.47**
100	Attitude Towards Teaching and Adjustment among urban teachers	0.28**
100	Attitude Towards Teaching and Adjustment among rural teachers	0.44**
200	Attitude Towards Teaching and Adjustment of senior school secondary teachers (Total)	0.378**

It is evident from table 1 that the coefficient of the correlation between attitude and adjustment among male secondary school teachers of Ferozepur District is 0.27 which is significant at both levels of significance. Further the coefficient of the correlation between attitude and adjustment among female secondary school teachers of Ferozepur District is 0.47 which is also significant at both levels of significance. It is also evident from Table 1 that the coefficient of the correlation between attitude towards teaching and adjustment of senior secondary school teachers of Ferozepur District is 0.3784 which is significant at both levels of significance. So from the above results we can conclude that there is a positive and significant relationship between attitude and adjustment of senior secondary school teachers. This indicates that the positive attitude towards teaching certainly helps the teachers to adjust themselves in the teaching profession. Many studies conducted by Samantaroy (1971) showed a positive relationship between the variables, teacher adjustment and teaching efficiency, thereby showing that superior efficiency also causes good adjustment and vice-versa. Singh (1998) In his study, found that factors of creativity and adjustment are significant predictors of attitude of student teachers towards the teaching profession. Shakuntala (1999) found that there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in and attitude towards teaching are also supporting the results of the present study.

5. Significance of Difference of Means

Table 2: Significance of the Difference in Attitude Towards Teaching on the basis of gender and areas of Senior Secondary School Teachers of Ferozepur District

Variable	N	Categories	Mean	SD	SE _p	t-value
Attitude Towards Teaching	100	Male	192.91	27.83	4.39	1.26
	100	Female	187.36	34.05		
Attitude Towards Teaching	100	Urban	188.43	29.87	4.40	0.77
	100	Rural	191.84	32.42		

It is evident from Table 2 that the mean scores of attitude towards teaching among the male and female of secondary school teachers as 192.91 and 187.36 respectively, and their standard deviation as 27.83 and 34.05 respectively. The t-value was calculated as 1.26 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of attitude towards teaching among male and female senior secondary school teachers of Ferozepur District. Further It is also evident from Table 2 that the mean scores of attitude towards teaching among urban and rural secondary school teachers as 188.43 and 191.84 respectively, and their standard deviation as 29.87 and 32.42 respectively. The t-value calculated as 0.77 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of attitude among urban and rural senior secondary school teachers of Ferozepur District. Many studies conducted by Mouli and Bhaskar (1982) Found that there is no difference among teachers own their attitude towards the teaching profession. Anamalai (1987) also found that men or women, teachers do not differ in their attitude towards the teaching location of the school; age and level of teaching did not have any influence upon the teacher's attitude towards teaching. Sharma (1997) found that male, female, married and unmarried teachers have the same attitude towards teaching. These studies also support the present study results that there is no significant difference exists between means of attitude towards teaching among teachers.

Table 3: Significance of the Difference in Adjustment on the basis of gender and areas of Senior Secondary School Teachers of Ferozepur District

Variable	N	Categories	Mean	SD	SE _D	t-value
Adjustment	100	Male	18.61	4.64	0.661	0.57
	100	Female	18.99	4.71		
Adjustment	100	Urban	18.28	4.27	1.75	0.59
	100	Rural	19.32	5.02		

It is evident from the table 3 the mean scores of adjustment among male and female secondary school teachers Ferozepur District as 18.61 and 18.99 respectively, and their standard deviation as 4.64 and 4.71 respectively. The t-value calculated as 0.57 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of adjustment among male and female senior secondary school teachers of Ferozepur District. Further, It is also evident from the table 3 that the mean scores of adjustment among the urban and rural secondary school teachers Ferozepur District as 18.28 and 19.32 respectively and their standard deviation as 4.27 and 5.02 respectively. The t-value was calculated as 0.59 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of adjustment among urban and rural senior secondary school teachers of Ferozepur District. Many studies conducted by Nadeem and Bhat (2014) found that there is no significant difference between the adjustment of male and female secondary school teachers. There is no significant difference between the adjustment of Rural and Urban secondary school teachers. Berwal (2013) found that the mean score on adjustment of male teachers (36.04) do not differ significantly from the mean score on adjustment of

female teachers (34.08). It reveals that the adjustment has no relevance with the sex of the individual. Zahoor (2012) in his study also found that male and female teachers of government schools do not differ with each other on adjustment. These studies support the present study results that there is no significance difference exist between the adjustment of teachers with respect to areas and gender.

6. Implications

A teacher is central and formal to the whole education system. Therefore, positive attitude towards teaching profession plays an important role. No doubt, attitude of a person cannot be changed but by providing in-service programme, attitude may be changed or boosted for better adjustment of teacher because the attitude and adjustment of teacher are significantly related to each other and are a crucial factor in the success of the educational system. Maximum problems related to teaching-learning can be handled safely without giving too much financial input, if teachers possess a healthy professional attitude. In India, teaching is the third largest workforce; thus a large number of people enter into this profession. Lack of professional attitude among this group has made it difficult to ensure uniform standards. The increasing demand for professional service with quality has put the onus on the teaching profession to be more responsible and accountable to the needs and conditions of service. Due to lack of professional attitude among teachers, continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self renewal and sustenance.

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