

Attitude towards Teaching Profession: A Comparative Study among Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood and Late Adulthood Stage

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Abstract

Education illuminates one's mind and leads one in one's life. It is the teacher who transforms a child into a good social being. The teacher's attitude towards his/her profession directly impacts the student's achievement. The present study was aimed at assessing the attitude of secondary school working teacher's towards teaching profession belonging to early adulthood and late adulthood stage. The sample of working teachers (N=100) was taken from Secondary Schools of Aligarh Muslim University. The investigator used the "Attitude Scale" developed by S.P. Ahluwalia to measure the attitude of 100 individuals. Mean, standard deviation and t-value were calculated. Results revealed that teacher's belonging to early adulthood stage had better and positive attitude towards teaching profession as compared to teachers belonging to late adulthood stage.

Keywords: Working teachers, Secondary School, Attitude, Teaching profession, Early Adulthood, Late adulthood.

Introduction

Education has been an issue of concern for many major figures in the history (Enslin, 2010) and is also regarded as a source of illumination in Indian context from time immemorial (Chauhan, 2007). It comes next to the basic needs for human beings (Taneja, 2007).

It has been rightly said by an educationist Saraf (1996) that "there can be muddly teaching in marble halls and marvellous teaching in muddly walls". This implies the fact that School does not mean simply infrastructure rather it is a learning environment where teacher has to play an important role.

The Teacher in school is the one who makes or mars students' personality through his teaching. This very fact pushes the teacher to strive

for developing thought provoking environment in the classroom (Shaheen, 2014). As mentioned in Kothari Commission (1964 -66), the destiny of India is being shaped in her class room (Safaya, 2005), and no doubt it is the teacher who acts as shaper in the classroom. It is not only a teacher's intellect/academic aspect that works but emotive part of his/her personality also keeps working during process of teaching (Shaheen, 2015).

Studies reveal that educational attainment of students depends to a large extent on the attitude of the teachers to their profession. According to, Encyclopaedia Britannica "*Attitude is a word having no precise technical meaning when used to describe human beings psychologically. It refers, in a general way, to inclinations, presumed to be enduring, to react in a certain way in response to certain kinds of situations, to see and interpret events according to some predisposition and to organise opinions into coherent interrelated clusters*". Attitude is a noun and it means 'a way of thinking', 'a way in which body is held' and in informal sense 'self-confident or aggressive behaviour' (Stevenson, Elliot & Jones, 2002). In simple words attitude is one's inclination towards something. It is thought to be something inside the person and may be favourable or unfavourable towards a particular thing or object. Therefore, it is supposed that a teacher with a favourable attitude towards his/her profession would produce right type of youth (Shaheen, 2014), while a teacher's negative attitude towards teaching profession, no matter the levels of subject knowledge and professional training s/he has, may affect students' performance negatively (Passos, 2009).

The present study is aimed at comparing Attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood and Late Adulthood Stage towards Teaching Profession.

Adulthood is the state of being adult and adult is a person who has attained maturity or legal maturity (Redd, 2004). Adulthood can be further categorised as, early adulthood (18-40 years), middle age (40-60 years) and old age or senescence (60 years to death) (Hurlock, 2008). For the sake of convenience, sample in the present is categorised as early adulthood (a period between 20 to 40 years of life) and late Adulthood (a period between 40 to 60 years of life).

Objectives of the Study

The present study is aimed at achieving the following objectives:

1. To compare the attitude of Total Working Teachers and Teachers belonging to Early Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.
2. To compare the attitude of Total Working Teachers and Teachers belonging to Late Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.

3. To compare the attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood stage and Late Adulthood Stage towards teaching profession.

Hypotheses of the Study

On the basis of above objectives the following research hypotheses are formulated:

1. There is no significant difference in the attitude of Total Working Teachers and Teachers belonging to Early Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.
2. There is no significant difference in the attitude of Total Working Teachers and Teachers belonging to Late Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.
3. There is no significant difference in the attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood stage and Late Adulthood Stage towards teaching profession.

Review of Related Literature

Tural and Kabadayi (2014) studied the attitude of teacher candidates towards the teaching profession in pedagogical formation certification and found it positive. The statistical evaluation of “value”, “love” and “adaptation” sub-categories revealed no significant difference with respect to graduation status and teaching experience variables. However, a significant difference is observed in favour of female teachers when compared according to gender in love sub-category. Akbulut and Karakuş (2011) studied the attitude of 239 secondary school science and mathematics (physics, chemistry, biology and mathematics) teacher candidates by using “Teaching Professional Attitude Scale” developed by Özgür (1994). It was found that teacher candidates’ attitudes towards teaching profession were positive. Çetinkaya (2009) studied 195 Turkish teacher candidates’ attitudes towards teaching profession. It was found that Turkish teacher candidates’ attitude scores towards teaching profession were higher and female teacher candidates’ attitudes were more positive. Similar result was found by Güneyli and Aslan (2009). Hasan (2006) did a comparative study of Secondary and Senior Secondary School Teachers towards Teaching Profession. No significant difference was found in the attitude score of male teachers teaching in secondary and senior secondary schools towards teaching profession. The results were same for female teachers also. Sukhwal (1976) studied attitude of married lady teachers towards the teaching profession and found that favourable and significant. A high percentage of those who showed favourable attitude towards the teaching profession also revealed that there was highest percentage of problems in

actual work situations. Bhandarkar (1980) studied about the polytechnic teachers' attitude towards teaching profession and its correlates. It was found that the attitude towards the teaching profession was not significantly related to the qualifications of the teachers and the job mobility and family problems were not significantly related to teachers' attitude towards the teaching profession.

Research Methodology

The present study is descriptive in its nature and is based on primary data collected from Secondary Schools of Aligarh Muslim University (A.M.U.) during the session (2009-2010) in the month of February 2010.

Sample

The data was collected on Secondary School Teachers (N=100) working in Aligarh Muslim University. The total sample was further categorised as, Working Teachers belonging to Early Adulthood stage i.e. of the age group 20-40 years (N=54) and Working Teachers belonging to Late Adulthood stage i.e. of the age group 40-60 years (N=46). The data was systematically analysed with the help of suitable statistical techniques in order to answer the questions raised in the study.

Tool used

The investigator used the "Attitude Scale" developed by S.P. Ahluwalia to measure the attitude of Female pupil teachers pursuing B.Ed. course in A.M.U. and Secondary School teachers working in A.M.U. for the present study. It consisted of 90 statement of Likert type representing attitude towards various aspects of teaching profession. Responses were made on a 5-point scale and the response categories were assigned weights from 0 to 4. The statistical method used in testing the hypothesis was t-test for estimating the significant difference between mean attitude scores of two groups (Mangal, 2002). The two tailed test was used for this purpose. The Mean (M), Standard Deviation (SD), Standard Error of difference between Means (SEM), Degree of Freedom (df) and T-value (Significance of Difference between two means) of attitude scores of two groups are represented in tabular form.

Analysis and Interpretation

To test the hypotheses the researcher has formulated following research questions:

R.Q.1. Is there any significant difference in the attitude of Total Working Teachers and Teachers belonging to Early Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.

Table-1 represents the significant difference in the attitude of Total Working Teachers and Teachers belonging to Early Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.

TABLE- 1

SAMPLE	N	MEAN ATTIUDE SCORE	SD	SEM	df	t- value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
WT	100	206.750	36.411	3.641	152	2.653	0.05	R
WT (20-40)	54	222.732	35.264	4.712			SIG	

*(WT- Working Teachers)

Interpretation:

The result shows the significance of difference of means of attitude score of total working teachers surveyed and teachers belonging to early adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession. The mean attitude score of teachers belonging to early adulthood stage was found to be 222.732 and the mean attitude score of total working teacher’s was 206.750 with standard deviations 35.264 and 36.411 respectively. The calculated ‘t’ value was found to be 2.653 which was significant at 0.05 level with 152 degrees of freedom. Thus the hypothesis, “There is no significant difference in the attitude of Total Working Teachers and Teachers belonging to Early Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession” is rejected. The result shows that teachers belonging to early adulthood stage (mean=222.732) had better attitude towards teaching profession than total teachers (mean=206.750) working in secondary schools of Aligarh Muslim University.

R.Q.2. Is there any significant difference in the attitude of Total Working Teachers and Teachers belonging to Late Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.

Table-2 represents the significant difference in the attitude of Total Working Teachers and Teachers belonging to Late Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.

TABLE- 2

SAMPLE	N	MEAN ATTIUDE SCORE	SD	SEM	df	t- value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
WT	100	206.750	36.411	3.641	144	0.503	0.05	A
WT (40-60)	46	202.935	45.063	6.644			NOT SIG	

*(WT- Working Teachers)

Interpretation:

The result shows the significance of difference of means of attitude score of total working teachers surveyed and teachers belonging to late adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.

The mean attitude score of teachers belonging to late adulthood stage was found to be 202.935 and the mean attitude score of total working teacher's was 206.750 with standard deviations 45.063 and 36.411 respectively. The calculated 't' value was found to be 0.503 which was not significant at 0.05 level with 144 degrees of freedom. Thus the hypothesis, "There is no significant difference in the attitude of Total Working Teachers and Teachers belonging to Late Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession" is accepted. The result shows that teachers belonging to late adulthood stage (mean=202.935) scored slightly less in terms of attitude towards teaching profession than total teachers (mean=206.750) working in secondary schools of Aligarh Muslim University, although the difference is insignificant.

R.Q.3. Is there any significant difference in the attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood stage and Late Adulthood Stage towards teaching profession.

Table-3 represents the significant difference in the attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood stage and Late Adulthood Stage towards teaching profession.

TABLE- 3

SAMPLE	N	MEAN ATTIUDE SCORE	SD	SEM	df	t- value	LEVEL OF SIGNIFICANCE	HYPOTHESIS
WT (20-40)	54	222.732	35.264	4.712	98	2.415	0.05	R
WT (40-60)	46	202.935	45.063	6.644			SIG	

*(WT- Working Teachers)

Interpretation:

The result shows the significance of difference of means of attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood stage and Late Adulthood Stage towards teaching profession. The mean attitude score of teachers belonging to early adulthood stage was found to be 222.732 and the mean attitude score of teachers belonging to late adulthood stage was 202.935 with standard deviations 35.264 and 45.063 respectively. The calculated 't' value was found to be 2.415 which was significant at 0.05 level with 98 degrees of freedom. Thus the hypothesis, "There is no significant difference in the attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood stage and Late Adulthood Stage towards teaching profession" is rejected. The result shows that teachers belonging to early adulthood stage (mean=222.732) had better attitude towards teaching profession than teachers belonging to late adulthood stage (mean=202.935), working in secondary schools of Aligarh Muslim University.

Findings

1. There is significant difference in the attitude of Total Working Teachers and Teachers belonging to Early Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.
2. There is no significant difference in the attitude of Total Working Teachers and Teachers belonging to Late Adulthood stage, working in Secondary Schools of A.M.U. towards teaching profession.
3. There is significant difference in the attitude of Secondary School Working Teachers of Aligarh Muslim University belonging to Early Adulthood stage and Late Adulthood Stage towards teaching profession.
4. With the advancing age one loses interest in routine works, so does the teacher.
5. It seems that by certain stage i.e. 40 years of age there is definitely higher level of energy to do any task related to physical strength. At the same time there is high level of expectations of onward progress in terms of progress.
6. It is psychologically proved that with the advancement of age one gets all sorts of maturity like- mental, emotional etc. one gains more capability in decision making rather than physical activities.
7. As one advances in experience with the passage of time one observes many ups and downs in one's professional life. Some get promotion, privilege and concern of higher authorities and some receive rebuke that makes them disinterested and disinclined to their duties.
8. In most of the cases complacency, lethargy and monotony creep into their nature that stops them to think positively towards their students, institution and above all to their professional prestige and progress.
9. To tackle above mentioned problems, it is pointed by Marks *et al.* (2000) that traditional structure of organization should be changed by empowering teachers in decision making process and developing an ambience where responsibilities and values are shared.

Suggestions

1. As cited in (Selkirk & Tichenor, 2009), many studies suggest that staff development program that focuses on specific teaching and conceptions tend to encourage working teachers (Atwater, 1991; Barnett & Sather, 1992; Freeman, 1993; Kelchtermans, 1993; Peterman, 1993; Senger, 1992).
2. Nature of work should be renewed, changed or added.
3. Teachers should be developed professionally. In the words of Guskey (2000), Teacher's professional development includes all those processes and activities that are designed to enhance the professional

knowledge, skills and attitudes of teachers so that they may improve the learning of students.

4. Promotion in consideration to the potential and efficiency should be given to keep up one's interest and dedication to the profession.s

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