

ATTITUDE OF SENIOR SECONDARY SCHOOL TEACHERS TOWARDS TEACHING PROFESSION IN RELATION TO THEIR GENDER AND MARITAL STATUS

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Abstract

This research paper aims to explore and analyze the attitudes of senior secondary school teachers towards the teaching profession, with a specific focus on gender and marital status. The study outlines four primary objectives, each targeting a distinct aspect of teacher attitudes. The hypotheses formulated suggest no significant differences in attitudes based on gender or marital status. The data collection tool utilized for this research is the Teacher Attitude Scale (TAS) by Goyal (2004). The study reveals that above mentioned variables does not found significant effects on the attitude of secondary school teachers towards teaching Profession.

Keywords: Attitudes, Teaching Profession, Gender and Marital Status

INTRODUCTION

Education is a potent force for societal change, with teachers playing a pivotal role in shaping the educational landscape. Teaching, ideally, involves a dynamic exchange of ideas rather than a mere recitation of facts. This interaction occurs between two parties: the mature, experienced teacher as the giver, and the less-experienced, potentially immature student as the receiver. In formal classroom settings, teachers strive to understand their students and encourage them to learn, fostering a mutual benefit. Education, delivered by a teacher, goes beyond mere information transfer and encompasses all activities aimed at providing knowledge.. Educational institutions play a crucial role in shaping the future, and teachers are at the forefront of this transformative process. Understanding the attitudes of senior secondary school teachers towards their profession is essential for improving educational practices and teacher well-being.

ATTITUDE

Attitude reflects man's behavior and the teacher who thinks well of his or her profession is sure to contribute much towards the pupils and society. Although attitudes of people tend to be relatively stable, they can be modified to some degree. In same way the attitude of College teacher towards teaching may contribute much to the profession and seek pleasure in continuing in the profession. The efficiency of any educational system depends largely on the efficiency of its teacher. The quality of education imparted to College. Teacher in college depends to a great extent on the quality of our college beside buildings, equipments, curricula, books and teaching methods. However no other aspects of education are so vital and significant as the human resources, teachers who lay the foundation for the personality development of our College teacher trainees in college. It is they who can give life and meaning to the curriculum. Education plays a key role in the development of human resources. One of the most important factors which help in important of quality of education is competent and dedicated teachers.

Attitude is developed over a long period of experience and interactions with different objects or events.

As defined by Allport (1935), "Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual's response to all objects and situations with which it is related."

TEACHING

Teaching is an art. The quality of teaching depends upon love, dedication and devotion of the teachers towards the subject of the knowledge as well as students. But it is the attitude which holds paramount in determining the proper transaction of knowledge and experience between the teacher and the students. Teachers will be able to fulfil their educational purpose of teaching if they are well prepared for the profession. It is not enough if they are highly enriched with subject matter and aware of all modern methodology of teaching; they need to have positive attitude towards teaching. Attitude towards teaching plays an important role determining teaching skills. The main function of the teachers is to create good teaching environment in the class. Interest in teaching and attitude towards teaching are factors associated with teaching success.

Undoubtedly the quality of school education is the direct consequence and outcome of the quality of teachers and teacher education system. Hence the importance of quality of teachers in improving the quality of education is a matter of concern and quality of our teacher education program is an indispensable need of the hour.

Many studies reveal that there is significant relationship between the attitude and status (pre-service, in-service) of the teachers. In order to develop a favorable attitude towards teaching during pre-service training they should be given some practice. It is not enough if the prospective teachers are empowered with favorable attitude knowledge and skills but they should have towards teaching which influence their teaching competency.

ATTITUDE TOWARDS TEACHING

Teaching has been considered to be the best attractive profession. Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting text-book information and then testing the student's ability to repeat it. Teaching is not a mechanical process. It is an intricate, exacting challenging job. Teaching is not a monologue but a dialogue: a dialogue in which one partner is vocal, but the other partner may, by simple expressions on the face by some gesture of exclamation or by brief participation in the form of a query, partakes in the dialogue. Improvement in the present conditions of the teachers is essential. The Secondary Education Commission (1952) is of the view that unless the present conditions are improved upon education is doomed. It is therefore essential to attract and retain right type of men or Women into the profession and give them the necessary training, to increase their efficiency and create conditions in which enthusiasm for work is maintained throughout the professional life, Even granting that the teacher should be content with his role as a worker, in a socialistic society, it is necessary to recognize that teachers are human beings, who basically seek growth and fulfillment of their needs, values and aspirations. The teacher's link with the society is based on the two basic components of his work life: the nature of work he does and the conditions under which he does his work.

JUSTIFICATION OF THE STUDY

Who are generally unenthusiastic about the teaching profession reported in one study, were more distressed about their teaching situation than were teachers who were enthusiastic. Thus for the professional growth of the teachers and improvements in education, the attitude held by them are very important. How

a teacher performs his/her duty as a teacher is dependent, to a great extent on his/her attitude, values and beliefs. A positive favourable attitude matters the work not only easier but also more satisfying and professionally rewarding. Negative and unfavourable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teachers' attitude also influences the behaviour of her/his student. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. The present study attempts to assess the attitude of the Attitude of Senior Secondary School Teachers Towards the Teaching Profession: A Gender and Marital Status.

OPERATIONAL DEFINITIONS

Attitude Thurston (1946) defines an attitude as, "the degree of positive or negative effects associated with some psychological object" Attitude in this study is the degree of positive or negative effects gained by secondary school teachers on Teacher Attitude Scale (TAS) by For Goyal (2004)

Teaching Profession Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms

OBJECTIVES OF THE STUDY

1. To study the attitude of male and female senior secondary school teachers towards teaching profession.
2. To study the attitude of married and unmarried senior secondary school teachers towards teaching profession.
3. To study the attitude of married and unmarried male senior secondary school teachers towards teaching profession.
4. To study the attitude of married and unmarried female senior secondary school teachers towards teaching profession.

HYPOTHESES

1. There is no significant difference between the attitude of male and female senior secondary school teachers towards teaching profession.
2. There is no significant difference between the attitude of married and unmarried senior secondary school teachers towards teaching profession.
3. There is no significant difference between the attitude of married and unmarried male senior secondary school teachers towards teaching profession.
4. There is no significant difference between the attitude of married and unmarried female senior secondary school teachers towards teaching profession.

TOOL USED

Teacher Attitude Scale (TAS) by Goyal (2004) was used to collect the data.

METHOD

This research applied a Descriptive survey method

SAMPLE

The investigator was randomly selected 100 senior secondary school teachers from schools of District Fazilka.

STATISTICAL TECHNIQUES

Descriptive statistics (Mean, Standard Deviation, t-ratio)

TESTING OF HYPOTHESES

Hypothesis 1”. There is no significant difference between the attitude of male and female senior secondary school teachers towards teaching profession.

To verify the above hypothesis t -ratio was computed between mean score of male and female teachers. The results are shown in table no. 1

Table 1

Attitude of male and female senior secondary school teachers towards teaching profession.

Group	N	M	SD	t-ratio
Male	50	16	2.9	0.53
Female	50	19	4.2	

From table 1 The above table indicates that there is no significant difference between male and female secondary education teachers in their attitude towards teaching as the calculated ‘t’ value is 0.53 less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Hypothesis 2 “There is no significant difference between the attitude of married and unmarried senior secondary school teachers towards teaching profession”.

To verify the above hypothesis t -ratio was computed between mean score of married and unmarried senior secondary school teachers .The results are shown in table no. 2

Table 2

Attitude of married and unmarried senior secondary school teachers towards teaching profession

Group	N	M	SD	t-ratio
Married	50	19	3.9	0.52
Unmarried	50	17	3.1	

From table 2 The above table indicates that there is no significant difference between the attitude of married and unmarried senior secondary school teachers towards teaching profession as the calculated 't' value is 0.52 less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted

Hypothesis 3 "There is no significant difference between the attitude of married and unmarried male senior secondary school teachers towards teaching profession"

To verify the above hypothesis t -ratio was computed between mean score of married and unmarried male senior secondary school teachers .The results are shown in table no. 3

Table 3

Attitude of married and unmarried male senior secondary school teachers towards teaching profession

Group	N	M	SD	t-ratio
Married Male	25	17	3.4	0.43
Unmarried male	25	15	2.5	

From table 3 The above table indicates that there is no significant between the attitude of married and unmarried male senior secondary school teachers towards teaching profession as the calculated 't' value 0.43 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Hypothesis 4 "There is no significant difference between the attitude of married and unmarried female senior secondary school teachers towards teaching profession"

To verify the above hypothesis t-ratio was computed between means scores of attitude of married and unmarried female senior secondary school teachers. The results are shown in table no. 4

Table 4

Attitude of married and unmarried female senior secondary school teachers towards teaching profession

Group	N	M	SD	t-ratio
Married female	25	20	4.7	0.47
Unmarried Female	25	18	3.7	

From table 4 The above table indicates that there is no significant between the attitude of married and unmarried female senior secondary school teachers towards teaching profession as the calculated 't' value 0.47 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted

MAJOR FINDINGS

The investigator has found some major findings which are given below:-

1. There is no significant difference between the attitude of male and female senior secondary school teachers towards teaching profession.
2. There is no significant difference between the attitude of married and unmarried senior secondary school teachers towards teaching profession.
3. There is no significant difference between the attitude of married and unmarried male senior secondary school teachers towards teaching profession.
4. There is no significant difference between the attitude of married and unmarried female senior secondary school teachers towards teaching profession

INTERPRETATION AND DISCUSSION

The investigator with his observations and experience in the field of educational research has come out with the following interpretations to the findings of the present study. The 't' test results regarding the variable 'attitude of secondary schoolteachers towards teaching profession' reveal that there is no significant difference among secondary education teachers with respect to gender (men and women), Marital Status Perspective (married and unmarried). The reason may be that a teacher is an indispensable component of an education system. And the desired results of an education system is achieved only by those positive attitudes of the teachers towards teaching and instructional objectives and no matter how well the instructional objectives are established, no matter how functional the content of the subject is selected and organized including the gender of the teacher and their marital status. The findings of the study conducted by Ghanti and Jagadesh (2009) among secondary school teachers coincide with the findings of the present study where there is no significant difference between men and women secondary school teachers in their attitude towards teaching profession. Similarly, the findings of the study conducted by Devaraj (2009) revealed that there was no significant difference among high school teachers with respect to gender of teachers and locality of school. Likewise, the study conducted by Jasmine Maria Sylvester (2010) among teacher educators and the study conducted by Jagannadh (2011) among B.Ed., College students proved that there was no significant difference in the attitude of teacher educators and B.Ed., College students towards teaching profession with regard to their gender (men and women) and locality (rural and urban) of college. Rakesh & Kiran (2016) conducted a study on attitude towards teaching profession among pre-service teachers and found that there is no significant difference in the mean teacher attitude towards teaching profession scores in the administrative, co-curricular, socio-psychological, economic area and total scores of married and unmarried Pre-service teachers at B.Ed. level.

CONCLUSION

Attitude is the product of psychological output. It is somehow inborn and is very tough to be changed within very short period of time. Each and every individual have different types of psychological setup Teachers play a crucial role in the education system, acting as the linchpin between instructional objectives, subject content, and student learning. Their attitudes significantly impact the overall success of the educational process. The current study supports these findings, emphasizing that there is no significant

differences in Attitudes of Senior Secondary School Teachers Towards the Teaching Profession: A Gender and Marital Status Perspective

In essence, the quality of teachers' attitudes stands out as a vital variable for the educational system to achieve its objectives. To meet specified goals in classrooms, it becomes imperative to foster positive attitudes among teachers, coupled with the development of their professional competencies.

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