

Professional Attitudes of Secondary School Teachers, Elina Soibamcha, Research Scholar,

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Abstract: *This paper aimed at testing two null hypotheses that (1) there exists no significant difference in professional attitudes between male and female teachers, and (2) Teaching experience is not a contributing variable of the difference in professional attitudes among the teachers. Altogether 150 teachers, 75 males and 75 females, working in secondary school located at Imphal West District of Manipur (India) were involved in the study. The data were collected through the Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006). The results indicated that no significant sex difference in professional attitudes was noted, as the p-value was 0.075 and that teaching experience had nothing to do with favourable or unfavourable attitudes towards teaching profession (p-value =0.872). Certain suggestions were made. The generalizability of the findings would merit further investigation; however, we could have an insight into the problem.*

Keywords: *Professional attitude, favourable, unfavourable, teachers, secondary school, male and female, teaching experience.*

I. Introduction

Basically, the success of education largely depends on the academic and professional preparation of teachers at all stages of education. In the professional preparation of teachers, the study of attitude held by the teachers is important. The way in which how a teacher carries out his duties and assumes responsibilities depends to a considerable extent on his attitudes, values and beliefs. A positive attitude not only makes teaching easier and lively but also more satisfying and professionally rewarding. A negative attitude makes the teacher more tedious, unpleasant and harder. Besides, a teacher's attitude not only affects his behaviour in the classroom but also influences the behaviour of his students. Hence, the availability of right type of teachers having the positive attitude towards their teaching profession is highly called for. This will make learning more effective and productive. In this connection, many research studies have been conducted in India and abroad with reference to similar or different variables to examine the attitudes of teachers towards teaching profession. Here, some of the findings of the previous studies relating to the two present variables, i.e., sex and teaching experience, were reviewed. About sex, in an earlier study conducted by Mishra (1977), it was found that male teachers' scoring was significantly higher than the female teachers on positive attitudes towards teaching profession. A similar finding was recorded by Guneyli & Aslan (2009), in which female had more positive attitudes when compared to males. Some of the studies also proved that there was a difference in the attitudes between a male and female (e.g., Capa & Cil, 2000; Dodeen et al., 2003; Oral, 2004; Terzi & Tezci, 2007; Hussain et al., 2011). But no significant difference was noted in other studies (e.g., Gurbutuk & Genc, 2004; Basby et al., 2009; Bulut, 2009; Maqbool & Ahmad, 2004). Regarding teaching experience, Jaleel & Pillay (1979) found that teaching experience of teachers appeared to have definite positive relationship with their attitudes towards the teaching profession grew more favourable. Goyal (1980) also found that professional interest of many teacher educators increased with teaching experience in the school. Capri & Celikkaleli (2008) stated that the attitude regarding teaching profession was influential on professional experience as well as reflecting the opinions related to teaching. However, GCPI (1981) found that those who had a long teaching experience had negative attitudes, while those who had short experience had positive attitudes. Thus, consistent or inconsistent results were found in various studies on the difference in the attitudes of the secondary school teachers towards teaching profession in accordance with the difference in sex and teaching experience.

II. Objectives

The study aimed at testing the following null hypotheses:

Ho: There exists no significant difference in professional attitudes between male and female teachers.

Ho: Teaching experience is not a contributing variable of the difference in professional attitudes among teachers.

III. Method and Sample

The case study approach was adopted in the current study, in which 150 secondary school teachers (75 males & 75 females) working in the schools located at Imphal West District, Manipur (India) were selected with the help of the simple random sampling. The global mean age of the teachers was 39.48 with SD-10.21, while male mean age was 39.37 with SD-10.00 and female mean age 39.60 with SD-10.47.

Tool

The Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006) was employed for collection of data. The Inventory consists of 90 items with six sub-scales on 5-point scale and its reliability was 0.88.

Data analysis

The data were analyzed and interpreted, using chi-square test and percentage.

IV. Result and Discussion

Table 1

Ho: There exists no significant difference in professional attitudes between male and female teachers.

Table No. 1 Sex and Attitudes towards Teaching Profession

Parameters	Favourable and Unfavourable Attitudes towards Teaching Profession		
	Favourable	Unfavourable	Total
Male	59	16	75
Female	67	8	75
Total	126	24	150

$\chi^2 = 3.175$; d.f = 1; p- value = 0.075; Remark = Insignificant

Table 2

Ho: Teaching experience is not a contributing variable of the difference in professional attitudes among teachers.

Teaching Experience and Attitudes towards Teaching Profession

Parameters	Favourable and Unfavourable Attitudes towards Teaching Profession		
	Favourable	Unfavourable	Total
1-5 years	41	8	49
6-10 years	25	5	30
11-15 years	26	4	30
16 years above	34	7	41
Total	126	24	150

$\chi^2 = 0.208$; d.f = 1; p- value = 0.976; Remark = Insignificant

V. Conclusion

From the above data as shown in table 1, it may be inferred that no significant difference in professional attitudes between male and female teachers was noted, since the p-value was 0.075; however, female teachers (51%) seemed to have more favourable attitudes than that of male teachers (41%). Similarly, teaching experience, table 2, was not a contributing factor of favourable or unfavourable professional attitudes, as the p-value was worked out to be 0.976, but less experienced teachers (52%) appeared to be having more favourable professional attitudes as compared to the more experienced teachers (48%). Thus, in fine, female teachers and higher professional experience may be more or less considered to be important factors of effective teaching, whereas due attention needs to be paid to the male and lower professional experience teachers. Although the generalizability of the findings of the study would merit further investigation, we could have an insight into the problem under study.

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